



Sample Client Services Overview

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

Services Overview

Curriculum or Content Area (adoption)	English Language Arts & Math	
Type of Professional Learning (Adoption, Launch, Ongoing for Teachers, or System Design and Leadership Support)	Adoption	
Number of educators serviced	<input checked="" type="checkbox"/> 1 - 50 <input checked="" type="checkbox"/> 51 - 100 <input type="checkbox"/>	<input checked="" type="checkbox"/> 101 - 500 <input checked="" type="checkbox"/> 501 - 1000 <input 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 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 type="checkbox"/> 50,001 - 100,000 students <input checked="" type="checkbox"/> More than 100,001 students
Delivery Format	<input checked="" type="checkbox"/> Virtual <input checked="" type="checkbox"/> In-person <input type="checkbox"/> Hybrid	
Total Cost Range ¹	<input checked="" type="checkbox"/> Less than \$50,000 <input checked="" type="checkbox"/> \$50,000 - \$100,000 <input checked="" type="checkbox"/> \$100,001 - \$500,000	<input checked="" type="checkbox"/> \$500,001 - \$1,000,000 <input checked="" 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)

Our professional learning supports educators in seeing the value and understanding the “why” behind a high-quality curriculum (HQIM) adoption. When using our GLEAM™ (grade-level, engaging, affirming, meaningful) framework, participants see the value in needing and using a high-quality, grade-level aligned curriculum. Our Summit and Standards Institute ELA and Leadership pathways focus on the intentionality of examining mindset shifts and skillsets necessary for an ELA curriculum adoption. Our professional learning has helped district leaders refocus on the importance of HQIM and supported teachers and coaches to understand the need for an adoption. Our PL helped a large district set the

¹ Includes any travel related expenses, etc.

conditions for purposeful curriculum adoption, buy-in, and readiness.

In mathematics, participants engage with the Instructional Practice Guide (IPG) from the Student Achievement Partners. In ELA, participants engage with Student Achievement Partner's Text Analysis tool, which is organized around the four categories of qualitative complexity with additional guidance on identification of relevant opportunities and cautions for culturally relevant pedagogy. Through work with these national tools, as well as other aspects of our programming, UnboundEd helps educators see high-quality instructional materials is imperative for equitable instruction as districts embark on their selection, adoption, and implementation processes.

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

Our highly trained facilitators work with leaders to build equitable, anti-racist mindsets and make adaptive shifts that support the system-wide provision of rigorous, standards-aligned instruction through high-quality instructional materials adoption. The activities that participants engage in build leaders' understanding of what the instructional reading shifts look like in curricular materials that can help identify HQIM.

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)

The Summit and Standards Institute experience is not like a traditional conference where you go in and out of different sessions. Instead, participants engage in an immersive learning experience that includes:

- Two to five days of in-person (or two days virtual) learning sessions led by our highly trained facilitators
- Transformational keynote speakers
- Tools, strategies, and frameworks to enhance instructional practices
- Courageous conversations and open dialogue about implicit bias
- Understanding how racism operates in K-12 educational systems
- The opportunity to form strategic relationships with educators from across the country

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

The Standards Institute sets the foundational learning for educators by focusing on the mindsets, planning, and instructional actions required for implementing grade-level, engaging, affirming, and meaningful (GLEAM™) instruction in their schools and districts. During Standards Institute, participants learn key concepts of ELA instruction in order to develop a deeper understanding of each subject area. Participants will consider key components of planning, instructional delivery, and coaching that lead to



GLEAM instruction. They also unpack their roles as teachers and leaders in educational equity and operationalizing GLEAM within their classroom or school system.