Sample Client Services Overview
This overview represents the services for one client of the professional learning partner.

Services Overview

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

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

Based on the needs of the school team, the goals of this session were to provide teachers with a protocol for identifying features of complexity within a text, and plan appropriate supports within a lesson to ensure all students would be able to access the text and meet lesson goals. To support participants in reaching this goal, we worked to provide a sequence of the sessions that modeled how to use the protocols with texts and units the teachers were preparing to begin. We gave opportunities to practice the protocol and receive feedback within each session. We used breakout room spaces for collaboration amongst grade level teams and asked questions both in small group and whole group settings to encourage reflection

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[1] Includes any travel related expenses, etc.

and ensure we were addressing any misconceptions that arose. Before sessions begin, we work to equip instructional leaders with the goals of the session, as well as each work time, in order to ensure they are able to support participants by addressing misconceptions or identifying additional questions. At the end of sessions, we lead a group reflection to ensure clarity of learning goals and follow up with individual instructional leaders and participants with resources and/or next steps.

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

Prior to the start of professional learning, the PL team meets with instructional leaders to learn more about the school team, how implementation of the curriculum has been going, and better understand the overall and grade specific needs of the school. Professional Learning is customized to meet the subject, grade level, and (when applicable) current units being taught by participants in order to make learning relevant to what is happening on campus. Participants are provided with materials ahead of the session that allow them to share questions they have during the topic as well as accommodations they may need to support facilitators in learning about the participants and potential topics to address during work time. Based on the needs of the school/district, facilitators often meet with instructional leaders after the completion of the session to debrief, share feedback, and make modifications to the next session based on the feedback received and mastery of learning goals by participants.

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)

Launch sessions are 90-minute sessions that are scheduled in advance with school leaders. All Fishtank Professional Learning is facilitated by Fishtank curriculum and PL specialists, and delivered virtually via Zoom. This workshop is designed for K–8 educators who are teaching Fishtank ELA for the first time in the coming school year, or who have some experience teaching Fishtank ELA but have never experienced any Fishtank professional learning. After the completion of Launch Professional Learning, participants are able attend a variety of Propel sessions aimed at deepening their expertise and ability to engage with the curriculum. In collaboration with school leaders, we work to create a tailored scope and sequence of PL sessions at the start of the engagement. These sessions are communicated to staff in advance and delivered in a timely and relevant manner for teachers. The goal is that teachers can implement learnings from these sessions right away and we work together to ensure work time is aligned to units and lessons teachers are currently teaching.

How did the professional learning build on previous work or set the foundation for additional professional

learning? (Limit 200 words)

The ELA launch series begins with an exploration into the research behind Fishtank ELA. Participants explore the components of equitable literacy instruction and how Fishtank ELA's guiding principles are developed across grades and units. Once participants are able to identify features of complexity in session 2, they are prepared to internalize their first unit. In session 3 of Launch, participants learn about the importance of intellectual preparation, and how to use Fishtank ELA resources, including the Unit Launches, to intellectually prepare to teach a Fishtank ELA unit. Once they internalize the unit, they will be able to plan for daily lessons and identify the right supports to ensure their students are meeting unit level goals. On-going professional learning is designed to provide teachers with additional skills, resources, and practice to understand the features of the curriculum and how to implement it with success. Fishtank Learning Launch sessions lay the foundation for understanding the curriculum and ensure teachers are able to fully engage in ongoing PL. For example, our Propel Sessions, which are focused on more individualized topics such as supporting multilingual learners and progress monitoring, help teachers deepen their expertise and ability to engage with the curriculum in key areas.