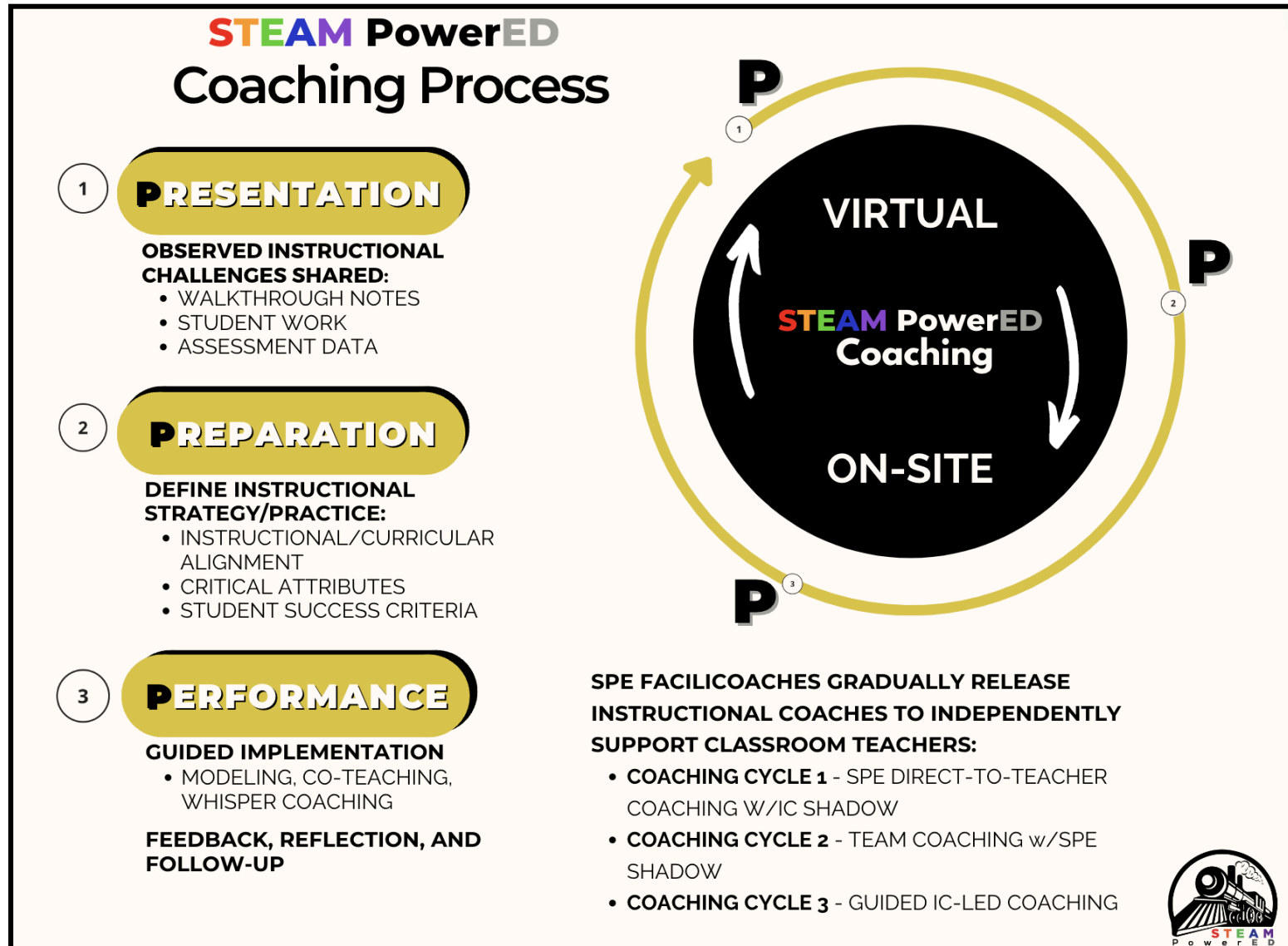


Sample Client Services Overview





Services Overview

Type of Professional Learning	Ongoing for Teachers (1:1 Instructional Coaching)
Number of educators serviced	1 - 50
Audience	Teachers Instructional Coaches
District Type	Traditional District
District Size	2,500 to 10,000 students
Delivery Format	Virtual (customized strategic support) In-person
Total Cost Range ¹	\$50,000 - \$100,000

¹ Includes any travel related expenses, etc.



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 school system is located near a military base so the population of both the students and the staff is transient. The concern of the district instructional staff was the number of teachers who would come to serve in the district and have not been available for launch workshops. Also, teachers come to the district with varying capacities for instruction. District personnel have been intentional about providing strategic support for teachers' specific challenges. Their goals were to provide targeted support for teachers amongst their most vulnerable populations of students. The STEAM PowerED approach focused on a few specific components of our coaching process:

- **inclusive post-observation feedback sessions** where facilitators and teachers agreed upon instructional goals, focus, progress monitoring data, and key instructional practices
- focused **curricular co-planning**
- **real-time instructional models** for instructional approach - model lessons, co-teaching, and whisper coaching



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

Because coaching is a 1:1 process, it is always customized to meet the needs of each specific teacher and their students. We worked to support our facilicoaches to meet their needs by:

- keeping their presence in the district/school consistent. Facilicoaches are able to build a rapport because they've followed teachers from launch workshops to coaching.
- being intentional about understanding and building context. Program managers met with district POCs to initiate the professional learning itinerary and continued to connect periodically to share survey and student progress data. These regular Progress Pulse sessions allow us to communicate context with clarity to our facilicoaches and develop a plan of support that keeps individual teacher goals aligned with the goals and vision of the district.



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)

The coaching itinerary was developed using what we learned from district performance data. We focused on specific schools that were having challenges with making adequate yearly progress. Based on regular progress and performance data the district's instructional leaders were able to work with STEAM PowerED facilicoaches and program managers to shift the teachers we support and/or the type and intensity of the support we provide. Instructional coaching was delivered in-person over 2-3 days (6 teachers per coaching cycle) and follows our Presentation→Preparation→Performance (PPP) protocol:

- Facilicoaches worked with teachers between on-site sessions through **1-hour virtual mini-coaching sessions** to plan or to review student performance data.
- The partner decided to add to their coaching itinerary during the second semester to provide **SPED-specific support.**
- The district POC and building-level instructional leaders worked with facilicoaches to develop a **45-day plan for intervention/acceleration.**



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

Instructional coaching follows our workshops. It continues the application of new workshop learning and provides additional data points to inform instructional decisions. The partner used our 1:1 instructional coaching to reinforce:

- transfer of workshop learning and planning to classrooms.
- confidence and clarity with implementation best practices.
- provide intensive support to teachers with specific challenges.
- continue to foster alignment of instructional practices with district goals and expectations.