

Sample Client Services Overview – SchoolKit

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

Services Overview

Curriculum or Content Area (adoption)	Adoption: K – 12 Math	
Number of educators serviced	<input type="checkbox"/> 1 - 50 <input checked="" type="checkbox"/> 51 - 100	<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 checked="" type="checkbox"/> Instructional Coaches <input checked="" type="checkbox"/> District Leaders
District Type	<input checked="" type="checkbox"/> Traditional District <input type="checkbox"/> Charter <input checked="" 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 type="checkbox"/> \$50,000 - \$100,000 <input checked="" 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)

Our adoption professional learning consisted of strategic planning with and training for district and school leaders. At the outset of our professional learning, we collaborated with leaders to establish goals for our work. These goals were to help leaders:

- Create a clear, purposeful instructional vision and framework in math
- Deepen their understanding of the content area instructional shifts and standards in mathematics
- Launch a curriculum adoption committee in accordance with state regulations
- Engage and leverage the adoption committee to select the best possible high-quality mathematics HQIM for the district

After setting these goals, we established regular methods of assessing progress. These methods included creating a “Road Map” (action plan) with deadlines for key deliverables and regularly monitoring this road map, reviewing educators survey data, and other methods.

¹ Includes any travel related expenses, etc.



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

We customized this Adoption professional learning to meet this district's specific context. We considered district size, student population (% ELs, % economically disadvantaged, student demographics, etc.), past district performance data, the district's curriculum adoption history, the structure of school and district leaders' roles in the district, current communication structures, and the local context, including state specific resources and adoption tools.

We prepare our facilitators by providing multiple weeks for self-study of the training materials that they'll deliver to educators and assigning specific preparation tasks. After self-study, we convene our staff for in-person and remote rehearsal sessions. For strategic planning and coaching work with leaders, we provide clear tools and templates related to adoption, including training our staff on state guidelines for the adoption process, facilitating instructional walk-throughs, and developing clear action plans for teams of leaders. New staff may also shadow an experienced team member and take on this work through a gradual release method over a period of several weeks.

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)

We delivered this professional learning in onsite full days and remote sessions. This professional learning took the following forms over the course of 8 months:

- Bi-weekly hour-long remote meetings with district leaders to help pace them through the process of leading key adoption tasks
- 1 on-site strategic planning day with district leaders to perform classroom walk-throughs, create a

strong vision for mathematics instruction, develop our Road Map, and plan out key aspects of the adoption process

- 1 on-site strategic planning day with district leaders to establish the curriculum committee
- Two half-day trainings for school leaders to orient them to the instructional shifts in math as well as the state's new mathematics standards

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

Our Adoption professional learning and support for this district set a critical foundation in place for implementing their selected HQIM. The professional learning helped increase buy-in across the school system with key stakeholders such as district leaders, school leaders, and school board members by training them on the shifts and standards and helping them see the connection of this information to their HQIM. Through the development of our Road Map and the district vision for K-12 mathematics instruction, we helped district leaders prioritize important actions as they moved to implementation of their selected resource, such as prioritizing curriculum training for school leaders and teachers. This professional learning reinforced the importance of at-grade-level instruction for all students, and helped leaders select aligned tools for observing and providing feedback to teachers.