



Sample Client Services Overview

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

Services Overview

Curriculum or Content Area (adoption)	Engage NY	
Type of Professional Learning (Adoption, Launch, Ongoing for Teachers, or System Design and Leadership Support)	Ongoing for Teachers	
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 type="checkbox"/> Instructional Coaches <input checked="" type="checkbox"/> District Leaders
District Type	<input type="checkbox"/> Traditional District <input checked="" 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



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 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 March 2023, 100% of math teachers (grades 5-12) will internalize modules and utilize their curriculum to make informed standards-aligned instructional decisions for all students, as evidenced by planning meeting notes and teacher reflections.

To set goals and monitor progress throughout the engagement, the facilitator met with the leadership team to collect insights and data to inform the series and learn more about their goals for the engagement. For this specific engagement, the leadership team and participants focused on module

¹ Includes any travel related expenses, etc.

internalization and understanding how units fit together to help students understand the story of their learning. Additionally, this engagement focused on leveraging mid-module, end-of-module, and sample summative assessment items to understand how students' learning would be assessed.

To monitor progress, the facilitator worked with the leadership team to conduct pulse checks and reflections to understand progress with a specific focus on pacing, planning, and protocols to support curriculum implementation.

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

Participants of this professional learning engagement represented a wide range of experience levels, from veteran to novice. With this in mind, the facilitator customized the engagement to include time to understand the language and demands of standards, which ultimately supported teachers in planning and pacing when adjusting instructional materials and tasks. Additionally, this learning was customized to ensure a focus on understanding the modes of engagement for students (i.e. the practices that come out of each module and other modes of engagement they should enact to support students' learning) and to support teachers in curriculum planning for a unique instructional calendar with four instructional days per week.



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)

ANet's professional learning series are designed to be customized to the specific needs and context of each partner, develop and deliver learning experiences to support collective vision and knowledge building, and provide consultation to support the implementation of the practices learned.

In this engagement, participants experienced four two-hour, in-person sessions with the first two occurring during the first semester and the second two occurring in the second semester. The group learning engagement provided opportunities for teachers to deepen their knowledge of the standards and how they are reflected in the curriculum, as well as make informed adaptations to ensure students are able to master the standards.

Additionally, planning and implementation meetings were conducted with leaders to support ongoing customization and support for teachers focused on implementation of their learning and the goals of the professional learning.

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 the district's previous work of ensuring that teachers focused on grade-level standards in their instruction. Additionally, the professional learning built on the district's use of data-driven instructional decision-making with curriculum internalization. The first two sessions focused on analyzing student work and interim data to make informed decisions about planning and

effective methods for re-engaging students to support ongoing student learning.