

Sample Client Services Overview

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

Services Overview

Curriculum or Content Area (adoption)	myPerspectives & 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	<input checked="" type="checkbox"/> 1 - 50 <input type="checkbox"/> 51 - 100	<input type="checkbox"/> 101 - 500 <input 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 checked="" type="checkbox"/> Greater than 20% students with disability	<input type="checkbox"/> Private <input type="checkbox"/> Parochial <input checked="" type="checkbox"/> Rural <input checked="" type="checkbox"/> Greater than 60% of economically disadvantaged students <input type="checkbox"/> Greater than 80% students of color



District Size	<input checked="" 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 checked="" type="checkbox"/> Less than \$50,000 <input type="checkbox"/> \$50,000 - \$100,000 <input 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)

By the end of the school year,

- Students will score an average of 70% on the MyView/MyPerspectives EOY assessment.
- 65% of teachers will show evidence of implementing MyView/MyPerspectives by achieving level 4 on the curriculum use and lesson structure observation markers.
- District leads will collect feedback on the clarity of the communication of expectations and adjust communication as a result of this feedback, resulting in clear expectations and communication for district leaders and teachers.

¹ Includes any travel related expenses, etc.

At the start of the engagement, the facilitator completed a needs assessment during which she reviewed data, observed instructional practice, and met with key stakeholders. Upon completion of this assessment, the facilitator reviewed key findings with stakeholders and incorporated these findings into co-created goals for the engagement. During the engagement, the facilitator monitored progress in two specific ways:

- All ANet facilitators document PL sessions, the specific goals for that session, and whether those goals were achieved in an internal system. Facilitators review session data with their manager regularly to ensure the engagement is on track to meet its goals.
- The facilitator met with district leaders at multiple points in the engagement to review progress to date and modify plans, if necessary, to support progress.

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 facilitator leveraged key findings from the needs assessment and an in-depth review of student and educator data to co-create the project goals with stakeholders, which shaped each professional learning session and the overall approach of the partnership. The facilitator customized each session to align closely to strengths and opportunities of educators in the district and the instructional materials selected by the district, building on progress to date and making connections to the district's vision and priorities.

The facilitator met regularly with project leads to understand the needs of participants and make adjustments to sessions, as necessary, to meet these needs. The facilitator also made adjustments

during each session, as needed, based on participant engagement and level of understanding.

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)

Through this partnership, educators participated in approximately 20 in-person and virtual sessions, delivered through a combination of formats including: workshops, coaching sessions, collaborative planning, and consultations. During workshops, participants would learn new knowledge and skills and apply what they've learned to essential steps in the implementation process (i.e. building and modifying a communication plan). During consultations, collaborative planning, and coaching sessions, the facilitator worked with key stakeholders to plan new structures and systems to support strong implementation of the materials, including teacher professional learning, expectations and guidance for PLCs, and revised coaching practices for school leaders and teachers.

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

This professional learning built on previous and ongoing district efforts to strengthen educator knowledge of, and instructional alignment to, learning standards. It also set the foundation for additional, school-specific professional learning, which is now being delivered to each school by ANet facilitators.