

## Sample Client Services Overview

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

### Services Overview

Curriculum or Content Area (adoption)	<i>myPerspectives</i> (literacy, grades 9-12) and enVision AIGIA	
Type of Professional Learning (Adoption, Launch, Ongoing for Teachers, or System Design and Leadership Support)	System Design and Leadership Support	
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 type="checkbox"/> Teachers <input checked="" type="checkbox"/> School Leaders	<input checked="" type="checkbox"/> Instructional Coaches <input checked="" type="checkbox"/> District Leaders
District Type	<input checked="" type="checkbox"/> Traditional District <input 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 <sup>1</sup>	<input type="checkbox"/> Less than \$50,000 <input type="checkbox"/> \$50,000 - \$100,000 <input checked="" type="checkbox"/> \$100,001 - \$500,000	<input type="checkbox"/> \$500,001 - \$1,000,000 <input type="checkbox"/> \$1,000,000+

<sup>1</sup> 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)

At the start of our partnership, we met with state and district leaders to identify curriculum implementation successes and needs. We engaged in Listening Sessions with school leaders to learn about educators' experiences and determine meaningful outcomes that would be shared across districts. Those outcomes were the following:

- Students use text-dependent questions in the Making Meaning routine and additional conversation routines to talk about grade-level complex text (content and language).
- Students use text-based writing and research tasks to center their experiences with text selections and effectively communicate their knowledge.
- When writing and speaking, students use vocabulary and language that is related to the unit topic and the text selections.

We formatively assessed progress throughout the engagement using the following methods:

- Focus Visits - Shared visits to classrooms to observe and gather evidence of student learning related to one of the outcomes);
- Analyzing Student Work sessions - Teacher meetings focused on student work related to the focus area; and
- Job-embedded support records - These records were visually presented on a cloud-based site for our state partners. We met every other week during the engagement to review and discuss recent data, using it to reflect on and revise our professional learning as needed.



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

Once our Professional Learning Plan (PLP), co-developed with state and district partners, was solidified, we back-mapped professional learning experiences and content. Part of that work involved designing three asynchronous courses from scratch, each aligned to one of the outcomes stated in the PLP.

To prepare Savvas facilitators (Education Consultants or "ECs"), we require them to engage in internal training and certification. This process embeds opportunities to examine research-based best practices, observe models, and engage in performance tasks, such as a simulated Focus Visit. Additionally, ECs participate in ongoing internal coaching with their managers who provide support via planning, modeling, co-facilitation, and reflective conversations. Managers use the same data points we have identified with our district partners to inform and anchor this work. For this particular project, assigned ECs participated in additional training, which included taking the asynchronous courses designed for district educators, analyzing teacher work submitted through those courses, and preparing as a team to engage administrators in the corresponding Focus Visits. ECs also met weekly to reflect on data gathered during recent support and discuss strategies for enhancing the coaching practices of school leaders.



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)

Leadership coaching directly connected to the selected focus areas and the corresponding instructional coaching outlined in the Professional Learning Plan for this state and related partner districts.

Our work with school leaders/Leadership Teams involved regular Focus Visits, a process that norms expectations for how a selected student outcome looks and sounds in daily student learning while helping leaders determine ways to support teachers.

A Savvas Focus Visit is a strategically-designed process used to identify trends in current student performance and related teacher practice. It keeps leaders in the driver's seat of an instructional effort and helps them use data-based feedback to support teachers. We designed a custom student-focused "Look/Listen-For Tool " for each student outcome/focus area in order to develop among teachers and leaders a shared understanding of targeted teaching and learning practices. This tool also provided leaders with concrete, descriptive language to anchor their observations and their feedback for teachers. After visiting classrooms to observe student learning, we debriefed, focusing on trends. Our discussion was not specific to any individual, and it included evidence-based successes and wonderings coupled with suggestions for next steps.

School, district, and state leaders were also part of the Analyzing Student Work sessions that aligned to each Anchored Learning Cycle.



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

In Spring 2021, a state-level professional learning team asked us to support districts using our HQIM as they returned to a brick-and-mortar learning environment and sought to “hold on” to the innovative instructional practices catalyzed by the pandemic. Using educators’ positive feedback from that professional learning experience, the state expanded our contract to include more intensive support for individual districts implementing our curricula.

Our support began with a series of Listening Sessions with district leaders who voiced successes and challenges experienced across mathematics and literacy classrooms in grades 9-12. We used trends from those conversations to shape a Professional Learning Plan with three focus areas for each content area and related Anchored Learning Cycles for teachers and leaders.

One participating district received support for both mathematics and literacy, and their district level leadership participated in all six Focus Visits, noting that the process equipped them to more effectively lead their district’s curricular initiative in these core content areas. Subsequently, this district initiated a separate professional learning contract with us outside of the state project. The district asked us to replicate and scale across their schools the Anchored Learning Cycles we provided to the smaller cohort of teachers via the state contract.