

Sample Client Services Overview

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

Services Overview

Curriculum or Content Area (adoption)	
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 type="checkbox"/> School Leaders <input type="checkbox"/> Instructional Coaches <input type="checkbox"/> District Leaders
District Type	<input checked="" 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 checked="" 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 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 checked="" type="checkbox"/> Hybrid	
Total Cost Range ¹	<input type="checkbox"/> Less than \$50,000 <input checked="" 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)

Professional learning goals were to ensure all students can access and engage in grade-level learning through job-embedded development on inclusive planning and instructional practices. Blue Engine coaches implementing professional learning partnered with school administrators to assess current teacher skills related to inclusive practices using a rubric. They used this assessment to strategically plan the scope and sequence of training and set benchmarks for progress throughout the year.

¹ Includes any travel related expenses, etc.



Blue Engine's approach accounted for equity mindsets, data-driven instruction, inclusive learning environments, and effective adult collaboration, resulting in:

- Creating classroom environments in which educators deeply know students' needs.
- Ensure that SPED and ELL teachers are fluent in instructional materials, just as general education teachers are.
- Equipping both teachers with the skills to maintain rigor in instructional delivery of HQIM while providing modifications to meet various student needs.

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

Every coaching cycle included a micro-training with the entire professional learning cohort, an individual co-planning session, and an individual observation and debrief. BE coaches learned deeply about the teachers' contexts, strengths, preferences, and needs through individual interactions in the coaching

cycle. They used this information to customize the micro-trainings to the trends of the group that they see during the cycle.

Additionally, at the start of the partnership, coaches held kick-off meetings to establish the shared context of the school system, assess the effectiveness of the implementation of the HQIM, and assess teachers' needs. Coaches and administrators met throughout the partnership to review data and assess progress toward goals, ensuring that teachers' supports were meeting their needs.

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)

At the start of each month, the first delivery structure is a 30-45 minute micro-training called a Community of Practice. All participants in the program attend the community of practice together and engage in group practice of concrete skills related to delivering instruction in inclusion classrooms. The

second delivery structure is a 45-minute co-planning meeting with an individual team the coach. The team and coach prepare together to execute new skills in the classroom or in their out-of-classroom collaboration time- providing invaluable guidance and proactive feedback before implementing a new skill. The third delivery structure is a 30-45 minute observation by the team's coach performing the cycle's focus skill. The last delivery structure is a 30-45 minute debrief meeting where the coach provides feedback on the team's implementation of the skill and designs next steps for improvement. All participants experience all four delivery structures one time per month.

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

At this particular site, teachers had implemented the curricular materials for three years prior to the partnership but did not see progress for their most marginalized students - students with disabilities and multi-lingual learners. Our support built off the strengths teachers already had in delivering the curricular materials and ensured improved skill sets to address varied learning needs in instruction.

Coaches collected multiple data points using a set of criteria for success throughout each professional learning cycle for all participants. Coaches used this data at the end of the month to evaluate whether participants needed more time practicing focus skills before moving on to the next skill. Depending on the data, coaches sometimes spent one additional cycle practicing the same focus skill, and providing feedback and coaching before moving on to a new component of the professional learning program