



EL Education Sample Client Services Overview (Ongoing for Teachers)

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

Services Overview

Curriculum or Content Area (adoption)	EL Education K-8 Curriculum	
Type of Professional Learning (Adoption, Launch, Ongoing for Teachers, or System Design and Leadership Support)	Ongoing for Teachers	
Number of educators serviced	<input type="checkbox"/> 1 - 50 <input type="checkbox"/> 51 - 100 <input type="checkbox"/>	<input type="checkbox"/> 101 - 500 <input checked="" 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 checked="" type="checkbox"/> District Leaders
District Type	<input checked="" type="checkbox"/> Traditional District <input type="checkbox"/> Charter <input 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 type="checkbox"/> Private <input type="checkbox"/> Parochial <input 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 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 type="checkbox"/> More than 100,001 students
Delivery Format	<input checked="" type="checkbox"/> Virtual <input checked="" type="checkbox"/> In-person <input checked="" 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 checked="" type="checkbox"/> \$500,001 - \$1,000,000 <input checked="" 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)

“We are crew, not passengers” is not just an adage at EL Education. We believe in the spirit of Crew and a sense of shared responsibility with the partners we serve. In this vein, this statement and disposition points us to what is essential in our Literacy partnerships, collaboration. Our partnership must root itself firmly in the context of districts and schools—it should work to leverage a partner’s strengths and answer *their* needs. With this sentiment in mind, EL Education offers ongoing support and professional learning for teachers with the ultimate goal of building self-sustaining capacity. This level of partner collaboration informs the design of the partnership implementation plan and occurs at critical points in the year to monitor progress on implementation goals and adjust the plan to ensure clarity and alignment with school and/or district needs. Implementation plans include well-defined, measurable goals aligned to student outcome goals and teacher practice goals, clearly defined roles and responsibilities, implementation timelines for successful execution, resource support and coaching

¹ Includes any travel related expenses, etc.



guidance to support the implementation. Intentional, strategic data analysis using the science of continuous improvement is a key lever to ensure rigorous content is making its way appropriately to all students. Support centers around implementation monitoring and data collection strategies to monitor performance and to ensure continuous improvement with a focus on equity and justice, including strategic planning for data collection, analysis and/or an evaluation.

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 EL Education team collaborates and co-creates a strategic implementation and learning plan with the partner based on comprehensive needs assessment to determine and address the local educator needs. We collaborate with districts early in the process to understand the adult learning needs and co-develop a strategy and implementation plan to meet those needs. The PL is customized to reflect the district's vision, chosen delivery method (virtual, hybrid or in person) and method of curriculum access - print and/or digital materials. Facilitators are debriefed on the partner implementation goals, provided instructional content in advance prior to facilitating professional learning, and are invited to office hours to practice and ask questions. Ongoing professional learning is designed to build teacher and staff capacity to implement the EL Education curriculum with a deep understanding of how the curriculum meets demands of the ELA Shifts and the ELA standards aligned with current research.

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)

Professional learning opportunities include in-person and hybrid opportunities and are aligned to the district's goals and needs;

the frequency of participation is dependent on the needs of the district. The EL Education team supports data collection and analysis, progress monitoring, observing classrooms and conducting feedback conversations, and leading district-wide as well as school-level professional learning. Examples of customized, on-going support to our partners include:

- District-Based Strategic planning and progress monitoring (6 days)
- Co-developed professional learning experiences based on district needs providing in-depth learning around the high-leverage instructional practices embedded in the curriculum, implementation complexities such as pacing, planning, and internalization of materials, support addressing learning loss and/or acceleration, support addressing differentiation and needs of all learners including English Language Learners, management in the active classroom, and student-engaged assessment practices (ongoing and dependent on the number of teacher PD Days)
- On-site coaching cycles (teacher-centered and student-centered coaching) using data to inform instruction with continuous improvement such as PDSA (Plan, Do, Study, Act) cycles (varies depending on needs of individual schools)
- Support of learning communities across a system (Instructional Coaching Communities and Communities of Practice) (10 days)
- Online, asynchronous courses offered through EL Education Canvas platform
- Video collection specifically designed to demonstrate exemplar practices and implementation of the curriculum

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

The development of a district based implementation team sets the foundation for capacity-building at the district and school based level. Leveraging the explicit teacher, leader, and coach exploration of product training and curriculum materials, subsequent training for teachers focuses on the pedagogical shifts required to fully implement the curriculum. As teachers have spent a day unpacking module assessments, subsequent training focuses on teacher and student moves that support developing classrooms where students are truly the *leaders of their own learning*. Future training focuses on teacher internalization of modules, units, and lessons and effective planning. Further, teachers are asked to refine their use of high-leverage instructional practices including Total Participation Techniques, or protocols, to maximize student engagement



and ownership of learning.