



SUPPORT SERVICES

**WHATEVER
IT TAKES TO
ACHIEVE
RESULTS**

**Increase Educator Expertise.
Increase Student Achievement.
Increase School Success.**



RESEARCH SAYS ... SUPPORT/COACHING IS CRITICAL FOR SUCCESS

| Transfer of Learning by Type of Training | | |
|--|-------------------|-----------------------|
| TRAINING PROVIDED | SKILL DEVELOPMENT | ACCURATE USE IN CLASS |
| Theory/Knowledge | 5% | 0–5% |
| Theory/Modeling | 50% | 5% |
| Theory/Modeling/Practice/Feedback | 90% | 5% |
| Theory/Modeling/Practice/Feedback/Coaching | 90% | 75–90% |

Source: Joyce, B., & Showers, B. (2002). *Student achievement through staff development* (3rd ed.). Alexandria, VA: Association for Supervision and Curriculum Development.

EDUCATORS SAY VOYAGER SOPRIS LEARNING™ SUPPORT LEADS TO RESULTS

“This is our second year using *Vmath* and *TransMath* in our elementary and middle school special services classrooms. Knowing that we have a team of specialists supporting our implementation is phenomenal. The entire Support Services team, from online support to our district specialist, has promptly answered questions, supplied us materials we need, and walked us through the implementation cycle.

With Voyager Sopris support, this experience has been a collaborative effort to help our students grow in math.”

Lisa Tompkins
Special Services Instructional Facilitator
Cherokee County School District
Gaffney, SC

“The quality of initial training and ongoing support has been unprecedented in my experience dealing with other companies. The teacher support helped strengthen the skills of our teachers. The Voyager Sopris Learning team helped us adapt the lessons for our students, yet upheld the integrity of the program.”

Tina Saunders, Coordinator
Title I/Private Schools Program
Los Angeles Unified School District
(Federal and State Education Branch)

OUR EXPERIENCE SHOWS THERE ARE FIVE KEYS TO SUCCESS:

AMOUNT OF INSTRUCTION

Maximizing Every Instructional Minute

- Scheduling adequate time for instructional impact
- Effectively managing classroom time
- Maintaining lesson pace

Ensuring Every Student Grows

- Placing students appropriately
- Administering and scoring assessments
- Managing and monitoring data
- Analyzing, interpreting, and responding to data

USE OF ASSESSMENTS

QUALITY OF INSTRUCTION

Providing Powerful, Effective Instruction

- Utilizing effective instructional strategies
- Teaching essential skills and strategies
- Adjusting time for application, practice, and differentiation
- Responding appropriately to assessment data

DIFFERENTIATION

Meeting the Needs of Every Learner

- Tailoring content, pace, and style based on student needs
- Working within a multitier system/Rtl model
- Responding to state and rigorous standards

Creating an Academic Learning Environment

- Ensuring high levels of engagement and participation
- Increasing time on task
- Preventing disruptive behavior

CLASSROOM MANAGEMENT



VOYAGER SOPRIS
LEARNING™

SUPPORT SERVICES

COMMITTED: WHATEVER IT TAKES TO ACHIEVE RESULTS

The Support Services team is committed to serving teachers and school leaders to achieve results. Our team specializes in partnering with schools and districts to build custom implementation support plans—including planning, training, and ongoing support—to ensure all stakeholders are prepared to implement and sustain Voyager Sopris instructional programs. Unlike any other model, our services are:

- Completely **customized** to district’s needs
- Supportive of rigorous standards integration including **Common Core State Standards (CCSS)** and **state standards**
- **Proven to increase the effectiveness** of instruction for sustained results
- Based on **deep and ongoing analysis of student data**
- Delivered by training and support specialists of **unmatched expertise and experience**

These comprehensive services support districts in providing comprehensive, data-focused professional development that aligns with the curriculum and develops the capacity of all teachers. In addition, our services enable districts to have a common framework for evaluating both teacher effectiveness and student achievement.

