Sample Client Services Overview - SchoolKit
This overview represents the services for one client of the professional learning partner.

Services Overview

Type of Professional Learning (Adoption, Launch, Ongoing for Teachers, *or* System Design and Leadership Support)	**Launch**	
Number of educators serviced	☑ 1 – 50 ☐ 51 – 100	☐ 101 – 500 ☐ 501 – 1000 ☐ 1000+
Audience (select all that apply)	☑ Teachers ☑ School Leaders	☑ Instructional Coaches ☑ District Leaders
District Type	☐ Traditional District ☑ Charter ☑ Suburban ☐ Greater than 20% of English language learners ☐ Greater than 20% students with disability	☐ Private ☐ Parochial ☐ Rural ☐ Greater than 60% of economically disadvantaged students ☐ Greater than 80% students of color
District Size	☑ Fewer than 2,500 students ☐ 2,500 to 10,000 students ☐ 10,001 – 50,000 students	☐ 50,001 – 100,000 students ☐ More than 100,001 students

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Delivery Format	☐ Virtual ☐ In-person ☑ Hybrid	
Total Cost Range[1]	☑ Less than $50,000 ☐ $50,000 - $100,000 ☐ $100,001 - $500,000	☐ $500,001 - $1,000,000 ☐ $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 EngageNY Launch professional learning for teachers had the goals listed below. By the end of this training, sequence, teachers:

- Understand how high quality instructional materials support all students' success
- Understand the design principles and components of the curriculum to support teachers to begin using it immediately
- Understand the structure of a module and the big picture of each unit
- Utilize planning protocols (Module Unpacking Protocol, Lesson Preparation Protocol) to internalize, prepare to teach, and rehearse their first lessons
- Explore and plan to use curriculum-specific tools to address unfinished instruction, analyze student work, and ensure students performing below grade level, students with disabilities, and English Learners can access curriculum materials

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[1] Includes any travel related expenses, etc.

We established these goals together with school leaders at the beginning of our work. To monitor progress, we administered surveys after training and collected artifacts to assess changes in educators' knowledge and practice.

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 Launch professional learning to meet this school's specific context. We provided school leaders with choice in launch-related topics and considered school size, student population (% ELs, % economically disadvantaged, student demographics, etc.), teacher experience, the school's curriculum adoption history, and the local context, including state specific resources and 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. 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 provided 5 full days of in-person training to teachers over the course of a year; 2 days of training in the summer and 3 days during the school year. We have offered similar training to other clients in a hybrid (in person and synchronous virtual) setting. We also provided 2 - 4 days of onsite and remote coaching for leaders.

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

This professional learning supports teachers to begin teaching a new curriculum effectively. It helps teachers familiarize themselves with key curriculum-specific tools and resources, planning protocols, and the big ideas behind units and lessons. This professional learning sequence helps set a foundation for deeper curriculum-based topics, including refining pacing across the year, specific unit and lesson studies, addressing unfinished instruction, and meeting the needs of diverse learners.