

Sample Client Services Overview

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

Services Overview

Curriculum or Content Area (adoption)	Into Reading, Growth Measure, Amira, Waggle, Writable	
Type of Professional Learning (Adoption, Launch, Ongoing for Teachers, or System Design and Leadership Support)	Ongoing for Teachers	
Number of educators serviced	<input type="checkbox"/> 1 - 50 <input type="checkbox"/> 51 - 100 <input type="checkbox"/>	<input checked="" type="checkbox"/> 101 - 500 <input type="checkbox"/> 501 - 1000 <input type="checkbox"/> 1000+
Audience (select all that apply)	<input checked="" type="checkbox"/> Teachers <input checked="" type="checkbox"/> School Leaders	<input checked="" type="checkbox"/> Instructional Coaches <input 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 <input type="checkbox"/> Greater than 20% students with disability	<input type="checkbox"/> Private <input type="checkbox"/> Parochial <input type="checkbox"/> Rural <input checked="" type="checkbox"/> Greater than 60% of economically disadvantaged students <input type="checkbox"/> Greater than 80% students of color



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 checked="" type="checkbox"/> Less than \$50,000 <input type="checkbox"/> \$50,000 - \$100,000 <input 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)

Houghton Mifflin Harcourt partnered with Warren County Public Schools to provide a comprehensive professional learning experience designed to support a successful adoption and build capacity within the district. Through strategic planning implementation support, and blended coaching, HMH provided professional learning grounded in teacher agency, collaboration, and teacher success. Our goal was to provide their educators with on-going opportunities for professional learning that was customized to their school district’s unique needs.

¹ Includes any travel related expenses, etc.



HMH provided year-round professional development and support through Teacher's Corner on Ed. There teachers had access to a searchable library including classroom videos, tips from other teachers, and additional content and support from HMH's experienced Instructional Coaches.

With their HMH Coaching Membership, our coaches worked individually with schools in Warren County to determine their needs and then work cooperatively with educators to plan instruction and support program implementation. HMH coaches built strong relationships by helping their teachers select, monitor, and achieve their goals. Each coaching session was centered on evidence of student learning and used for modeling high-impact instructional strategies, answering program and practice questions, or leading cohort-based professional learning.

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

Teacher's Corner gave Warren County educators and leaders access to our full library of professional development content and empowered them with agency and choice over their professional learning. In Teacher's Corner, educators were able to access subject and grade-level specific content such as: live online events, on-demand teaching resources and program support, Leader's Corner for district and site-based leader access to program support, and the "Breakroom" which provides educators with innovative ideas and resources from other educators and opportunities for personal reflection. Their teachers earned certificates for attending and participating in sessions that gave them professional learning credits as they worked towards their goals.



HMH Coaching Membership offered Warren County blended coaching to provide teachers with a custom coaching pathway to help them best integrate our programs with their everyday instructional practices. The coaching membership included access to the award-winning HMH Coaching Studio. In this online community, participants had access to additional on-demand resources and collaborated with their coach and colleagues to address their students' most pressing learning needs. HMH's evidence-based coaching model provided their educators with a blend of personalized professional learning opportunities with an experienced coach as well as resources that teachers could access for asynchronous professional development.

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)

Teacher's Corner provided Warren County educators with opportunities for engaging professional development through live events that allowed them to learn from HMH coaches, thought leaders, and fellow educators with active participation and feedback. Along with our year-round professional development opportunities, teachers were able to connect with and learn from a community of fellow educators on the Teacher's Corner Facebook page. Here, educators were able to find additional resources, ask questions, and get support from HMH coaches and fellow teachers at any time.

The HMH Coaching model enacted in Warren County was a highly interactive, year-long program that invited participants to engage with one-to-one learning with a knowledgeable coach and dynamic small group sessions with their cohorts. Teachers took active roles in setting and achieving their professional

goals with the support of our coaches and a community of fellow educators.

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

Teacher's Corner sets a foundation for educators new to the HMH programs by providing them with Getting Started sessions that support them through initial implementation, then invites them to continue their learning with a wide range of both new and existing professional development opportunities on the platform.

HMH Coaching built on their educators' pre-existing knowledge and experiences whether they were in their first year or they were seasoned professionals by providing coaching experiences that were customized to their needs. This year-long program gave Warren County educators a wealth of information from experts and fellow educators that helped them grow in their craft and provided them with the tools to make lasting change in their classrooms, schools, and districts. The results of this coaching has been exemplified in Warren County by year-after-year growth in student achievement since their implementation.