PROFESSIONAL LEARNING PARTNER GUIDE

Sample Client Services Overview

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

Services Overview

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

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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)

The goals of this professional learning partnership was to deepen teacher content knowledge with regard to PreK-8 math instruction, math standards, and curriculum design and implementation. As a result of stronger teacher content knowledge, our aim was to see increased mastery (interim assessments) and growth (MAP) in math across the K-8 span. We conducted a series of virtual and in-person meetings with network leadership team members and school-based leaders to understand what professional learning systems and experiences they already had in place, what they had tried before to address these goals,

[1] Includes any travel related expenses, etc.

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and what successes and challenges they had experienced. We also conducted a walkthrough of several network schools to see instruction before defining specific targets for teacher growth and student learning. The network reviews interim and MAP data and shares their analysis with us, scheduling time after major assessments to review progress toward goals. In addition, we conduct monthly on-site walkthroughs alongside network staff to monitor progress on teacher knowledge and skill growth goals.

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

We developed a new module internalization process geared to the specific needs identified by network leaders and through our initial walkthroughs. This included writing detailed module launch scripts and creating 15-20 minute knowledge-building videos for approximately 50 modules because growing content knowledge was an essential part of the need for prework before sessions. We then further customized these module launch experiences and materials at each grade band as the school year progressed and we recognized specific needs of grade teams with more and less experienced teachers. We also offered office hours to individuals and small groups following module launches and walkthroughs so that we could provide additional support to those who didn't master the content in the larger group module launches. Part way through the year, we began to provide school-based leaders with coaching guides because we found that they needed support in aligning their feedback and coaching to the priorities we focused on with teachers in module launches. Before each module internalization and PD session, our team of coaches working with this partner met to review materials and run mock internalization sessions to norm on the content focus and improve delivery.

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)

Delivery consisted primarily of four structures (though a few other customized elements - such as office hours and responsive PDs - were added as needed during the engagement):

1. Asynchronous prework: we created detailed prework assignments and materials (video and written) for teachers to complete approximately monthly before module internalizations.

2. Facilitated module internalizations (mix of in-person and virtual): approximately once per month we led teams of teachers through exercises designed to deepen their content knowledge, build their understanding of an upcoming module, and get opportunities to rehearse key moments of instruction.

3. Instructional Walkthroughs: approximately once per month we visited all schools and most of the classrooms with the focus content area, providing real-time feedback, sharing observation data and recommendations with the school-based and network leadership, and using observations to inform upcoming module internalizations and PD.

4. Leadership Previews: approximately monthly we previewed key content with school-based leaders and provided them with coaching guides so they could align their support of teachers to ours.

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

This network had already spent significant time and energy on lesson internalization and lesson rehearsal and had an approach to module internalization that they were using. We developed our supports to build on what they had been doing - particularly incorporating their approach to lesson rehearsal - while adding more emphasis on content knowledge development. This work also set up the opportunity for much more effective real-time coaching - because of the development of a shared understanding and language with regard to math content - and for much more effective data analysis and response protocols.