

Sample Client Services Overview

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

Services Overview

Curriculum or Content Area (adoption)	Illustrative Math	
Type of Professional Learning (Adoption, Launch, Ongoing for Teachers, or System Design and Leadership Support)	System Design and Leadership Support	
Number of educators serviced	<input checked="" type="checkbox"/> 1 - 50 <input type="checkbox"/> 51 - 100 <input type="checkbox"/>	<input type="checkbox"/> 101 - 500 <input type="checkbox"/> 501 - 1000 <input type="checkbox"/> 1000+
Audience (select all that apply)	<input 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 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 type="checkbox"/> Greater than 60% of economically disadvantaged students <input 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 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 type="checkbox"/> Virtual <input 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 checked="" type="checkbox"/> \$100,001 - \$500,000	<input type="checkbox"/> \$500,001 - \$1,000,000 <input 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)

The Cohort Program is a semester-long program where a team of leaders at various levels of the system engage with and tackle an equitable instruction challenge in their context. This team of leaders within the central office and the school building spends 20 hours learning together with the goal of developing, implementing, and then assessing strategies for change. In addition, our Client Engagement team works with district drivers to:

- Identify the problem of practice related to equitable instructional practice in their district that they'll tackle in this program;

¹ Includes any travel related expenses, etc.

- Identify the appropriate team at various levels of the system to engage with and tackle that problem of practice;
- To integrate Cohort content and the district's problem of practice into existing routines and practices

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 UnboundEd team does this in the following ways:

- Virtual Learning Experiences where Participants engage in content with educators from across the country.
- Participants engage in in cross-pollination sessions with other district team members conducted by facilitators who have in-depth knowledge of the district and their practice problem.
- Our team can conduct a Learning Walk, a three or four-day process that includes professional learning focused on deepening GLEAM knowledge, data collection around your problem of practice by observing classrooms using our Equitable Instruction Observation Tool, a "Lesson Reconstruction Protocol" to understand GLEAM instructional and mindset shifts, action planning grounded in the data from the learning walk, and a follow-up report sharing the data, trends, and recommendations.
- Our team provides ongoing support to district in using Cohort content in their existing systems, professional learning, communication, and structures, as well as to make sense of the content in relation to their problem of practice.
- Our facilitators are selected through a rigorous interview process that includes observation of live teaching. Facilitators are provided with detailed session plans, undergo significant training, and

rehearse session facilitation, receiving feedback from UnboundEd supervisors.

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 the cohort program, participants experience an interactive, four-month experience that includes virtual sessions, cross-pollination time with your district Cohort team, and asynchronous learning. Participants spend 20 hours learning with the goal of developing, implementing, and then assessing strategies for change. They investigate the historical roots and legacies that influence present-day inequity in order to identify and articulate their duty to disrupt systemic bias and racism in their role.

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

The Cohort Program builds on leaders' previous work at the Standards Institute, which focuses on the mindsets, planning, and instructional actions required for implementing grade-level, engaging, affirming, and meaningful (GLEAM™) instruction in their schools and districts. In the Cohort Program, Participants are encouraged to build on their system's work through two semesters, starting with Option A: Observing for GLEAM™ Instructional Practices, which focuses on a deep understanding of GLEAM in order to shift mindsets and instructional practices at the system level. The participants then can continue the learning through Option B: Galvanizing for GLEAM™, which focuses on operationalizing GLEAM practices in your system.



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