



Teaching Lab Sample Client Services Overview

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

Services Overview

Curriculum or Content Area (adoption)	K-2 Foundational Skills and Science of Reading	
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 type="checkbox"/>	<input type="checkbox"/> 101 - 500 <input type="checkbox"/> 501 - 1000 <input checked="" type="checkbox"/> 1000+
Audience (select all that apply)	<input checked="" 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 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 type="checkbox"/> Hybrid	
Total Cost Range ¹	<input 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 checked="" 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)

Teaching Lab provided early literacy professional learning and coaching to 25 elementary schools across two districts. The goals of the professional learning were as follows:

- Build knowledge and understanding of the ELA CCSS Foundational Skills standards and instruction grounded in the science of reading
- Develop an understanding that high-quality instructional materials support rigorous teaching, with particular respect to the development of early literacy skills, because curricular design principles align with the frameworks for effective and equitable teaching practices
- Examine and practice foundational skills instruction that meets the needs of students in alignment with a systematic approach to phonics instruction

¹ Includes any travel related expenses, etc.



Teaching Lab worked in collaboration with district leadership to determine the goals in alignment with their instructional vision and improvement goals. Throughout the engagement, Teaching Lab provided high-dosage coaching utilized to monitor progress on those goals and support all stakeholders at each level of the system — district leaders, school leaders, district or school-based coaches, and teachers — to advance foundational skills instruction and impact student growth.

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

District leadership reviewed each professional learning session in collaboration with the Teaching Lab team in advance to provide feedback and ensure that the content was accurately contextualized to their teachers' and students' needs. Teaching Lab also collected feedback from participants of the professional learning at the end of each session to inform adjustments that needed to be made to the following session. Additionally, data that was gathered through on-site coaching and instructional observations informed priority areas for professional learning.

Facilitators of professional learning first participated in their own development as they engaged in learning focused on the context of the district, schools, and communities. They then were involved in the contextualization and adjustment of the professional learning content based on the feedback from district leadership. Finally, after the delivery of each session, facilitators met with other Teaching Lab team members to review the participant feedback and consider adjustments to content and delivery of subsequent sessions based on that feedback.

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)

Foundational professional learning was delivered virtually, in eight 90-minute sessions. Sessions were delivered weekly. These sessions were offered to all teachers, school, and district leadership within the district, regardless of whether they were in one of the 25 schools receiving ongoing coaching support.



Once all foundational professional learning sessions were delivered, professional learning facilitation continued within the 25 schools Teaching Lab supports based on the needs of teachers to extend and deepen their learning from the foundational sessions. These sessions were shorter in length, called “micro professional learning” — approximately 45 minutes in length — and delivered in-person by the Teaching Lab coach to the teachers, school-based coaches, and school leaders within a specific school building that they support. The intent of these sessions was to focus on a specific foundational literacy skills topic or instructional practice that teachers could learn, practice during the session, and then immediately apply in their classroom. Content of the “micro professional learning” was determined based on data collected through weekly coaching by Teaching Lab coaches based on needs as evidenced through both teacher practice and student learning.

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

The foundational professional learning sessions established a shared base of understanding of *Foundational Skills* and science of reading across the district that Teaching Lab coaches used to build support and engagement across individual schools. Teaching Lab coaches leveraged knowledge teachers and leaders gained in professional learning to direct support on *Foundational Skills* instruction within the selected HQIM.

Teaching Lab coaches worked with teachers to examine how the content and practices they learned in professional learning were addressed within their curriculum and how to implement those practices within their classrooms through modeling and co-teaching. Teaching Lab coaches also worked with school leaders and school-based coaches on how best to support teachers in their planning and instruction through observation and feedback cycles. All of this was possible because the leadership support intentionally engaged every stakeholder in the work, i.e., teachers, coaches, school leaders, and district leaders. Each stakeholder group developed a shared understanding of the importance of *Foundational Skills* and systematic phonics instruction in alignment with the science of reading from which to build upon and apply in their respective buildings and classrooms.