

Sample Client Services Overview

This overview represents the services for one client of the professional learning partner.

Services Overview

Curriculum or Content Area (adoption)	Wonders	
Type of Professional Learning (Adoption, Launch, Ongoing for Teachers, or System Design and Leadership Support)	System Design and Leadership Support	
Number of educators serviced	<input type="checkbox"/> 1 - 50 <input type="checkbox"/> 51 - 100	<input checked="" type="checkbox"/> 101 - 500 <input type="checkbox"/> 501 - 1000 <input type="checkbox"/> 1000+
Audience (select all that apply)	<input type="checkbox"/> Teachers <input checked="" type="checkbox"/> School Leaders	<input checked="" type="checkbox"/> Instructional Coaches <input checked="" type="checkbox"/> District Leaders
District Type	<input checked="" type="checkbox"/> Traditional District <input type="checkbox"/> Charter <input type="checkbox"/> Suburban <input type="checkbox"/> Greater than 20% of English language learners 15% <input checked="" type="checkbox"/> Greater than 20% students with disability	<input type="checkbox"/> Private <input type="checkbox"/> Parochial <input type="checkbox"/> Rural <input type="checkbox"/> Greater than 60% of economically disadvantaged students 58.4% <input type="checkbox"/> Greater than 80% students of color 58%



District Size	<input type="checkbox"/> Fewer than 2,500 students <input checked="" type="checkbox"/> 2,500 to 10,000 students <input type="checkbox"/> 10,001 - 50,000 students	<input type="checkbox"/> 50,001 - 100,000 students <input type="checkbox"/> More than 100,001 students
Delivery Format	<input type="checkbox"/> Virtual <input type="checkbox"/> In-person <input checked="" type="checkbox"/> Hybrid	
Total Cost Range ¹	<input type="checkbox"/> Less than \$50,000 <input type="checkbox"/> \$50,000 - \$100,000 <input checked="" type="checkbox"/> \$100,001 - \$500,000	<input type="checkbox"/> \$500,001 - \$1,000,000 <input type="checkbox"/> \$1,000,000+

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)

We began by conducting a landscape scan to assess Wonders’ implementation. This scan was a multi-pronged research and data collection effort to better understand the district context, identify successes and challenges with Wonders implementation to date and suggest opportunities to support implementation in the future. Education First worked with the district to create an implementation plan that included creating a vision, a theory of action, a set of priorities and action steps and an implementation timeline. We then spent an entire school year supporting the district with professional learning and coaching to implement their plan. We conducted additional site visits to observe implementation and support monitoring the plan, and met regularly with school leaders to provide customized professional learning support.

¹ Includes any travel related expenses, etc.



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 directly address the findings in the landscape scan that was based upon interviews and observations of educators and leaders. Our facilitators used their expertise in both system support for HQIM implementation as well as the use of the Wonders curriculum to create an implementation plan that was curriculum-based and supported system-wide implementation. This particular district needed to include a plan for district leaders to develop a shared vision for grade-level ELA instruction using Wonders materials and set student learning goals to monitor progress. They needed to place a specific focus on strengthening writing and phonics instruction and materials. They also needed to focus professional learning time on using Wonders to develop the ELA knowledge, skills, and resources staff need to effectively meet the needs of all learners. Our facilitator developed an implementation plan around these findings from the landscape scan that was customized for this district and would help them meet the needs of all teachers.

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)

The engagement with this district took place over 18 months. The first six months were devoted to conducting the landscape scan, creating goals, and developing the implementation plan. This was done through site visits, in person and virtual meetings, surveys and data review. We supported the district with implementation and monitoring of the plan, which included professional learning and coaching for 12 months. Through the 12 month period, we conducted three additional on-site visits and weekly virtual coaching meetings with the leaders working to implement the plan.

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



The district began implementation of Wonders in 2019-2020 and was impacted by COVID closures. Education First built upon previous learning by starting with a thorough landscape scan of current implementation and the gaps that existed. This landscape scan included classroom observations, interviews with teachers and leaders, and a thorough data review. We framed our analysis in four areas: leadership readiness, teacher readiness, systems and structures, and culture and climate. We used all of the findings in the landscape scan to work with the district to craft an individualized implementation plan to improve the use of Wonders. We then used that plan to guide the coaching of the district to meet their goals.