

Sample Client Services Overview

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

Services Overview

Curriculum or Content Area (adoption)	ARC Core®		
Type of Professional Learning (Adoption, Launch, Ongoing for Teachers, or System Design and Leadership Support)	Launch		
Number of educators serviced	1 - 50 51 - 100	101 - 500 501 - 1000 1000+	
Audience (select all that apply)	Teachers School Leaders	Instructional Coaches District Leaders	
District Type	Traditional District Charter Suburban Greater than 20% of English language learners Greater than 20% students with disability	Private Parochial Rural Greater than 60% of economically disadvantaged students Greater than 80% students of color	



District Size	Fewer than 2,500 students 2,500 to 10,000 students 10,001 - 50,000 students	50,001 - 100,000 students More than 100,001 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)

The professional learning goals of this district were informed by work the district leaders did pre-implementation to analyze their current system and to envision success for their students. The district presented their vision to ARC PL leaders, who collaborated with them to refine their goals, aligning them with ARC’s high quality instructional materials and supporting them through professional learning. The resulting goals focused on an implementation that would establish a culture of engaged readers and writers, eliminate systemic barriers, and increase rigor through the use of high-quality, knowledge building

¹ Includes any travel related expenses, etc.

texts and tasks.

In the launch workshop, teachers were introduced to the essential components of ARC Core®, with emphasis on the shared values of the district and ARC’s materials: a culture of engaged readers and writers who have the tools and supports they need to thrive. Architecture of the materials, components of the literacy block, and elements of the lesson plan design were featured.

Integral to ARC Core is the use of SchoolPace®, ARC’s data management system. During the launch PL, teachers were shown how to use this tool and the team discussed the powerful ways in which they could actively use real-time data to monitor progress at the student-, classroom-, grade-, school-, and district-level.

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

This district piloted materials from several programs as they sought a HQIM to meet their needs. Through that process, they established expectations for system outcomes: an emphasis on the belief in all students’ ability to reach grade level standards, ongoing data-driven decision making, a seamless integration between growth in literacy skills and knowledge building, and libraries in use in classrooms that reflected all students. ARC’s PL leadership team worked with district leadership during pre-implementation meetings to marry ARC’s knowledge of successful HQIM implementation to the district’s vision. Through this collaborative process, adjustments to the launch workshop were made.

Together with ARC's PL leadership team, the team of ARC Executive Coaches prepared by reviewing the district vision, the standard launch workshop, and then collaborating to customize the launch workshop. The workshop was adjusted to include a book sort to help teachers understand ARC's intentional and inclusive library design, and an in-depth preview of classroom, school, and district-level SchoolPace reports. Standard components of the workshop including the use of formative assessments to accurately differentiate instruction and investigating the design of ARC Core were emphasized.

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)

ARC's launch professional learning is designed to be delivered in a single day. Through the launch PL, participants engage in a variety of delivery structures that include strategies for adult learning: reflecting on student data; discussing responses to thoughtful ideas; discussing reading selections in pairs, table groups, and whole group; completing surveys and analyzing the results; sorting high-quality texts; viewing videos; role playing; and designing lessons with coaching supports.

In this launch workshop, teachers engaged in a "book sort" designed to help them understand the design of ARC Core libraries. Each table group had 2 baskets from a classroom library. They took part in a variety of sorting activities: fiction and nonfiction, protagonist representation, and general interest. Finally, teachers were challenged to sort books by their complexity. Throughout the activity, the ARC Executive Coach encouraged them to provide evidence to justify their thinking. When teams reached agreement on

the order of their books' complexity, the ARC Executive Coach facilitated a whole-group discussion that linked ARC Core libraries to the IRLA's Developmental Reading Taxonomy® and, ultimately, to the progression of foundational skills according to the science of reading.

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

This district piloted materials from several programs as they sought a HQIM to meet their needs. The process of 'trying on' taught them about strengths and challenges in their system prior to their selection of ARC's HQIM, ARC Core. Following their decision, but before engaging with ARC's leadership teams, they worked with a variety of stakeholders to create a vision board illustrating their current realities, short, and long term goals. Their vision was firmly in place when its partnership with ARC began and served as an anchor for all PL work.

ARC's leadership team was introduced to the district's vision upon engagement. Pre-implementation meetings between district and ARC leadership involved exploring the district vision, finding commonalities, and mentoring to clarify stated but unmet needs. ARC's established professional learning plans provided supports for interlacing the district vision with their implementation needs.

The district's vision, coupled with ARC's guidance for a successful implementation of its HQIM, set the foundation for all additional professional learning. This included a commitment to building and



maintaining a culture of readers and writers, knowledge building through robust complex texts, and using data from student to district level to inform instructional decisions.