

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)	Ongoing for Teachers	
Number of educators serviced	<input type="checkbox"/> 1 - 50 <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"/> Teachers <input type="checkbox"/> School Leaders	<input type="checkbox"/> Instructional Coaches <input type="checkbox"/> District Leaders
District Type	<input 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 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 type="checkbox"/> Less than \$50,000 <input checked="" 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)

The goals of this partnership were to provide ongoing professional learning and support to school leaders, other instructional leaders and to teachers to build their capacity to successfully implement the Odell High School Literacy Program. To ensure a coherent experience for teachers, NTC also provided support to school and district leaders throughout the partnership. We first held several introductory sessions with school leaders and their instructional teams to understand their needs and budget, which allowed NTC to craft a customized scope of work for the partnership. Once the partnership launched, NTC continued ongoing consultation sessions that allowed NTC staff to collaboratively set goals and metrics with district

¹ Includes any travel related expenses, etc.



leaders and continue to check in on progress as the professional learning began. NTC also conducted ongoing learning walks with district and instructional leaders to provide real-time feedback to teachers while collecting relevant progress data relevant to the district's instructional goals. These learning walks continue to build alignment between instructional coaches, district literacy leaders, school-based leaders, and teachers.

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. NTC staff also conducted bi-weekly meetings with instructional coaches at the school, analyzing data from the learning walks described above and discussing problems of practice that teachers are experiencing. 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, educators first participated in an in-person Summer Institute session with NTC, followed by three in-person workshops that occurred during common planning time for teachers. Additionally, NTC engaged in four days of in-field coaching throughout the year with instructional leaders and teachers. During this coaching time, NTC worked with instructional leaders to deeply understand what to look for in high school literacy classrooms that signaled fidelity to implementation of the Odell High School Literacy Program curriculum. NTC also worked directly with teachers in grade-level planning sessions to internalize units, co-plan, and co-teach lessons with the teachers. Additionally, NTC engaged in ongoing virtual check-ins with district leaders to monitor progress and plan for long-term sustainability.

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

This professional learning built on previous work done in the district around initial adoption and launch, and focused more on skills necessary for teachers to skillfully implement the curriculum ongoing in their classrooms. For example, NTC staff designed a session focused on what student-led collaboration looks like utilizing the Odell High School Curriculum. In this way, NTC staff went beyond the foundational elements of how to navigate the curriculum, core elements of the curriculum, etc. and focused more on how to leverage the curriculum as a tool for equity in the classroom considering every teacher's unique student population. NTC staff also supported district leaders to consider how literacy can be integrated through other content areas beyond ELA classrooms. The work NTC is doing this year with both teachers and school leaders is also setting a strong foundation for next year, when NTC will focus increasingly on building teacher and school leader independence in deeply integrating the Odell High School Literacy Program into their regular practice.