CUSTOMIZED SUPPORT

STAGES OF SUPPORT: BUILT TO MATCH YOUR IMPLEMENTATION

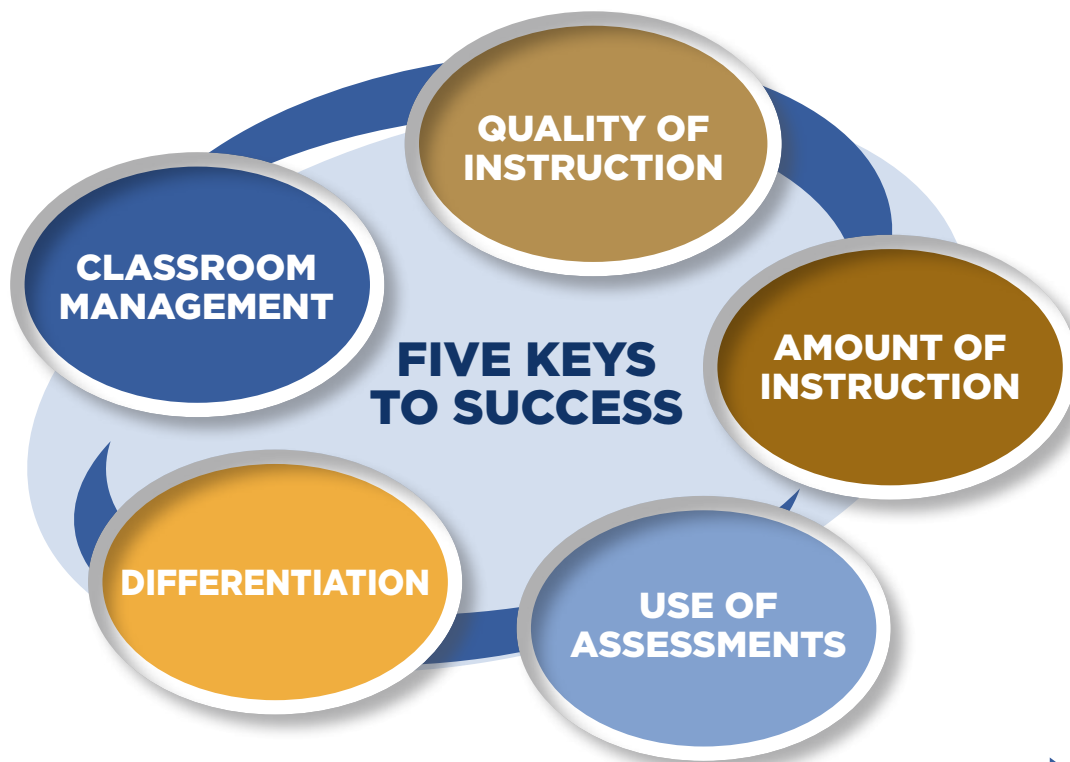
PRE-IMPLEMENTATION PLANNING

- Identify student achievement goals
- Define roles and expectations
- Determine professional development needs
- Identify key milestones

LAUNCH

- Prepare district and campus leaders to monitor and support the program
- Prepare teachers to teach the program as designed and assess student performance
- Ensure that a daily or weekly schedule is designed and communicated
- Ensure sufficient technology is available for teachers to enroll students and enter data

BUILT TO RESPOND TO RIGOROUS STANDARDS



... ONGOING

- Examine successes and identify solutions to overcome barriers
- Review progress toward instructional goals
- Target support for schools
- Build instructional capacity

DATA REVIEW

- Examine successes and identify solutions to overcome barriers
- Evaluate actual growth versus expected gains
- Identify schools and classrooms needing additional support
- Adjust instructional and implementation plans based on results

PRE-IMPLEMENTATION PLANNING

The most successful implementations are those that are thoughtfully planned and strategically executed.

The goals of the Pre-implementation Planning phase are to:

- Identify student achievement goals and rigorous standards
- Define roles and expectations
- Determine professional development needs
- Identify key milestones

Planning Session

Typically 1 hour to 1 day, 3 weeks prior to start date

A pre-implementation planning session is essential to the success of the program. It enables us to jointly define roles, responsibilities, and logistics; anticipate challenges; and respond to questions, resulting in a customized plan of action.



QUESTIONS TO THINK ABOUT FOR THE PRE-IMPLEMENTATION PLANNING PHASE

1. What do you want to accomplish in the first week? The first month? The first year?
2. How will you measure the program's success?
3. How will you select the students who will participate in the program?
4. When will instruction begin?
5. How many minutes of instruction will be devoted to the program per day? Per week?
6. Who will be accountable for the implementation at the district level? Campus level?
7. How will you ensure that teachers receive sufficient training to teach the program?
8. How will you ensure that district and campus leaders are ready to monitor the program?
9. How will assessment data be collected? How often do you expect data to be reviewed?
10. How will your plan align to your state standards and/or the CCSS?
11. What hardware and/or software adjustments may need to be made for this program to work as designed?
12. What challenges do you anticipate that may interfere with achieving the goals?

