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

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 System Design and Leadership Support professional learning consisted of strategic planning with and training and coaching for district and school leaders. We set the following goals together with district leaders after initial curriculum adoption:

- Develop a vision of excellence for implementation of EngageNY Math that is grounded in the instructional shifts of college and career ready standards and access for all students
- Understand roles that teachers, leaders, and students plan in successful materials implementation
- Assess the current state of instructional leader roles and responsibilities, teacher development structures (observation and feedback practices and use of common planning time), policies and systems (i.e, lesson planning expectations, SPED pull-out practices, assessments, etc.) and resource and time allocation (access to materials, schedules, etc) in curriculum implementation
- Build an action plan to develop teachers and secondary instructional leaders, adjust policies and

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[1] Includes any travel related expenses, etc.

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> systems, and allocate resources and time to create conditions for successful curriculum implementation

After setting these goals, we created a "Road Map" (action plan) with deadlines for key deliverables. This allowed us to monitor progress towards our goals. We also monitored progress by regularly reviewing educator survey data, observing teacher and leader practice, and reviewing targeted assessment data.

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 System Design and Leadership Support 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 curriculum implementation, including training our staff on any state guidelines for curriculum implementation, 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)

Our professional learning for leaders focused on key activities that advance HQIM implementation, such as training on content-area specific shifts in instruction, supporting teachers with effective instructional planning, observing and providing feedback to teachers on their instruction of HQIM, and supporting teachers to respond to student performance data. We led in-person and remote live training paired with classroom walkthroughs and leader coaching. Our coaching was also both in-person and remote, and our coaches' areas of focus were aligned to action plans that we created together with leaders for HQIM implementation. We provided 4 days of training and 5 in-person and 3 total remote days of coaching per school leadership team per year.

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

Our System Design and Leadership Support professional learning built off of Adoption professional learning. In Adoption professional learning, leaders built a foundational understanding of HQIM and strong initial implementation practices. They also created a plan for professional learning for leaders at different levels (principals, assistant principals, etc.) to support successful implementation. This professional learning deepened leaders' knowledge of the HQIM and their ability to perform HQIM-specific activities to support their teachers with instruction.