

## Client Services Overview

### System Design and Leadership Support

#### Services Overview

Curriculum or Content Area	English Language Arts   <i>Wit &amp; Wisdom with Geodes</i>
Type of Professional Learning	System Design and Leadership Support
Number of Educators Served	<ul style="list-style-type: none"> <li>• 1,000+ educators</li> </ul>
Audience	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• School Leaders</li> <li>• Instructional Coaches</li> <li>• District Leaders</li> </ul>
District Type	<ul style="list-style-type: none"> <li>• Traditional District</li> <li>• Greater than 20% English language learners</li> <li>• Greater than 80% students of color</li> </ul>
District Size	<ul style="list-style-type: none"> <li>• 50,001 – 100,000 students</li> </ul>
Delivery Format	<ul style="list-style-type: none"> <li>• Virtual</li> <li>• In-Person</li> <li>• Hybrid</li> </ul>
Total Cost Range <sup>1</sup>	<ul style="list-style-type: none"> <li>• \$1,000,000+</li> </ul> <p><i>Great Minds works with partners to determine a sequence and price structure that meets their needs and context.</i></p>

<sup>1</sup> Includes travel-related expenses, etc.

### **Services narrative | System Design and Leadership Support**

*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)*

This large, urban, Southern district launched with a focus on ensuring that all school and district leaders received foundational *Wit & Wisdom* professional learning before teachers received PD in late spring/summer. Once district office staff (all academics departments, including English Learner Services, Special Education [Exceptional Education Students], and principal supervisors) were trained, the district rolled out multiple Launch and Module and Lesson Study session offerings for all K-5 teachers.

The district's professional learning goals were simple: to ensure that all staff had a foundational understanding of the *why* and *how* of *Wit & Wisdom*. We cocreated a multiyear implementation plan with district Literacy Leadership and met bi-weekly in Year 1 to monitor progress, making real-time adjustments as needed.

In Year 2, we collaborated to add a goal around sustainability, developing a core group of leaders trained in delivering *Wit & Wisdom* professional learning to support district professional learning's future sustainability. This district was an early *Wit & Wisdom* Leaders Program cohort. Year 2 also brought coaching. We worked with their nine most strategic-needs schools, Schools of Innovation, and delivered 18 days of onsite school-based coaching, including Guided Observations for Leaders, Strategic Planning for school-based coaching, and our Coaching Series: Teaching for Productive Struggle.

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

All of our facilitators or Fellows are former or current *Wit & Wisdom* teachers and leaders, and receive extensive training, coaching, and support on facilitating our professional learning content. In addition, prior to any delivery of professional learning, the assigned Fellows are given opportunities to debrief with their managers to learn district-specific content in order to tailor their facilitation to meet the current needs of the district. For example, when a couple of community members questioned the use of certain texts in the curriculum, each of our Fellows were trained on the resources, approach, and messaging from the district so that they were equipped to respond to any questions that were presented during the sessions. As a result, participants felt heard and reassured that the collaboration between their district's leadership and the Great Minds staff was aligned and supportive.

As for our coaching of the Schools of Innovation, our Implementation Leader assigned to the district personally delivered the onsite coaching, which allowed for each coaching session to meet the unique needs of each school-based coach and district coach.

The district has a 25-member *Wit & Wisdom* Leader program as a key lever of change within their district implementation plan. The cohort consists of school-based coaches, teachers, and one district ELA Specialist.

*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)*

This district launched during the height of the Covid pandemic, so the majority of their launch professional learning took place virtually. The district offered all professional learning virtually the beginning half of Year 1. By spring semester going into Year 2, onsite professional learning sessions were offered.

Year 2 school-based coaching was offered mostly onsite; some schools took advantage of our hybrid approach.

The *Wit & Wisdom* Leader Program delivery was all virtual for the 25-member cohort. School-based coaching was offered as schools desired, however, the Schools of Innovation coaching occurred monthly from December 2021 – December 2022.

The frequency with which participants participate in professional learning varies, as some opportunities have been available to teachers and leaders in specific roles, but the district has maintained focus on its goal of ensuring that all educators and district staff have regular, ongoing opportunities for professional learning to support success.

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

As a part of our co-creation of a multiyear implementation plan for this district, Great Minds gathered information from the district leadership team to get the landscape of district priorities and other bodies of work that staff were engaging in so that our professional learning approaches could align.

One way that we leveraged our professional learning to build on previous work that the district was engaged in was the establishment of facilitating ongoing leader professional learning during the district's monthly Multi-Tiered System of Supports (MTSS) sessions. This cadence of professional learning supported the districts' work on the fundamentals of instruction and literacy leadership through the lens of observing and coaching *Wit & Wisdom* instruction. This allowed all school-based leadership teams to not only continue their knowledge-building of literacy leadership, but more specifically how to apply that leadership in the context of observing instruction and targeting coaching for teachers within the curriculum.

As we continue collaboration with the district, goals are focused on building knowledge and skills and internal capacity for sustaining success in the long term.