

Sample Client Services Overview

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

Services Overview

Curriculum or Content Area (adoption)	SpringBoard English Language Arts	
Type of Professional Learning (Adoption, Launch, Ongoing for Teachers, or System Design and Leadership Support)	Launch	
Number of educators serviced	<ul style="list-style-type: none"> • 1 - 50 • 51 - 100 	<ul style="list-style-type: none"> • 101 - 500 • 501 - 1000 • 1000+
Audience (select all that apply)	<ul style="list-style-type: none"> • Teachers • School Leaders 	<ul style="list-style-type: none"> • Instructional Coaches • District Leaders
District Type	<ul style="list-style-type: none"> • Traditional District • Charter • Suburban • Greater than 20% of English language learners • Greater than 20% students with disability 	<ul style="list-style-type: none"> • Private • Parochial • Rural • Greater than 60% of economically disadvantaged students • Greater than 80% students of color

District Size	<ul style="list-style-type: none"> • Fewer than 2,500 students • 2,500 to 10,000 students • 10,001 - 50,000 students 	<ul style="list-style-type: none"> • 50,001 - 100,000 students • More than 100,001 students
Delivery Format	<ul style="list-style-type: none"> • Virtual • In-person • Hybrid 	
Total Cost Range ¹	<ul style="list-style-type: none"> • Less than \$50,000 • \$50,000 - \$100,000 • \$100,001 - \$500,000 	<ul style="list-style-type: none"> • \$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)

SpringBoard has worked with this large district from the outset of their adoption of SpringBoard English Language Arts.

- Before professional learning began, the SpringBoard Professional Learning team, SpringBoard Implementation team, and district leadership engaged in collaborative meetings to align on goals for teachers to: 1. recognize how SpringBoard instructional design supports all students in achieving success with college and career readiness standards, 2. analyze opportunities for formative

¹ Includes any travel related expenses, etc.

assessment and differentiated instruction, and 3. apply understanding of SpringBoard activities, strategies, and digital resources to unit planning. These goals supported the district's commitment to an instructional core - fidelity, integrity, effectiveness, and impact for all students.

- During the SpringBoard Initial Institute, district instructional leaders participated in learning activities and supported teachers. Teachers communicated questions throughout the institute and were given in-the-moment feedback by the facilitator and/or district representative. Inquiries ranged from SpringBoard questions to district expectations. SpringBoard facilitators were tasked with categorizing feedback and engaging a protocol to deliver the most appropriate response.
- After the service, satisfaction surveys were given to all participants. These surveys yielded quantitative and qualitative feedback on the experience. Results were shared and discussed between SpringBoard and the district and used to future professional learning.

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

Part of the SpringBoard Initial Institute agenda was customized to integrate the district's initiative to utilize unique novels that they selected for the SpringBoard Flexible Novel Units.

- As a team, the district and SpringBoard reviewed the original agenda for the Institute to identify where this topic was addressed.

- From there, they discussed the district’s vision for the resource and when and how it might be presented within the established agenda, ensuring learning outcomes of the overall institute were maintained.
- After the plan was created and executed, the district representatives and SpringBoard team continued to refine the customized experience. This ensured the introduction to the SpringBoard Flexible Novel Units was integrated smoothly and that participant needs were met by learning about the resources’ content and design.

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)

A variety of delivery structures were used to meet the goals of this district’s launch of SpringBoard English Language Arts and foundational SpringBoard Professional Learning experiences.

- SpringBoard eLearning Modules: six self-paced, asynchronous modules running approximately 30 minutes each
- Virtual New Teacher Cohorts: four 1.5 hour live virtual classes scheduled as one week or two-week series
- Initial Institute: three consecutive in-person days
- SpringBoard Professional Learning integrates participant voice in every session, including group discussions, reflective moments, and grade-level planning.



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

- SpringBoard Professional Learning in this district started with one grade in high school, Grade 9, and set the foundation for the launch of additional high school grades, Grades 10, 11, and 12, thereafter.
- The eLearning Modules, Virtual Cohorts, and Initial Institutes set the foundation for the SpringBoard Implementation and Learning Walks. SpringBoard Walks provide district-level data, including promising practices, areas for growth, and next steps for professional learning.