**PROFESSIONAL LEARNING PARTNER GUIDE**

**Sample Client Services Overview**
**This overview represents the services for one client of the professional learning partner.**

**Services Overview**

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| Curriculum or Content Area (adoption) | | |
| Type of Professional Learning (Adoption, Launch, Ongoing for Teachers, *or* System Design and Leadership Support) | Ongoing for Teachers | |
| Number of educators serviced | • 1 – 50<br>• 51 – 100 | • **101 – 500**<br>• 501 – 1000<br>• 1000+ |
| Audience (select all that apply) | • **Teachers**<br>• **School Leaders** | • **Instructional Coaches**<br>• **District Leaders** |
| District Type | • **Traditional District**<br>• Charter<br>• Suburban | • Private<br>• Parochial<br>• Rural |

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|---|---|---|
| | <ul><li>Greater than 20% of English language learners</li><li>==Greater than 20% students with disability==</li></ul> | <ul><li>==Greater than 60% of economically disadvantaged students==</li><li>==Greater than 80% students of color==</li></ul> |
| District Size | <ul><li>Fewer than 2,500 students</li><li>2,500 to 10,000 students</li><li>==10,001 - 50,000 students==</li></ul> | <ul><li>50,001 - 100,000 students</li><li>More than 100,001 students</li></ul> |
| Delivery Format | <ul><li>==Virtual==</li><li>==In-person==</li><li>Hybrid</li></ul> | |
| Total Cost Range[1] | <ul><li>Less than $50,000</li><li>$50,000 - $100,000</li><li>$100,001 - $500,000</li></ul> | <ul><li>$500,001 - $1,000,000</li><li>$1,000,000+</li></ul> |

**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)

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[1] Includes any travel related expenses, etc.

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The professional learning goals were to ensure that classroom teachers employ the HQIM with fidelity so that all students have access to rigorous, relevant texts and tasks; in addition, the professional learning supported teachers with planning and adjusting instruction in response to student data. To set learning goals, Bailey Education Group (BEG) project managers met with district and school administrators to determine their specific needs. School and district leaders provided information about: the number of teachers, their levels of experience, and the number of years the district has employed the HQIM; they also provided the Title I needs assessment results. The BEG project manager administered an online professional development needs survey to all school leaders and teachers. Once the learning cycle began, the first step of professional learning required teachers to self-assess their experience and expertise with the HQIM as well as to set individual goals for learning; this allowed instructional coaches to personalize and individualize the session during delivery. Learning sessions ended with self-assessment and with setting new goals for ongoing learning and coaching support. Once coaching support began, instructional coaches revisited professional development materials to review and adjust professional learning in response to teacher observations and student data.

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 objectives and format for Bailey Education Group's (BEG) professional development sessions were customized according to the clients' prior experience with the HQIM. Once the school year began, our instructional coaches shifted to  Professional Learning Community (PLC) work and instructional coaching/consultation; we adjusted in response to classroom observations and student data, revisiting professional development as needed with individuals and/or groups. Ahead of this work, BEG provided extensive training for instructional coaches, including hands-on practice with planning and delivering professional learning. BEG provided coaches with multiple models for professional learning of many types (professional development sessions, PLCs, instructional coaching), all of which meet current Learning Forward standards for facilitating adult learning. School data and teacher feedback was examined to assess an instructional coach's efficacy and provide support for adjusting a coach's support.

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 professional development cycle began with two, full-day professional development sessions. The

participants then took part in multiple Professional Learning Community meetings that revisited topics from the beginning of year sessions in order to focus on essential practices (i.e., lesson internalization/lesson study, data analysis, and increasing student engagement). In addition, teachers who required more support received 10-20 days of individualized instructional coaching and consultation. Bailey Education group instructional coaches work side by side with teachers, ensuring that every student has access to HQIM and that teachers maintain high expectations for all students. Our company's approach to ensuring HQIM is implemented with fidelity is cyclical: TRAINING teachers to use resources employing professional development materials that meet professional learning standards; COACHING teachers in order to build confidence and competence with HQIM materials;  MODELING for teachers using research-based strategies to ensure HQIM implementation with fidelity;  providing immediate, actionable FEEDBACK to teachers and administrators on current HQIM instruction and next steps; engaging in DATA-DRIVEN ANALYSIS of instructional effectiveness;  and MONITORING and ADJUSTING HQIM instruction and/or training in response to data and classroom coaching.

How did the professional learning build on previous work or set the foundation for additional professional

The professional learning sessions addressed teachers with varying levels of experience with the HQIM, deepening the understanding of more experienced teachers and creating a foundation for those with less experience. By requiring teachers to set individual learning goals and express additional learning needs, the sessions set the foundation for all PLC meetings as well as for individualized instructional coaching. In addition, the sessions gave Bailey Education Group instructional coaches the opportunity to assess teacher capacity at the beginning of the school year and tailor coaching goals to build on teacher strengths. This insight informed PLC topic selection, allowing BEG coaches to employ collaborative structures in deepening teacher understandings, and it provided information necessary for developing embedded classroom supports.