

## Sample Client Services Overview

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

### Services Overview

Curriculum or Content Area (adoption)	myPerspectives	
Type of Professional Learning (Adoption, Launch, Ongoing for Teachers, or System Design and Leadership Support)	Ongoing for Teachers	
Number of educators serviced	<ul style="list-style-type: none"> <li>1 - 50</li> <li>51 - 100</li> </ul>	<ul style="list-style-type: none"> <li>101 - 500</li> <li>501 - 1000</li> <li>1000+</li> </ul>
Audience (select all that apply)	<ul style="list-style-type: none"> <li>Teachers</li> <li>School Leaders</li> </ul>	<ul style="list-style-type: none"> <li>Instructional Coaches</li> <li>District Leaders</li> </ul>
District Type	<ul style="list-style-type: none"> <li>Traditional District</li> <li>Charter</li> <li>Suburban</li> <li>Greater than 20% of English language learners</li> <li>Greater than 20% students with disability</li> </ul>	<ul style="list-style-type: none"> <li>Private</li> <li>Parochial</li> <li>Rural</li> <li>Greater than 60% of economically disadvantaged students</li> <li>Greater than 80% students of color</li> </ul>

District Size	<ul style="list-style-type: none"> <li>• Fewer than 2,500 students</li> <li>• 2,500 to 10,000 students</li> <li>• <b>10,001 - 50,000 students</b></li> </ul>	<ul style="list-style-type: none"> <li>• 50,001 - 100,000 students</li> <li>• More than 100,001 students</li> </ul>
Delivery Format	<ul style="list-style-type: none"> <li>• Virtual</li> <li>• <b>In-person</b></li> <li>• Hybrid</li> </ul>	
Total Cost Range <sup>1</sup>	<ul style="list-style-type: none"> <li>• <b>Less than \$50,000</b></li> <li>• \$50,000 - \$100,000</li> <li>• \$100,001 - \$500,000</li> </ul>	<ul style="list-style-type: none"> <li>• \$500,001 - \$1,000,000</li> <li>• \$1,000,000+</li> </ul>

### 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)

This ongoing professional learning support for teachers followed a professional learning of the curriculum facilitated by the curriculum company. Therefore, a collaborative session with Kids First coaches, district leadership, select school instructional coaches, and select teachers occurred prior to the scheduled professional learning. From that session, the following professional learning goals were established for the first ongoing support session:

- Teachers create a nine-week calendar, pacing texts and writing tasks for each week;
- Teachers create a weeklong learning map to use in planning and preparing engagement with the

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

myPerspectives curriculum;

- Teachers analyze the texts for the upcoming week, collaborating through the First Read engagement and the subsequent engagement; and
- Teachers compose additional standards-based text-dependent questions to ensure teaching of specific standards.

After each goal was trained on during the session, grade level groups of teachers presented their collaboration to receive feedback from Kids First consultants, district and school leadership, and fellow teachers.

Follow-up on-site coaching support days were scheduled to continue side-by-side coaching in effective implementation of the district curriculum.

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 initial consultation included analysis of a needs assessments completed by the educators in the district from multiple grade levels. Based on the educators' needs, outcomes and goals were established in collaboration between Kids First coaches and district/school leaders. An agenda was created to customize each section of the professional learning to ensure educators' needs were effectively met and then approved by the district/school. All facilitators were involved in each step leading to the professional learning, continuously collaborating to ensure high-quality learning would ensue.



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)

All day trainings/workshops were interspersed throughout the project to allow for extended time frames for learning and development. Side-by-side coaching was scheduled throughout the project on a bi-monthly basis to ensure teachers and instructional leaders were provided the support needed through modeling, co-teaching, and debriefing in a customized coaching cycle. Professional learning communities and other collaborative sessions were included within the project time frame to build capacity through modeling and co-facilitation. Participants included in the initial all-day trainings/workshops were included within all other support delivery throughout the entirety of the project.

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

The initial trainings/workshops set the foundation for the additional coaching and collaborative sessions

facilitation. Through the initial professional learning, Kids First facilitators/coaches determined specific areas where specific teachers/groups of teachers would need side-by-side support in the classroom and support in continued effective planning and preparing with the curriculum. Through those delivery methods, facilitators/coaches determined even more specified topics/areas for the additional training/workshop professional learnings. With Kids First coaches consistently identifying areas where support and/or training could build capacity, a professional learning cycle was established for effective implementation of the curriculum along with high-quality instruction.