

Sample Client Services Overview

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

Services Overview

Curriculum or Content Area (adoption)	<i>Envision Math</i>	
Type of Professional Learning (Adoption, Launch, Ongoing for Teachers, or System Design and Leadership Support)	Ongoing for Teachers	
Number of educators serviced	<input checked="" type="checkbox"/> 1 - 50 <input type="checkbox"/> 51 - 100	<input type="checkbox"/> 101 - 500 <input type="checkbox"/> 501 - 1000 <input type="checkbox"/> 1000+
Audience (select all that apply)	<input checked="" type="checkbox"/> Teachers <input checked="" type="checkbox"/> School Leaders	<input checked="" type="checkbox"/> Instructional Coaches <input type="checkbox"/> District Leaders
District Type	<input checked="" type="checkbox"/> Traditional District <input type="checkbox"/> Charter <input type="checkbox"/> Suburban <input type="checkbox"/> Greater than 20% of English language learners <input type="checkbox"/> Greater than 20% students with disability	<input type="checkbox"/> Private <input 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 type="checkbox"/> Fewer than 2,500 students <input checked="" type="checkbox"/> 2,500 to 10,000 students <input type="checkbox"/> 10,001 - 50,000 students	<input type="checkbox"/> 50,001 - 100,000 students <input type="checkbox"/> More than 100,001 students
Delivery Format	<input type="checkbox"/> Virtual <input checked="" type="checkbox"/> In-person <input type="checkbox"/> Hybrid	
Total Cost Range ¹	<input 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 checked="" type="checkbox"/> \$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)

The goals of the professional learning included the following components:

- Understand the structure and format of *Envision Math*
- Understand instructional shifts and alignment of *Envision Math* to the state standards, deconstruct “hard to teach” standards, pace instruction of the HQIM appropriately, re-teach based on data, and maximize time for instruction
- Assist with *Envision Math* unit lesson planning
- Create a process for annotating *Envision Math* lesson plans so that teachers are not recreating lessons
- Incorporate assessments from *Envision Math*
- Use the *Envision Math* resources to plan lessons
- Plan scaffolding strategies using *Envision Math*
- Use differentiated instructional strategies based on *Envision Math*
- Use problem-solving teaching strategies from *Envision Math*

To determine professional learning goals, The Kirkland Group met with district leaders to develop an action plan based on data for each school and teacher. The district determined the goals of the professional learning and indicated the number of days of support for each teacher. The Kirkland Group monitored progress during planning meetings to ensure that teachers were planning based on the curriculum. After each day, a debriefing checklist was used to provide teachers and administrators with feedback.



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 Kirkland Group worked directly with school administrators during the planning stages to customize services to meet teachers' needs. The professional learning group sessions were facilitated by The Kirkland Group's instructional coaches and provided opportunities for teachers to:

- observe effective instructional modeling
- participate in guided practice activities
- understand correct methods of implementing *Envision Math*
- collaborate with colleagues to complete thought-provoking activities
- dive deeper into the content-related study, and
- receive valuable reflections from colleagues and administrators.

A lead consultant trained all facilitators on the components of *Envision Math* prior to the delivery of professional learning services. Each professional learning offering was facilitated by an experienced instructional coach who had undergone The Kirkland Group's high-quality onboarding process.



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 Ongoing Professional Learning was delivered via large group sessions, job-embedded coaching, professional learning communities, planning meetings, and data meetings. During the large group professional development, an instructional coach with *Envision Math* expertise facilitated the session for teachers and school leaders in attendance. Technology resources were utilized for visual aids, and participants referenced their curriculum materials during the professional learning session. Participant engagement was encouraged throughout the session, and teachers were asked to share their experiences and provide feedback on their current stage of implementation.

Following the large group sessions, job-embedded coaching was provided for teachers who required additional implementation support. Instructional coaches provided modeling, co-teaching, and reflection opportunities in the classroom environment to foster effective utilization of the curriculum. Instructional coaches also facilitated professional learning community meetings, planning meetings, and data meetings throughout the service period to build capacity among teachers and administrators for success with implementation.

Teachers were able to participate in professional learning at least twice weekly primarily through job-embedded coaching. Teachers were also able to participate in district-wide professional development sessions designated by the district.



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

The professional learning was designed to build upon The Kirkland Group's previous work on how to address state standards and develop tasks aligned to state assessments. The professional learning focused on how *Envision Math* aligns with the state standards and assessments.