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)	System Design and Leadership Support
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~~

PROFESSIONAL LEARNING PARTNER GUIDE

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)

The goal of this partnership was to increase the effectiveness of school-based instructional leaders in order to drive increased academic growth in ELA and math (MAP) and increased mastery in ELA and math (network interims and state standardized assessments). We conducted multiple walkthroughs of network schools and had a series of in-person and virtual meetings with network leadership to understand current academic performance, challenges, bright spots, and the performance goals that they had already set. We then worked with both network leadership and school-based leadership to define specific goals for student learning and for improved performance by instructional leaders (primarily APs).

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[1] Includes any travel related expenses, etc.

RE RIVET EDUCATION

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

This partnership primarily consisted of intensive one-on-one coaching with assistant principals plus facilitation of school-based instructional leadership team meetings. We do an initial informational interview with each instructional leader to understand their areas of strength and primary growth areas with regard to different curricula, grade levels, assessment data sets, and teacher development structures (i.e. content meetings, individual coaching meetings, real-time coaching, PD, etc.) and tailor support for each AP based on this.

As we do for all partnerships, we requested access to curricular materials, assessments, and student learning data several months ahead of the start of the coaching work and our facilitators internalized any unfamiliar aspects of schools' programming, including through teaching mock lessons with the materials and analyzing outcome data at the student, teacher, and AP level. Facilitators also participated in network trainings designed for school leaders and teachers at the network to fully internalize the approach to implementing curricular programming.

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)

Our coaches spent half a day each week on campus at each of the schools participating in this partnership. Leaders at the schools received a weekly touchpoint with their Jounce coach plus follow up email/call/text support a few times each week. The primary structures for professional learning consisted

of the following:

1. One-on-one coaching: the Jounce coach spends ~2 hours each week with a leader reviewing outcome data, preparing for/practicing in-class real-time coaching, modeling or supporting in-class real-time coaching, preparing for/practicing coaching meetings, and prepping or practicing upcoming PD or intellectual prep sessions.

2. Facilitated instructional leadership sessions: the Jounce coach trains the principal and assistant principals/coaches/DCIs on a systematic approach to instructional management and co-facilitates instructional leadership meetings in which APs report out on a consistent set of data points (both student outcome data and teacher knowledge/curriculum implementation look-for data), troubleshoot any areas in which data is not showing progress, and then develop content knowledge or coaching skills.

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

By attending summer training delivered by the network, we were able to ensure that the coaching we

provided to instructional leaders built on professional learning they'd received. We adapted our set of competencies and system for instructional management to use similar language to that of the network. Moving forward, as leaders participate in professional learning specific to the curricular areas they support, they will be able to plug the "look-fors" for instruction in those specific domains into the broader instructional management approach on which they've been trained.