

## Sample Client Services Overview

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

### Services Overview

Curriculum or Content Area (adoption)	Odell High School Literacy Program	
Type of Professional Learning (Adoption, Launch, Ongoing for Teachers, or System Design and Leadership Support)	Launch	
Number of educators serviced	<input type="checkbox"/> <b>1 - 50</b> <input type="checkbox"/> 51 - 100	<input type="checkbox"/> 101 - 500 <input type="checkbox"/> 501 - 1000 <input type="checkbox"/> 1000+
Audience (select all that apply)	<input type="checkbox"/> <b>Teachers</b> <input type="checkbox"/> School Leaders	<input type="checkbox"/> Instructional Coaches <input type="checkbox"/> <b>District Leaders</b>
District Type	<input type="checkbox"/> <b>Traditional District</b> <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 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"/> <b>2,500 to 10,000 students</b> <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"/> <b>Hybrid</b>	
Total Cost Range <sup>1</sup>	<input type="checkbox"/> Less than \$50,000 <input checked="" type="checkbox"/> <b>\$50,000 - \$100,000</b> <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)

The goals of this professional learning were to effectively introduce the Odell High School Literacy Program to the district’s high school teachers, so that they deeply understand how to leverage the curricular materials and resources to meet their unique students’ needs. Before launching the partnership, NTC engaged in several introductory meetings with district leaders to deeply understand their local context and aspirations for this professional learning support. NTC designed a customized scope of work based on those needs, as well as their budget available. Once the work launched, NTC curriculum experts provided consultation with district leaders to go deeper on mapping clear goals and metrics for the work, and

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



finalize the design of the professional learning. Ongoing, NTC has conducted pulse check surveys following professional learning for participants and engaged in regular progress monitoring efforts with district leaders. As a result, we have since modified our scope of work to provide even deeper support for teachers (for example, adding more in-field coaching) based on needs they have shared.

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 NTC professional learning is deeply customized to meet educators' needs. In this partnership (and with all NTC partnerships), we spent consultation time with district leaders at the outset mapping the current state and collaboratively designing professional learning objectives and content together. All facilitators have been trained as experts in the Odell High School Literacy Program, and have regularly differentiated support based on individual participant needs. NTC facilitators regularly checked in with participants during the training and administered post-session surveys, as well as regularly stepped back with district leaders. These various touchpoints have allowed NTC facilitators to continue to adapt the content to meet educators' needs and provide even deeper levels of support this year.

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)

In this partnership, NTC provided in-person, full-day professional learning to educators to introduce the Odell High School Literacy Program, and then followed that session with two shorter in-person workshops



during the school year to support ongoing application to practice. NTC experts also have provided two days of in-person, in-field coaching twice a year to support teachers as they continue to internalize and implement the curriculum. Beyond the direct support to teachers, NTC has also continued regular virtual meetings with district leaders to monitor progress, discuss support plans for next year, and consider ways to build long-term sustainability of this work following the partnership.

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

This professional learning has intentionally been integrated with larger district initiatives, so that teachers understand how the Odell High School Literacy Program launch fits within their larger instructional and academic goals as a district. This introductory set of supports has also laid a strong foundation for next year, when NTC plans to build the capacity of district leaders to continue this support through guided co-observations, when district leaders receive intensive practice and support observing high school literacy classrooms and providing feedback aligned to the curriculum.