

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)	Ongoing for Teachers	
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 goals of this implementation were set during pre-implementation meetings in cooperation with the district and focused on building and maintaining an equitable culture and climate of learning for leaders, teachers, and students. Professional learning was then designed to support the successful ongoing implementation of ARC Core® to result in improving learning outcomes for all students, removing any systemic barriers.

¹ Includes any travel related expenses, etc.



During this past year of implementation, the district's goal was to strengthen grade-level instruction. Using the ARC Core scope and sequence and the instructional checklists, leadership teams collaborated to model effective instruction and monitor for fidelity. Teacher teams and coaches co-planned and co-taught lessons from ARC Core and used checklists and structured systems of feedback to monitor integrity of the implementation.

Ongoing coaching focused on fostering an engaged culture for readers and writers, providing rigorous, grade-level instruction through the use of high-quality texts, and ensuring differentiated supports to sustain the growth of all students. The ARC and system leadership teams used SchoolPace Connect® (ARC's performance management system), state assessment data, and participant surveys to monitor progress toward key metrics, such as levels of engagement, growth rates, proficiency percentages, and conference schedules.

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

Data collected in SchoolPace Connect, classroom observations, and discussions with educators inform the work of ARC Executive Coaches as they engage with teachers to individualize ongoing professional learning.

For example, to meet the goal of increasing the quality of grade-level instruction, grade teams met with their ARC Executive Coach to co-plan an ARC Core lesson and then observed the coach teach that lesson.



Teachers used a comprehensive checklist to monitor elements of effective literacy block instruction occurring in the lesson and recorded student observation data in SchoolPace Connect, which they then used for a debrief facilitated by the ARC Coach. Following the model lesson, each teacher planned and taught an ARC Core lesson and received feedback from the ARC Coach. The ARC and school leadership teams reflected on the process and determined together which parts to adopt with other grade levels in the coming weeks.

An additional example of customization in this project is the use of district-level professional development days. Once per year, teachers attend a day-long workshop with a variety of small workshop sessions led by ARC Coaches. Teachers select elements of ARC Core about which they want to deepen their learning.

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 ongoing professional learning is flexible and customizable to meet the needs of an implementation. Scheduling templates, which suggest models for 20-day, 15-day, 10-day, 8-day, or 5-day (or less) packages, anchor services in a variety of modalities: fishbowl sessions (coaches model lessons and include time for reflection and debrief), collaborative planning meetings (coaches support teachers connect the materials and embedded supports to the contexts of their classrooms), and one-to-one coaching (coach provides feedback following teacher planning and lesson delivery). Grade-level PLCs allow for the gradual release of responsibility to teacher teams over the course of the implementation.



In this project, ARC and system leadership teams collaborated to plan 85 days of dynamic ongoing professional learning sessions across 17 schools; each school received 5 days of professional learning. Initially, fishbowl sessions engaged teachers in lesson and conference observations and debriefs. In the third and fourth months, collaborative planning meetings offered teachers continued support with using materials to plan lessons. Toward the end of the year, professional learning will occur predominantly in PLCs with a focus on student work analysis to inform planning instruction aligned with student need. Time slots for one-to-one, differentiated coaching will be available for each day.

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

Ongoing professional learning occurs at regular intervals across the year and builds on ARC's launch professional learning. In ongoing professional learning, ARC Executive Coaches work alongside teachers to iteratively co-plan, co-teach, demonstrate, and observe lessons to provide procedural feedback. Following each session, a report is co-created between the ARC Executive Coach and school/district leaders to include a review of the learning from the day and to generate a list of action steps that inform ongoing support.

For example, in this current project, an action step was set for the school leaders to improve their ability to observe grade-level instruction in order to provide specific, targeted feedback. A plan was developed for the school leaders to use the checklists from the materials while they observed each teacher who facilitated ARC Core grade-level instruction. The school leaders then summarized their observations and discussed what was learned with the ARC Executive Coach. Using a procedural feedback protocol, the



school leaders reflected on the lesson to provide support to teachers. Prior to the next professional learning session, the ARC Executive Coach and school leaders met and used what was learned to inform the agenda.