# Sample Client Services Overview

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

## Services Overview

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| Curriculum or Content Area (adoption) | ARC Core® | |
| Type of Professional Learning (Adoption, Launch, Ongoing for Teachers, *or* System Design and Leadership Support) | System Design and Leadership Support | |
| Number of educators serviced | 1 – 50 <br> 51 – 100 | **101 – 500** <br> 501 – 1000 <br> 1000+ |
| Audience (select all that apply) | Teachers <br> **School Leaders** | **Instructional Coaches** <br> **District Leaders** |
| District Type | **Traditional District** <br> Charter <br> Suburban <br> Greater than 20% of English language learners <br> Greater than 20% students with disability | Private <br> Parochial <br> Rural <br> Greater than 60% of economically disadvantaged students <br> Greater than 80% students of |

| | | color |
|---|---|---|
| District Size | Fewer than 2,500 students<br>**2,500 to 10,000 students**<br>10,001 - 50,000 students | 50,001 - 100,000 students<br>More than 100,001 students |
| Delivery Format | **Virtual**<br>**In-person**<br>**Hybrid** | |
| Total Cost Range[1] | Less than $50,000<br>**$50,000 - $100,000**<br>$100,001 - $500,000 | $500,001 - $1,000,000<br>$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)

ARC's system design and leadership PL is structured as a strategic multi-year organizational plan with a specific area of focus each year. Year 1 is designed to support school leaders in establishing a high-quality implementation of ARC Core®. Its goal is to grow leaders' understanding of their systems, help them build consensus, and develop the infrastructure to scale and sustain an innovative self-improving

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[1] Includes any travel related expenses, etc.

education system.

In year one, this school leadership team and ARC PL Leaders met before the school year to discuss potential goals. ARC's leadership tools supported the collaboration, helping leaders to better understand current system outcomes using available assessment data. A pre-implementation data analysis informed recommendations regarding current student performance, schedules, ongoing coaching needs, and stakeholder engagement.  This analysis supported articulation of the goal: to increase the percent of proficient students by 15%.

A project plan was then built to support leaders' use of the real time data in SchoolPace Connect® (ARC's performance management system), participant surveys, and data from learning walks to monitor progress toward key metrics (levels of engagement, growth rates, proficiency, and conference activity). Monthly meetings were used to monitor growth goals and set clear action steps to maintain a positive trajectory.

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

ARC's leadership PL supports leaders from initial implementation to scaling and sustaining systems of continuous improvement. Participants engage in multi-year, iterative Plan, Do, Study, Act (PDSA) cycles to analyze system-level data and student work, identify trends, and introduce ways to impact positive

change. The work, informed by reading and discussing best-selling leadership books, results in customized plans for system improvement. Sessions are facilitated by ARC Executive Coaches who specialize in supporting leaders. ARC Executive Coaches are trained in the science of continuous improvement and are skilled at adapting PL sessions in response to PDSA cycles.

During a day of leadership PL in year one, the school's leadership team and ARC PL Leaders began by reviewing and reflecting on quantitative and observational data. They noted and celebrated successes, and addressed concerns, such as a lack of small-group instruction based on student need. Customized action steps were named and a plan was developed to address them: real-time SchoolPace data would be used to more precisely identify students in need of small group instruction and inform which skills would be instructed. The team then organized a PL agenda that prioritized the planning and implementation of small group instruction during the literacy block.

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)

ARC Executive Coaches and district leaders engage as true learning partners in a multi-year plan moving from a focus on implementation to sustaining innovative, high-performing systems of continuous improvement. Leadership PL, delivered as 10 sessions per year, is adaptable to meet system needs. Delivery structures include interactive workshops, learning walks, procedural feedback, and data analysis.

In this district, the ARC Coach developed a cadence of collaborations that combined in-person, whole-group, and virtual, differentiated support for each leader. During one visit, the coach guided the leadership team through a review of the classroom walkthrough checklist, which they then used to observe classroom instruction. The coach facilitated a focused debrief, where the team named powerful instructional moves then role played to practice delivering procedural feedback to teachers. The coach then engaged the group in an exploration of key metrics using SchoolPace. Lastly, employing an interactive workshop model, the coach supported each principal in planning for implementation of a PDSA cycle informed by their key metrics and leadership resources the group had read and discussed. Following the session, the coach worked 1:1 with each principal to unpack the results of their PDSA cycle and supported planning of a customized course of action.

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

ARC's system design and leadership support centers on Plan, Do, Study, Act (PDSA) cycles. This foundational improvement science concept has leaders identify a problem to solve, make a plan, do it, study its impact, and act to either replicate or replace the plan.  Following an introduction to PDSA, professional learning participants support each other's practice, guided by an ARC Executive Coach.

In year one, the team identified an area for improvement: students in need of intervention were not

receiving the sufficient instructional support necessary to accelerate their learning. A plan was made to work with the grade level team to build schedules that provided access to equitable opportunities. Once the schedules were developed, teachers were supported by leadership to implement them. Study of the increased frequency of instruction showed accelerated growth and strengthening student outcomes. The impact informed the team that the intervention had been successful and was then scaled to other teams.

The iterative nature of PDSA cycles combined with insights from cutting edge leadership books leaders receive as part of the series fuels continued professional learning. ARC's PL sets the foundation for this multi-year engagement and gradually releases responsibility to the school's leadership team.