

Sample Client Services Overview

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

Services Overview

Curriculum or Content Area	K-5 ELA: Amplify CKLA K-5 SLA: Benchmark Adelante	
Type of Professional Learning	Launch	
Number of educators serviced	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 • Greater than 20% of English language learners 	<ul style="list-style-type: none"> • Greater than 60% of economically disadvantaged students • Greater than 80% students of color
District Size	50,001 - 100,000 students	
Delivery Format	Hybrid	
Total Cost Range ¹	\$500,001 - \$1,000,000	

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)

In 2020–2021, TNTP partnered with a large, urban district in Texas to support the launch and initial implementation of K–5 ELA materials and Spanish Language Arts Materials. This work grew out of TNTP’s support of district vision setting and adoption the previous year and was aimed supporting the district to realize their vision for literacy by using high-leverage practices for professional learning, adopted HQIM, coaching, investment, and accountability. The goals of this partnership were set jointly with district leadership and focused on three pillars of successful materials implementation: skillful fidelity, educator investment, and student achievement. The goals were set as follows:

During Year 1 of implementation:

- 80% of classrooms will implement curriculum with skillful fidelity, as measured by classroom observations.
- 80% of educators and stakeholders surveyed will agree that the district’s vision, framework, curriculum and supports put all students on track to achieve at high levels in literacy.
- Proficiency on DIBELS will increase from 28% to 43% from BOY to EOY.

TNTP supported progress monitoring toward these goals with beginning, middle and end of year instructional rounds with observations, surveys, and analysis of student assessment data. This data also informed ongoing development of PL and other support structures.

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

TNTP designed the PL scope and support structures for school and district leaders with the CAO and a team of



academic directors. This scope was a direct result of TNTP's previous vision setting work in the district was aimed at deepening school and instructional leaders' understanding of the literacy vision and the research behind it, the structure of their materials and their alignment to the district vision and research-based practices, changes to align district assessment and planning expectations to the new materials and change management strategies.

In addition to developing and executing on PL scopes for specific educator roles, TNTP provided strategic advising for the CAO and executive directors, aimed at equipping them to address the technical and adaptive changes necessary for the successful launch of the new materials. This support allowed district leaders to make necessary adjustments during the year to meet the needs of their educators and drive toward their early implementation goals. TNTP's previous partnership with the district allowed the team to anticipate potential barriers to implementation and align supports to the unique needs of the CAO and his team.

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 partnership was aimed at aligning implementation across the vertical spine of support for materials launch, and included the following workstreams:

Strategic Advising: TNTP supported the district's CAO, and Executive Team by advising on overall implementation strategy. In weekly check ins we provided thought partnership and problem-solving support related to barriers to implementation and change management.

Collective Learning: Campus and district leaders engaged in a monthly, three-hour virtual learning session focused on continuous improvement in the implementation of literacy materials and the realization of the literacy vision. Between sessions, campus leadership teams drove improvement around focus areas outlined during the session throughout the month on their campuses.

Instructional Rounds: In partnership with TNTP, leaders and instructional coaches engaged in full-day instructional rounds three times throughout the school year. These rounds served as a time for norming on strong classroom practices and skilled fidelity to the materials, and to discuss high-leverage feedback for teachers.

Weekly Support of District and School-Based Literacy Coaches: In addition to attending monthly collective learning, 45 district and school-based coaches received ongoing professional learning weekly in partnership with TNTP to develop their expertise in research-based practices, the structure of the adopted materials, and skill in educator coaching.

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

The PL and supports for materials launch were grounded in the district's previous work with TNTP on collective learning, vision setting and adoption of materials in literacy. Participants from the initial phase of the work acted as champions of the new materials and literacy vision, and the TNTP and district teams incorporated learnings from a previous materials pilot into their planning for launch and early implementation.

In the first year of implementation the district saw an average 16% increase in DIBELS composite scores between beginning and end of year assessments across grade levels. The success and capacity building in the literacy



vision setting, and adoption, and launch/early implementation of CKLA and Benchmark in K-5 literacy led the district to partner with TNTP to replicate these processes across grade bands and content areas. In subsequent years, TNTP has supported vision setting, adoption, and implementation in secondary literacy, and K-12 mathematics. In addition, the focus on continuous improvement as a critical lever for launch and early implementation has facilitated the district's independent continuation of progress monitoring and improvement leveraging their literacy materials in pursuit of increased student achievement.