



Teaching Lab Sample Client Services Overview

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

Services Overview

Curriculum or Content Area (adoption)	HQIM Selection and Adoption Fellowship	
Type of Professional Learning (Adoption, Launch, Ongoing for Teachers, or System Design and Leadership Support)	Adoption	
Number of educators serviced	<input checked="" type="checkbox"/> 1 - 50 <input checked="" type="checkbox"/> 51 - 100	<input checked="" type="checkbox"/> 101 - 500 <input checked="" type="checkbox"/> 501 - 1000 <input checked="" type="checkbox"/> 1000+
Audience (select all that apply)	<input 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 checked="" type="checkbox"/> Charter <input checked="" type="checkbox"/> Suburban <input checked="" type="checkbox"/> Greater than 20% of English language learners <input checked="" type="checkbox"/> Greater than 20% students with disability	<input checked="" type="checkbox"/> Private <input checked="" type="checkbox"/> Parochial <input checked="" type="checkbox"/> Rural <input checked="" type="checkbox"/> Greater than 60% of economically disadvantaged students <input checked="" type="checkbox"/> Greater than 80% students of color



District Size	<input checked="" type="checkbox"/> Fewer than 2,500 students <input checked="" type="checkbox"/> 2,500 to 10,000 students <input checked="" type="checkbox"/> 10,001 - 50,000 students	<input checked="" type="checkbox"/> 50,001 - 100,000 students <input checked="" type="checkbox"/> More than 100,001 students
Delivery Format	<input checked="" type="checkbox"/> Virtual <input type="checkbox"/> In-person <input type="checkbox"/> Hybrid	
Total Cost Range ¹	<input checked="" type="checkbox"/> Less than \$50,000 <input type="checkbox"/> \$50,000 - \$100,000 <input 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)

Teaching Lab’s HQIM Selection and Adoption Fellowship focused on supporting district, system, and teacher leaders across diverse educational landscapes. The goal of the fellowship was to support leaders with:

- Strategizing, understanding, and communicating the importance of high-quality instructional materials;
- Differentiating between aligned and unaligned instructional materials;
- Developing a cohesive plan that shifts the paradigm of traditional material-adoption processes; and
- Collaborating and learning with other educators to build a community of practice, reflection, and growth.

In this fully asynchronous course, leaders were equipped with downloadable tools and resources that supported them with making connections between their instructional vision, the instructional core, and HQIM aligned to the shifts. Leaders also diagnosed their current

¹ Includes any travel related expenses, etc.

systems and structures to help cultivate their theory of change, outline key action steps, and impact goals, outcomes, and outputs.

Leaders were able to monitor and self assess their progress by attending bi-weekly community-building sessions that provided a collaborative space to leverage the expertise of the community, center problems of practice, gain insight, and create solutions for selection and adoption challenges.

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

The HQIM Selection and Adoption Fellowship is designed so that participants leverage data from their own local context to examine current instructional practice against the college and career readiness look-fors and their own state-level standards. Additionally, as a component of this fully asynchronous course, participants were able to choose their proficiency level and use that self assessment to select their pathway for learning.

Although the course was asynchronous, facilitators employed an interactive learning platform to communicate with leaders, assess learning, and hold online forums that offered guidance and support outside the bi-weekly community sessions. Facilitators utilized feedback from participants after the community-building sessions to make adjustments to future sessions.

Facilitators selected to lead the HQIM Selection and Adoption community-building sessions were experienced leaders across all levels of the system. In addition to their field expertise in the strategy and processes required to select and procure curriculum, facilitators studied the demographic makeup of their adoption cohort and familiarized themselves with the state and local governance of fellowship participants.

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 HQIM Selection and Adoption Fellowship was offered as a fully self-paced asynchronous course that leaders could engage with daily or weekly that is adaptive to learner needs. In this unique learner experience, participants engaged completely independently using adaptive and interactive learning technology that tailored the learning experience to a particular individual's demonstration of competency. In addition to the self-paced course, leaders also had the option of joining bi-weekly virtual learning communities facilitated by one of Teaching Lab's expert facilitators. The virtual learning community provided a collaborative space to leverage the expertise of the community, center problems of practice, gain insight, and create solutions for selection and adoption challenges.

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

The primary goals of the HQIM Selection and Adoption fellowship were to support system leaders with creating a comprehensive strategy for the selection and adoption process, conjoined with a plan for professional learning that attends to the needs of diverse stakeholder groups and generates equitable outcomes for students. To do this, the HQIM Selection and Adoption Fellowship incorporated experiences that supported leaders with assessing and building their content knowledge and skills, mindsets and motivation, and the systems and structures in place to support sustained teaching and learning. Leaders accessed downloadable tools that provided clear guidance for the strategies and processes necessary to support the planning of the selection team, as well as the tools to include for the selection review. Additionally, these tools offered space and guidance for outlining the immediate and ongoing professional support needed to launch and provide continued support for all stakeholders. At the end of this course, leaders identified professional learning plans for educators that included foundational learning, such as Teaching Lab bootcamps, and plans for sustained learning through Cycles of Inquiry.