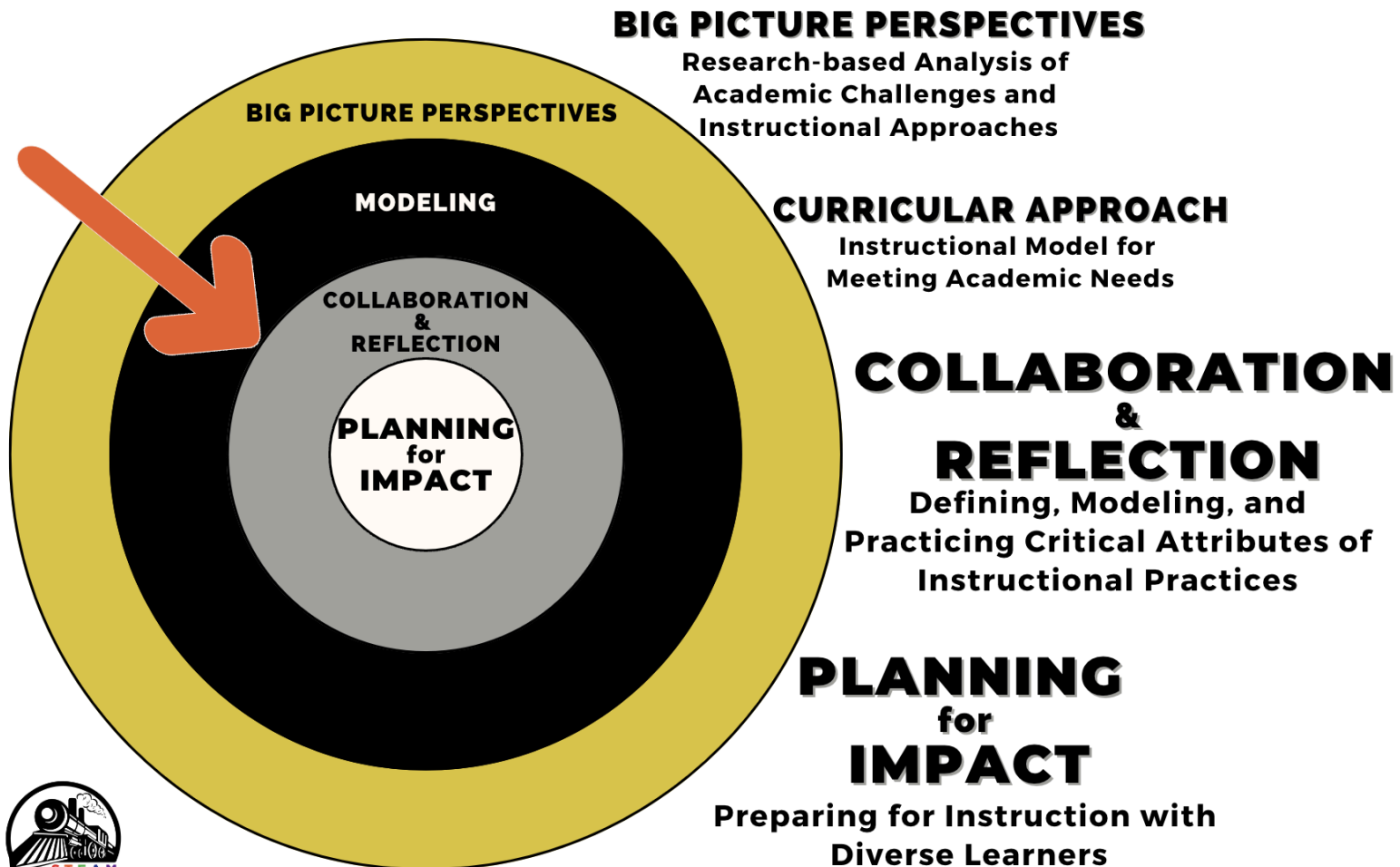


Sample Client Services Overview

STEAM Powered Get T.R.A.I.N.E.D. Professional Learning & Practical Planning





Services Overview

Type of Professional Learning	Launch (Professional Learning Sessions)
Number of educators serviced	51 - 100
Audience	Teachers Instructional Coaches District Leaders
District Type	Traditional District
District Size	2,500 to 10,000 students
Delivery Format	Virtual (customized strategic support) In-person
Total Cost Range ¹	\$50,000 - \$100,000

¹ Includes any travel related expenses, etc.

Services Narrative

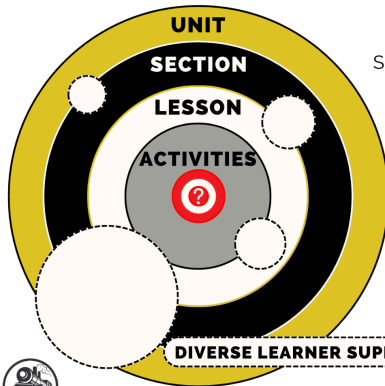
What were the goals of the professional learning? How did you work with the school or system to determine the goals and progress monitor for them throughout the engagement? (Limit 200 words)

The school system is located near a military base so the population of both the students and the staff is transient. The concern of the district instructional staff was the number of teachers who were observed using the Guidebooks curriculum inconsistently or making inappropriate adjustments to implementation. We noted that teachers had not steered completely away from use, and concluded that effective implementation would be anchored in teachers truly understanding their curricular materials - having support with planning for success. While this was not a “launch” in the traditional sense as they had already begun to use the curriculum, we approached our support as if teachers were initiating implementation. We took a calculated approach to revising teachers’ implementation:

- PL learning focused on the **Guidebook’s approach to ELA instruction** and its connection to the **Science of Reading**.
- We **close read (annotations, questioning, vocabulary protocol, and DR-TA strategies)** an appropriately complex text and participants experienced and reflected upon how the instructional strategies used could be modified and implemented to support students in accessing the complexities of GB texts and tasks.
- Participants spent time **collaboratively unpacking upcoming units** and using our Planning Companion to develop a long-range unit plan.
- Participants went on to **develop specific best practices, success criteria, and learning objectives for the first week of instruction**. Alongside colleagues and our expert facilioach, participants determined goals for their students and worked to begin to **plan interventions/acceleration** for their diverse learners.

