

## Sample Client Services Overview

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

### Services Overview

Curriculum or Content Area (adoption)	ELA and Mathematics	
Type of Professional Learning (Adoption, Launch, Ongoing for Teachers, or System Design and Leadership Support)	Ongoing for teachers	
Number of educators serviced	<input checked="" type="checkbox"/> 1 - 50 <input type="checkbox"/> 51 - 100 <input type="checkbox"/>	<input 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 type="checkbox"/> Instructional Coaches <input checked="" 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 checked="" type="checkbox"/> Greater than 80% students of color



District Size	<input type="checkbox"/> Fewer than 2,500 students <input type="checkbox"/> 2,500 to 10,000 students <input checked="" 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 checked="" type="checkbox"/> Virtual <input checked="" type="checkbox"/> In-person <input type="checkbox"/> Hybrid	
Total Cost Range <sup>1</sup>	<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 content of the English language arts and mathematics services and materials cited here were based on ongoing conversations between IFL fellows and district representatives. After some professional learning sessions, participants completed a bridge to practice assignment (homework) and completed a session survey. This helped to determine if the content of the subsequent session needed to be adjusted (topic or depth).

The IFL proposed to emphasize building and maintaining capacity within district leaders and educators to take on

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



ownership of professional learning in mathematics and ELA. We trained specialists to have the ability to turnkey sessions across a range of topics and grade levels. The work proposed was designed to empower experienced math and ELA specialists to become the instructional leaders who maintain and grow pedagogical knowledge in the district.

The English language arts portion of the plan was designed to ensure all students have access to deep learning opportunities providing equitable access to high-quality, rigorous instruction aligned to specific learning standards. The math portion of the plan was designed to support more seasoned teachers in differentiating instruction to meet the needs of diverse learners.

Collectively, the English language arts and mathematics professional learning services and materials could be viewed as continuing a conversation around improving learning opportunities

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

Setting goals with our district partners is a collaborative and iterative process that involves ongoing

conversations with district leadership, the implementation of Asset Walks, the co-creation of a Learning Plan, and the implementation of Learning Walks.

- An Asset Walk is a structured set of classroom observations from across the district followed by opportunities for reflection and discussion around learning. Ideas are shared to inform short and long-term professional learning goals and future professional learning opportunities.
- Information gleaned from an Asset Walk helps to inform the Learning Plan.
- A Learning Plan outlines specific ways in which the IFL and the district partner can leverage current instructional assets and work collaboratively to achieve goals that address the unique needs of the district. We clearly state how the intended outcomes advance the district's goals.
- A Learning Walk shares the same structure as an Asset Walk, but the purpose of a Learning Walk is to identify practices that reflect the collaborative work between the district and the IFL. Participants debrief their observations using noticings and wonderings, and provide evidence to support their claims.
- Learning Walks take place at multiple points as outlined in the Learning Plan to determine how instructional practices in the professional learning sessions are enacted in classrooms.

This collaborative and iterative process helps us to refine and enhance our own practice.

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)

Math and English language arts specialists participated in a dozen, day-long, in-person professional

learning sessions throughout the school year on various topics, including the Principles of Learning, adult learning, and support for turnkeying. In addition, we met with specialists virtually an hour at time over the year to help specialists prepare to facilitate IFL PD sessions.

English teachers participated in two, two half-day professional learning sessions around meeting the needs of diverse learners as well as two in-person learning lab days to observe high-quality instruction and debrief on it. In addition, teachers submitted district-created units and formative assessment maps for IFL review and feedback.

Math teachers also participated in six day-long, in-person professional learning sessions around meeting the needs of diverse learners.

The school year began with an asset walk, during which fellows observed classroom assets and practices, and the year ended with a learning walk, during which participants observed implementation of topics addressed in professional learning sessions with teachers.



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

The IFL recognizes and honors the deep, decade-plus partnership with this district. As such, we emphasized building and maintaining capacity within district leaders and educators to take on ownership of professional learning in mathematics and ELA. We do this by training specialists to have the ability to turnkey sessions across a range of topics and grade levels. The work was designed to empower experienced math and ELA specialists to become the instructional leaders who maintain and grow pedagogical knowledge in the district.