Sample Client Services Overview
This overview represents the services for one client of the professional learning partner.

Services Overview

Curriculum or Content Area (adoption)	Math & ELA
Type of Professional Learning (Adoption, Launch, Ongoing for Teachers, *or* System Design and Leadership Support)	Adoption
Number of educators serviced	☐ 1 – 50 ☐ 101 – 500 ☐ 51 – 100 ☑ 501 – 1000 ☐ 1000+
Audience (select all that apply)	☑ Teachers ☑ Instructional Coaches ☑ School Leaders ☑ District Leaders
District Type	☑ Traditional District ☐ Private ☑ Charter ☐ Parochial ☑ Suburban ☐ Rural ☐ Greater than 20% of English language learners ☐ Greater than 60% of economically disadvantaged students ☐ Greater than 20% students with disability ☐ Greater than 80% students of color

District Size	☑ Fewer than 2,500 students	☐ 50,001 - 100,000 students
	☑ 2,500 to 10,000 students	☐ More than 100,001 students
	☐ 10,001 - 50,000 students	
Delivery Format	☑ Virtual	
	☑ In-person	
	☑ Hybrid	
Total Cost Range[1]	☐ Less than $50,000	☐ $500,001 - $1,000,000
	☐ $50,000 - $100,000	☐ $1,000,000+
	☑ $100,001 - $500,000	

Services narrative

What were the goals of the professional learning? How did you work with the school or system to determine the goals and progress monitor for them throughout the engagement? (Limit 200 words)

EdReports partnered with the Rhode Island Department of Education (RIDE) to provide direct support to cohorts of districts engaged in a materials adoption process. The goals of the professional learning were for district teams to understand the importance of high-quality materials, prepare for and engage in the process of selecting HQIM, use EdReports reviews and other resources to support the adoption process, and internalize a shared understanding of quality and the markers of high-quality materials. These specific objectives were determined based upon an initial conversation with stakeholders to identify the needs and priorities of districts across the state. In partnership with Rhode Island, EdReports developed the

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[1] Includes any travel related expenses, etc.

overall scope of learning that included the goals, outcomes, and pacing.

How was this professional learning customized to meet the educators' needs? How were facilitators prepared to meet the needs of participants? (Limit 200 words)

The professional learning was customized to meet the educators needs in two distinct ways. Based on participants' level of knowledge about the importance and the markers of HQIM, facilitators adjusted in the moment activities to meet their needs. Materials were developed to be flexible based on participants' knowledge, as well as districts' place in the adoption process. In addition to in-the-moment adjustments, facilitators used exit tickets after each session to adjust goals and content for the next session to ensure the professional learning was responsive to feedback and an evolving understanding of educators' knowledge of topics. Additionally, facilitators engaged in consultation sessions with individual districts between cohort sessions, in order to provide tailored support aligned with the specific needs of each district and where they were in the adoption process.

Describe the delivery structures employed and how often participants were able to participate in professional learning over the length of the engagement. (Limit 200 words)

EdReports project leads collaborated directly with RIDE leadership through weekly meetings to provide virtual consultation and collaboration, plan upcoming sessions for districts, and ensure overall project alignment. EdReports provided synchronous and asynchronous learning experiences for district teams as they prepared for and engaged in the adoption process. We facilitated six full day sessions for district teams, some virtual and some in person, over the course of the project. As part of those sessions, we provided planning templates to support the development of the adoption process, best practices for engaging stakeholders before, during and after the adoption, and explicit alignment of activities with the district vision of instruction, and professional learning on why materials matter, the characteristics of HQIM and how materials impact students' experience. Within the sessions, we used a mix of whole group, small group, and partner discussions. In addition to these cohort sessions, we provided individual consultation with district teams between cohort learning sessions.

How did the professional learning build on previous work or set the foundation for additional professional learning? (Limit 200 words)

EdReports project leads worked directly with RIDE staff to advise and consult with LEAs before and during their adoption process. The RIDE team was invited to attend all of the meetings and consultations in order to learn more about the needs of participating LEAs and to be able to capture evidence that will inform future work for the team. As a result, the content from each session served as a foundation for professional learning going forward as we were able to support additional districts within the scope of work. Because we knew the context and learned about the needs of each district, we were able to use session content, our knowledge of their landscape and feedback to inform how future sessions were structured, delivered and facilitated.