Sample Launch Workshop Learning Cards

INSTRUCTIONAL DESIGN



ELA GOAL

Students are reading, understanding, and expressing understanding of complex, grade-level texts.

How are students making progress toward this goal?


- analyzing and owning grade-level appropriate vocabulary
- using topics, themes, and ideas to make meaning of text
- using collaboration and discussion to build knowledge through text
- using various text structures to understand and write about complex text.



SCAFFOLDING EXAMPLES

spending their time in idleness: being lazy

a. How was the word/phrase used in the text? While the Mighty Folk were **spending their time in idleness**, drinking nectar and eating ambrosia, he was intent upon plans for making the world wiser and better than it had ever been before.

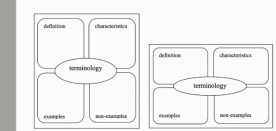
SYNONYMS	ILLUSTRATION
Lazy, chillaxing, resting, doing nothing	
ANTONYMS	UNIQUE SENTENCE
Busy, overwhelmed, exhausted	While I mopped the floor, my brothers played video games, rode bikes, and spent time in idleness without lending a helping hand.

Frayer Model

The Frayer Model is a four-square graphic organizer used for word analysis and vocabulary building. The model is a word characteristic activity designed to have the concept or terminology to be defined in the center and the students answer the concept in the other three squares.

Some of the concepts in general can be confusing and Frayer model is an effective tool that can be used to differentiate concepts that has close relationships with each other. It also presents the student the opportunity to make a distinction as to what the concept is and what it is not. In addition, it provides the student the opportunity to express their understanding by supplying examples and non-examples from their own lives.

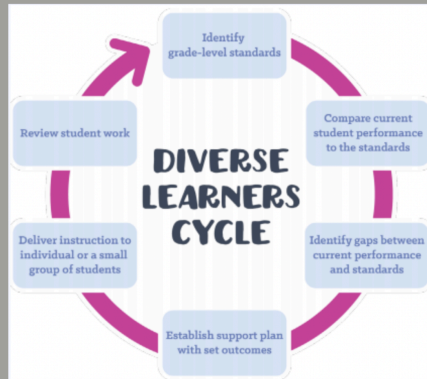
SOURCE: <http://www.ck12.org/Concept-Change-Model/Concept-Change-Model-1.10/>



STEPS TO THE FRAYER MODEL:

1. Explain the Frayer model graphic organizer to the class. Use a common word to demonstrate the various components of the form. Model the type and quality of desired answers when giving this example.
2. Select a list of key concepts from a reading selection (or topics). Write this list on the chalkboard and review it with the class before students read the selection.
3. Divide the class into student pairs. Assign each pair one of the key concepts and have them read the selection carefully to define this concept. Have these groups complete the four-square organizer for this concept.
4. Ask the students pairs to share their conclusions with the entire class. Use these presentations to review the entire list of key concepts.

DIVERSE LEARNERS' CYCLE



LEARNING OBJECTIVES vs. SUCCESS CRITERIA

Lesson objectives refer to understanding, knowledge, skills, or application.



What do I want students to know?

Success criteria list the essential characteristics of something students will say, do, make, or write to indicate they are moving toward mastery of learning objectives.



What does it look like to perform at mastery of the objective's expectation?





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

District instructional leaders were specific about wanting participants to make connections from what students were learning each day to how students would be demonstrating their learning through assessment (daily formative assessments, unit assessments, and their connection to EOY assessment). Because we did not begin at the start of the year, teachers were in different places within the curriculum due to inconsistencies in pacing. Some teachers were ready to begin a new unit before the scheduled professional learning workshop. We made adjustments:

- During planning, we used the **state assessment guides** to drill down and connect each day's expectations to specific learning standards AND determine how those standards would be assessed.
- We scheduled **virtual mini-sessions** with teachers who were on pace to begin new units before the session. We discussed critical components of the curriculum and made time to plan individually with teachers to support implementation prior to the workshop.



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)

The workshops are almost exclusively on-site. Because this is a partner who also engages in ongoing instructional coaching, we can **target support for trending challenges**. We worked with the partner to strategically “launch” new learning throughout the partnership. We also support teachers through a limited number of strategic **1:1 planning mini-sessions with facilioaches post-workshops**. We’ve launched several responsive workshops:

- Guidebooks Jumpstart
- The Write Way
- Write Now (Writing 2.0)
- Supporting Diverse Learners
- Instructional Strategies
- Diverse Learners – SpEd Teacher-Specific Strategies

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

The need for professional learning workshops is determined based on **real-time observations** and **performance data**. We planned for three sessions, however, we realized there was a need for new learning in other specific areas and continue to craft a learning itinerary that meets the needs of the partner.