

## 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 Literacy (literacy, grades K-5)	
Type of Professional Learning (Adoption, Launch, Ongoing for Teachers, or System Design and Leadership Support)	Launch	
Number of educators serviced	<input type="checkbox"/> 1 - 50 <input type="checkbox"/> 51 - 100	<input type="checkbox"/> 101 - 500 <input type="checkbox"/> 501 - 1000 <input checked="" 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 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



**PROFESSIONAL  
LEARNING**  
PARTNER GUIDE

District Size	<input type="checkbox"/> Fewer than 2,500 students <input checked="" type="checkbox"/> <del>2,500 to 10,000 students</del> <input type="checkbox"/> 10,001 - 50,000 students	<input 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 <sup>1</sup>	<input type="checkbox"/> Less than \$50,000 <input type="checkbox"/> \$50,000 - \$100,000 <input checked="" type="checkbox"/> <del>\$100,001 - \$500,000</del>	<input type="checkbox"/> \$500,001 - \$1,000,000 <input type="checkbox"/> \$1,000,000+

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<sup>1</sup> Includes any travel related expenses, etc.



### **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)

Program Activation provides teachers with the critical program components they need to begin using *myView Literacy*. As such, the session includes a purposeful exploration of the curricular design as well as the comprehensive print and digital features. For the purpose of establishing the type of interactive environment we want for students, this session for teachers is hands-on and includes activities to help participants immediately apply what they have learned.

To personalize this session for the school district, we met on several occasions to review the agenda and sew in specific references to district goals and initiatives. Our district partners also composed a greeting and purpose statement, which was shared by a district representative at the start of each Program Activation session.

To monitor progress throughout the session, we identified three tasks: 1) Once participants experience an overview of the program and unit design, they develop their own summary of the curriculum as if explaining it to their students; 2) Participants debrief a model lesson, explaining how it illustrates core literacy practices; 3) Participants explain what is known and what is new after exploring the routines within the program; 4) Participants use program pedagogy and specific program resources to problem solve several implementation scenarios.



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

We sewed into the session references to the district's focus on expanding access to grade-level text for all students. Additionally, since thematic study (which is central to the curricular design) was not new to the district, we reduced time spent on that topic and infused language with which teachers were already familiar. We also co-constructed implementation scenarios that our district partners felt would resonate with their teachers.

To prepare Savvas' professional learning facilitators to work with our district partner, we required internal training and certification that includes performance tasks that deepen and demonstrate pedagogical and program-specific knowledge. Certification also involves responding to "tricky questions" and problem-solving common challenges that may arise.

The Savvas team facilitating this launch session met several times to prepare. A lead facilitator, along with their manager, participated in every planning meeting with the partner district's leadership team. The lead facilitator and manager then hosted internal meetings with all facilitators to review specific evidence of learning, targeted outcomes, session experiences, and presentation materials. They also engaged in dry-runs of the session where facilitators rehearsed some of the more challenging activities.



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)

Program Activation (session and course) uses multi-media along with interactive tasks to reveal the arc of learning for students and the educators' pathway to implementing the curriculum with integrity. Designed to move participants through the program from the research base to the unit structure, lesson structure, and teacher and student materials, we use the following delivery structures and strategies:

- Program author quotes and videos;
- Excerpts from pedagogical research;
- Visuals from relevant program print and digital resources;
- Moving images that "tell the story" of how program features come together;
- A bookended model lesson in which participants are the students;
- Reflective tasks that invite participants to explain (and discuss in the synchronous session) new learning;
- Implementation scenarios that deepen and demonstrate program knowledge and pedagogy.



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

Program Activation is our initial training. It is the foundation for additional professional learning. It sets the stage for exploration of focus areas that warrant deeper study, such as Foundational Skills, reading comprehension, genre study, the writing process, contextualized grammar and vocabulary development, and project-based inquiry. Program Activation opens the door for teachers to learn more about these topics along with strategies for effective planning and instructional decision making. We facilitate this professional learning through our ongoing support, consisting of program and pedagogy workshops and courses, as well as targeted job-embedded services.

At the conclusion of Program Activation, our professional learning team met with district leadership to review participant work. We used that evidence of learning to reflect on the session's targeted outcomes and to determine additional professional learning needs and opportunities.