

Sample Client Services Overview

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

Services Overview

Curriculum or Content Area (adoption)	Curriculum
Type of Professional Learning (Adoption, Launch, Ongoing for Teachers, or System Design and Leadership Support)	Launch
Number of educators serviced	<input type="checkbox"/> 1 - 50 <input type="checkbox"/> 51 - 100 <input checked="" 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 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 checked="" 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 checked="" type="checkbox"/> Virtual <input type="checkbox"/> In-person <input 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)

The goals of the professional learning in year one were to provide support for educators through the implementation process. Prior to the Foundations for Implementation professional learning event, CPM worked with the district to bring awareness of the time and commitment needed over multiple years to ensure successful implementation and continued growth for students, educators and leaders. District educators were provided information about the professional learning and classroom adjustments needed for establishing a student-centered, problem-based curriculum.

Foundations for Implementation professional learning in the summer prior to year one provided guidance, resources, and activities for using best practices in the classroom and meeting the needs of all students. Follow-up sessions during year one provided additional learning as teachers were planning lessons, building relationships with their students,

¹ Includes any travel related expenses, etc.



establishing effective collaborative classrooms, and putting into practice the professional learning from the summer sessions. During year one of implementation, teachers were given additional support through classroom support visits which provided an opportunity for teacher reflection, timely suggestions, and individual, non-evaluative feedback. Support has continued for this district through additional professional learning, support visits, and coaching beyond year one.

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

During the Foundations for Implementation professional learning, teachers were grouped according to their math course which supported purposeful lesson planning and collaboration specific to individual courses. In addition to the live learning, participants were given access to On-Demand modules that provided additional learning on topics such as collaboration, pacing, routines, public relations, inclusion, emerging multilingual learners, and content for each course..

The facilitators were former teachers who had previously taught using the CPM resources. They were well-equipped to help prepare and support teachers during their implementation. They supported struggling teachers and challenged them in ways that resulted in success back in their classrooms.



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)

Foundations for Implementation included three full days over the summer to help teachers prepare for the new school year and two full days during the school year. Additional professional learning opportunities for teachers encompassed one day of Building on Foundations, three days of Building on Assessment, and one day of Starting Strong. To provide leaders in learning about the curriculum and supporting CPM teachers and students, one day of professional learning specific for leaders in the district was provided for all leaders in the district. As the district has teacher turnover and new hires, individual teachers are given time to attend the professional learning specific to their needs.

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

Foundations for Implementation professional learning provided a strong foundation for additional learning. After year one, teachers were provided opportunities to attend professional learning through CPM's Building On Instructional Practice Series which focused on Assessment, Discourse, and Equity. Each year, a small group from this district has attended CPM's annual Teacher Conference to continue their learning and to grow leaders in their district by facilitating sessions at the conference.