Sample Client Services Overview

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

Services Overview

Curriculum or Content Area (adoption)	Science Content Area
Type of Professional Learning (Adoption, Launch, Ongoing for Teachers, *or* System Design and Leadership Support)	Adoption
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	☐ 50,001 - 100,000 students
	☐ 2,500 to 10,000 students	☐ More than 100,001 students
	☑ ~~10,001 - 50,000 students~~	
Delivery Format	☐ Virtual	
	☑ ~~In-person~~	
	☐ Hybrid	
Total Cost Range[1]	☐ Less than $50,000	☐ $500,001 - $1,000,000
	☑ ~~$50,000 - $100,000~~	☐ $1,000,000+
	☐ $100,001 - $500,000	

Services narrative - ADOPTION PL

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 worked with a district leadership team that included administrators and teacher leaders to set goals for the PL intended for a team of teachers representing all grades. The learning was designed to reconnect them with their vision and mission, determine features of science instructional materials supportive of their local context, calibrate tools and processes for preparing, prescreening, and paper screening instructional materials and ultimately identifying top materials to be piloted (assessing how the performed with students), and planning for implementation. With every session, we engaged the leadership team in reflective discussions and surveyed their input for what was working and what could

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[1] Includes any travel related expenses, etc.

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be more effective. Debriefing each session then informed adjustments for future sessions. We supported the team in documenting evidence of the process and co-produced a report of findings that was presented to their school board.

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

To customize and meet educator needs we pivoted our approaches. Initially, we had facilitators for elementary and secondary teams. Early in the process, we separated high school from middle as it became apparent that the unique needs of high school as well as its respective courses in were need of special support and facilitation. Because the K-12 Alliance team is a co-author of the NextGenTIME process and has led implementation efforts of framework-based standards nationally, our facilitators were able to act in real time and enacted a process that provided space for the teachers to surface concerns, questions, and needs. The NextGenTIME process is intended to deepen understanding of high-quality instructional materials and support teams in ultimately selecting those that meet the criteria of the rigorous review process. Teachers were able to surface and confidently advocate, with evidence from the process, that the materials for one of their courses were not aligned and wouldn't meet the needs of their students. The participation of the leadership team throughout the process meant everyone was on the same page in supporting teachers, resulting in a pause in adoption for that course so the team could reassess what would best meet their students' needs.

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)

In collaboration with the district we planned for diverse groupings, such as cross-grade band, that provided the opportunity for teachers to develop a common understanding and whole group calibration as well as smaller grade band-alike groups to allow the surfacing of unique needs and in-depth analysis of grade level materials. Over the multi-week professional learning sequence, we thoughtfully designed for high teacher engagement and collaboration, taking care to attend to educator needs. During times where it was difficult to reach consensus, strategies were used to take advantage different engagement in the space and set up varying interaction opportunities with others to promote collaboration.

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

This work built on a three-year partnership that included leadership team building and teacher NGSS knowledge-building. Integral to that was a lesson study approach where we had leadership team members embedded at elementary, middle, and high school who would eventually co-facilitate lesson study teams with us. This allowed for the opportunity to foster a culture of collaboration, experimentation, and practitioner reflection. Teachers felt they had the knowledge to engage in the NextGenTIME process with confidence and this laid the foundation for us to continue ongoing professional learning with the leadership team and provide technical assistance to support them with the launch of the newly adopted instructional materials. Working with the district to develop a long term vision for sustainability and capacity building of their administrators and teacher leaders prepared them to support teachers and

classrooms during this process.