

Sample Client Services Overview

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

Services Overview

Curriculum or Content Area (adoption)	MyView	
Type of Professional Learning (Adoption, Launch, Ongoing for Teachers, or System Design and Leadership Support)	System Design and Leadership Support	
Number of educators serviced	<ul style="list-style-type: none"> 1 - 50 51 - 100 	<ul style="list-style-type: none"> 101 - 500 501 - 1000 1000+
Audience (select all that apply)	<ul style="list-style-type: none"> Teachers School Leaders 	<ul style="list-style-type: none"> Instructional Coaches District Leaders
District Type	<ul style="list-style-type: none"> Traditional District Charter Suburban Greater than 20% of English language learners Greater than 20% students with disability 	<ul style="list-style-type: none"> Private Parochial Rural Greater than 60% of economically disadvantaged students Greater than 80% students of color

District Size	<ul style="list-style-type: none"> • Fewer than 2,500 students • 2,500 to 10,000 students • 10,001 - 50,000 students 	<ul style="list-style-type: none"> • 50,001 - 100,000 students • More than 100,001 students
Delivery Format	<ul style="list-style-type: none"> • Virtual • In-person • Hybrid 	
Total Cost Range ¹	<ul style="list-style-type: none"> • Less than \$50,000 • \$50,000 - \$100,000 • \$100,001 - \$500,000 	<ul style="list-style-type: none"> • \$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 district's goals were to increase effective implementation of the HQIM and provide instructional support designed to help leaders monitor effective implementation. Kids First Head Coaches collaborated with district and school level instructional leadership to create personalized plans for professional development on the HQIM, to develop a monitoring instrument to be used during instructional walk-throughs, to establish protocols for Professional Learning Communities focused on HQIM lesson studies with teachers, and to conduct leadership coaching for school-level leaders. All coaches provided service reports that captured feedback, recommendations, responses to recommendations, strengths, areas of

¹ Includes any travel related expenses, etc.

concern and next steps for effective implementation. Kids First conducted service feedback questionnaires, including ratings and narrative descriptions, throughout the scope of work with the school districts to get feedback from all stakeholders on the quality of HQIM support provided. Kids First Head Coaches worked with district leadership to review data gathered and used data to plan additional professional development and strategic support for teachers and leaders.

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

Through the Kids First Education LLC C3 Success Model, Kids First coaches provided leadership support for effective and systemic implementation of the HQIM. As the foundation of the C3 Success Model, Kids First coaches Collaborated with the district and school team to Create personalized plans for school and district leaders. The Kids First team fully Committed to implementing the plans for training and leadership support. Kids First Instructional Coaches were provided training on the coaching cycle and the HQIM that they would support based on content areas. During training on the HQIM, Kids First Instructional Coaches experienced role-play simulations, detailed curriculum training on HQIM launching and providing ongoing job-embedded coaching, modeling, monitoring instructional delivery of the HQIM, checking lesson plans and providing feedback, using formative assessments, and facilitating effective PLCs with HQIM lesson studies. During the simulated role-play, all coaches received constructive feedback. Following the initial trainings, one-on-one support from the Kids First Head Coach was embedded into the school day for the Kids First Instructional Coach. Kids First Instructional Coaches were provided one-on-one support by the



Kids First Head Coach through onsite, side by side modeling, coaching and real-time feedback as follow up 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 district and school leaders were provided support through several delivery structures and modes including onsite professional development, collaborative planning meetings, data meetings, job-embedded leadership coaching, virtual sessions, and professional learning communities for leaders. The frequency of support included bimonthly interactions derived from a combination of the previously named delivery structures.

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

Through leadership support on HQIM implementation, district and school leaders used data gathered at various stages of HQIM implementation to make decisions about additional professional learning needs for administrators. After reviewing summative walkthrough data, district and school leaders decided to implement professional learning to calibrate their observations by using a variety of calibration activities, viewing and scoring, conducting co-observations, collaborative debriefing, and reviewing feedback. Using feedback from professional learning surveys, and HQIM Feedback Forms, the district revised the lesson plan template to align more with the components of the HQIM. In addition, school administrators updated PLC protocols to include lesson studies from the HQIM to build teacher capacity to effectively implement.