

Pricing Breakdown

NIET offers a daily rate of \$3,000, inclusive of travel expenses for training and support services. The recommended scope and sequence of training for NIET's Professional Learning Communities - Foundational Literacy is outlined below. The recommended training schedule includes: two days for HQIM needs assessment, seven days of training, and 10 days for onsite follow-up coaching to support (the total number of training and support days can vary based on the size and instructional needs of the district). Training and support ensure the transfer and application of evidence-based practices specific to foundational literacy. For each school in the project, NIET generally recommends one full day of onsite support each month of the school year. A suggested estimate of the Professional Learning Service for Foundational Literacy is outlined in the Timing column.

Type of Professional Learning Service	Foundational Literacy/Science of Reading
Goal of Partnership	<p>The focus of this partnership is to build teacher/school leaders' capacity to support High-Quality Instructional Materials (HQIM) rooted in the following areas:</p> <ol style="list-style-type: none"> 1. Foundational skills instruction and support 2. Access to foundational skills for all learners (SWD, EL, etc.) 3. High-quality intervention practices aligned to core instruction 4. Using assessment data (e.g., screener) to drive instruction

Timing	Name of PL	Description
Beginning of Partnership (2 days)	Consultation - In person	The NIET HQIM Needs Assessment process (2- days) is designed to support a district in identifying the needs and priorities of targeted schools related to Foundational Literacy through HQIM implementation. This process results in developing a tailored HQIM implementation strategy for improving instruction through building leader capacity to support foundation literacy through HQIM implementation.
Annually (7 days of training)	In-person training	<ol style="list-style-type: none"> 1. Foundational Training: Instructional Leadership Teams (2-day training): Educators will learn the purpose and structure of a school-based instructional leadership team and how the actions of the team can build collective efficacy. School teams will learn how to long-range plan around four essential tasks: data, instructional reflection, teacher collaboration, and evaluation. 2. Foundational Training: Cluster/ Professional Learning Communities (PLCs) (2-day training): Teacher leaders, school, and district leaders will leave this training with the knowledge needed to establish and maintain PLCs that foster collaboration and continuous improvement among educators to provide foundational skills instruction. 3. Building Instructional Excellence through the Learning Walks Process (1-day training): Teacher leaders, school, and district leaders will leave this training with the

		<p>knowledge and mindset needed to assess the quality of foundation literacy instruction and effectively support the implementation of high-quality instructional materials.</p> <ol style="list-style-type: none"> 4. Effectively Utilizing Student Work (1-day training): Teachers, teacher leaders, principals, and district leaders will analyze assessment data to understand student progress and make intentional instructional decisions to provide access to foundational skills for all learners (SWD, EL, etc.) 5. Elevating Coaching Conversations (1-day training): This one-day training helps prepare teacher leaders, principals, and district leaders to engage in effective coaching conversations rooted in the science of reading. Participants learn to develop student-focused goals and coaching plans to structure intentional cycles of support for individual teachers within literacy instruction.
<p>Monthly (10 visits per school)</p>	<p>Customized Support In Person</p>	<p>NIET will lead on-the-ground customized support visits to guide school leaders/instructional coaches with the planning, delivery, and measurement of effective collaborative structures that align with HQIM implementation strategy and foundational literacy:</p> <ul style="list-style-type: none"> - Embed routines for foundational literacy grounded in the curriculum’s design into existing systems (e.g., ILT, cluster, coaching) - Prioritize time, collaborative professional learning structures, and leadership roles to understand and support teachers’ curriculum use and how it aligns with the science of reading. - Identify and highlight exemplary practice with a focus on the use of curriculum to ensure equitable access to foundational literacy. - Continually using feedback, observation, and outcome data to inform continuous improvement and adjust curriculum implementation strategy to give access to foundational skills for all learners

PRICING BREAKDOWNS

<p>NIET offers a daily rate of \$3,000, inclusive of travel expenses for training and support services. The recommended scope and sequence of training for NIET’s Professional Learning Communities - Instructional Quality is outlined below. The recommended training schedule includes: two days for strengths-based needs assessment, seven days of training, and 10 days for onsite follow-up coaching to support (the total number of training and support days can vary based on the size and instructional needs of the district). Training and support ensure the transfer and application of evidence-based practices specific to foundational literacy. For each school in the project, NIET generally recommends one full day of onsite support each month of the school year. A suggested estimate of the Professional Learning Service for Instructional Quality is outlined in the Timing column.</p>	
Type of Professional Learning Service	Instructional Quality
Goal of Partnership	<p>The focus of this partnership is to build teacher/school leaders’ capacity to support strengthening instructional quality through the following areas:</p> <ol style="list-style-type: none"> 1. Building leadership capacity to support the implementation of HQIM 2. Using assessment data to drive instruction, provide high-quality intervention practices, and plan for increasing acceleration opportunities and student outcomes. 3. Professional learning communities based on research-based adult learning practices and focused on collaborative planning

Timing	Name of PL	Description
Beginning of Partnership (2 days)	Consultation - In person (SBNA)	The NIET Strengths-Based Needs Assessment process (2 days): NIET collaborates with partners to identify the strengths, needs, and priorities of the district's school(s). Through this process, NIET works with the district and school leaders to build a tailored support plan that builds upon existing strengths and improves areas of need. Creating a process for continuous improvement drives the training, support, and monitoring of progress.
Annually (7 days)	In-person training	<p>Foundational Training: Instructional Leadership Teams (2-day training): Educators will learn the purpose and structure of a school-based instructional leadership team and how the actions of the team can build collective efficacy. School teams will learn how to long-range plan around four essential tasks: data, instructional reflection, collaboration, and evaluation.</p> <p>Foundational Training: Cluster/ Professional Learning Communities (PLCs) (2-day training): Teacher Leaders, school, and district will leave this training with the knowledge needed to establish and maintain PLCs that foster collaboration and continuous improvement among educators to implement high-quality instructional materials.</p>

		<p>Building Instructional Excellence through the Learning Walks Process (1-day training): Teacher leaders, school, and district leaders will leave this training with the knowledge and mindset needed to assess the quality of standards-based instruction and effectively support high-quality instructional materials.</p> <p>Effectively Utilizing Student Work (1-day training): Teachers, teacher leaders, schools, and district leaders will analyze assessment data to understand student progress and make intentional instructional decisions to provide access to core instruction for all learners (SWD, EL, etc.)</p> <p>Elevating Coaching Conversations (1-day training): This one-day training helps prepare teacher leaders, schools, and district leaders to engage in effective coaching conversations rooted in high-quality instructional materials and student work. Participants learn to develop student-focused goals and coaching plans to structure intentional support cycles for individual teachers.</p>
<p>Monthly (10 visits per school)</p>	<p>Instructional Leadership Team and Collaborative Structures/PLCs</p>	<p>NIET will lead on-the-ground customized support visits to guide school leaders/instructional coaches in planning, delivering, and measuring effective collaborative structures that align with HQIM's implementation strategy to improve instructional quality.</p> <ul style="list-style-type: none"> ● Prioritize time, collaborative professional learning structures, and leadership roles to understand and support teachers' curriculum use and how it aligns with the HQIM. ● Utilize school structures to empower students to lead and own their learning aligned with the curriculum's design. ● Access to core HQIM for all learners (students with disabilities, English learners, etc.) ● Continually using feedback, observation, and outcome data to inform continuous improvement and adjust curriculum implementation strategy to give access to foundation skills for all learners.