

Sample Client Services Overview

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

Services Overview

Curriculum or Content Area (adoption)	SpringBoard English Language Arts	
Type of Professional Learning (Adoption, Launch, Ongoing for Teachers, or System Design and Leadership Support)	Ongoing for Teachers	
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)

SpringBoard worked with this urban district for ongoing support of their teachers implementing SpringBoard English Language Arts.

- The district leadership and SpringBoard Implementation team identified that additional practice differentiating instruction would best support teachers to plan daily lessons for all students. It was agreed that the workshop would offer participants the opportunity to analyze the principles of

¹ Includes any travel related expenses, etc.

differentiated instruction and practice making strategic adjustments to process, content, and product of a SpringBoard activity to support and extend learning.

- During the service, there was constant progress monitoring. Because of the size of the event and number of facilitators present, SpringBoard provided a lead facilitator that floated to support and monitor progress for each room. The lead facilitator visited each room to gauge engagement by gathering and assessing participant feedback, communicating with district leadership and SpringBoard Professional Learning and Implementation team members to relay appropriate responses, and providing feedback in the moment and during a mid-day lunch and learn meeting to inform faculty members' next steps.
- After the service, workshop satisfaction surveys were given to all participants. These surveys yielded quantitative and qualitative feedback. Results were shared and discussed between SpringBoard and the district and used to plan additional professional learning.

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

After the district's team had a chance to review the Differentiated Instruction workshop resources, it was decided in partnership with the SpringBoard Professional Learning team that teachers need additional embedded planning with grade-level material earlier in the workshop agenda.

- SpringBoard facilitators (faculty) were provided with revised facilitator notes and PowerPoint deck.
- The team of SpringBoard facilitators were prepared by the SpringBoard lead facilitator who helped them prepare and was present during the workshop.
- The lead communicated with faculty using multiple forms (i.e. email, google doc, cell phone, and faculty meeting the day prior to the event).
- The lead coached facilitator moves to help the faculty message the purpose of the workshop and how the strategic adjustments help tailor the learning experience for attendees.
- SpringBoard Professional Learning team provided the lead with additional context about the district's expectations and history of prior services.

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 SpringBoard Differentiated Instruction workshop is a workshop in the Building Expertise tier of services provided.

- It was offered as a 1 day, in-person experience.
- Teachers in this district have been provided multiple days of one day, in-person Building Expertise workshops throughout the school year from the SpringBoard Professional Learning team.
- SpringBoard Professional Learning integrates participant voice in every session, including group discussions, reflective moments, and grade-level planning.



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

- The Differentiated Instruction workshop built on the district’s launch of SpringBoard English Language Arts, which included Initial Institutes and the Initial Institute Follow-Up Workshops. At these foundational workshops, differentiating instruction was introduced in the context of purposeful planning.
- Completing the Differentiated Instruction workshop from the Building Expertise tier sets the foundation for the SpringBoard Implementation and Learning Walks to come. SpringBoard Walks provide district-level data, including promising practices, areas for growth, and next steps for professional learning.