QUESTIONS TO THINK ABOUT FOR THE LAUNCH PHASE

1. What is the plan to conduct a leadership orientation to effectively monitor success of the program?
2. What is the plan to train all teachers on how to implement the program?
3. Do teachers have the materials necessary to teach the program? Do all participating students have materials?
4. Have teachers organized the classroom to accommodate the instructional methodologies?
5. Do teachers have a schedule for when to teach the program?
6. Are teachers and other staff members ready to assess students to collect baseline data?
7. Have students been enrolled in the data management system? The student technology program (if applicable?)
8. Are campus leaders ready to monitor all classes during the first few weeks of implementation?

LAUNCH

The launch of a program is the point at which the pre-planning strategies are implemented.

The goals of the Launch phase are to:

- Prepare district and campus leaders to monitor and support the program
- Prepare teachers to teach the program as designed and assess student performance
- Ensure that a daily or weekly schedule is designed and communicated
- Create a plan to ensure baseline assessments are administered
- Ensure teachers and administrators have a clear path for reaching the CCSS and state standards

Leadership Orientation

Typically 3 hours, held prior to teacher training

The leadership orientation is designed to ensure that campus leaders and district administrators understand the foundational principles of the curriculum and the resources and tools that are available to support teachers and monitor classroom implementation. Administrators are also provided guidance in setting goals and expectations.

Teacher Training

Typically 1 or 2 days at least one week prior to start date

Launch training is designed to prepare teachers to successfully begin the program. The training introduces the curriculum in a format that focuses on the **research** (why we do it), **specific instructional strategies** and the program architecture (how we do it), **assessments** (how we measure it), and **differentiation** (what to do if students need additional support). Through content presentations, group interactions, lesson modeling, and practice, teachers will be prepared to begin teaching the program.



WHAT IS THE PLAN FOR SUSTAINING THE IMPLEMENTATION?

ONGOING

Districts make an investment in our programs. Working together, we can ensure that investment yields rewards.

The goals of the Ongoing phase are to:

- Examine successes and identify solutions to overcome barriers
- Review progress toward instructional goals
- Target support for schools
- Build instructional capacity

Consultative Support

Typically 1-day increments or webinar sessions throughout the year

Voyager Sopris has one of the largest network of field implementation specialists in the industry. These specialists are highly trained to examine a situation and offer expert advice, whether it's about research and pedagogy, instructional effectiveness, or data analysis.

The menu below is not an exhaustive list, but captures the most common types of implementation support utilized. Ongoing support may be selected from the menu below, or you may customize the support to match your specific needs.

Common Ongoing Support Options— Completely Custom!

| | | |
|--|---|---|
| Classroom visits | Side-by-side coaching | Lesson modeling |
| Curriculum review | Student grouping | Small-group instruction |
| Assistance with assessing students | Data entry and analysis | Support of standards integration including CCSS and state standards |
| Virtual support, such as conference calls and webinars | Instructional decision making | Goal setting and action plans |
| Support for maximizing the use of VPORT | Implementation planning | Lesson planning and instructional delivery |
| Support with differentiation | Customization of ongoing PD content and materials | Articulation meetings with administrators/leaders |

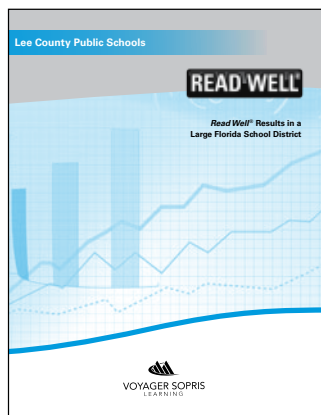
QUESTIONS TO THINK ABOUT FOR THE ONGOING PHASE

1. Is data available for every school?
2. Are some schools progressing less than expected?
3. How are students progressing? Are there some classrooms that are progressing less than others?
4. Which teachers need extra support to implement the program as designed?
5. What additional coaching and training is needed to accelerate teachers to expert levels of instruction?
6. Are you on track to meet your state standards or goals?

HOW IS DATA ANALYSIS A CONSISTENT PART OF IMPLEMENTATION?

QUESTIONS TO THINK ABOUT FOR THE DATA REVIEW PHASE

1. How are we doing along the way?
Is the data trending upward toward the end-of-year goals?
2. Are some schools progressing less than expected?
3. How is the student technology application being utilized?
4. What do the data say about intervention students passing the high-stakes test?
5. Are students eligible to exit the program?
6. Which students need adjustments to their instructional plan? What are those adjustments?
7. What elements of the implementation need adjustment?
8. How should we expand products or services to increase student success in other areas?



Providing Comprehensive Results Reports

DATA REVIEW

Our Support Services team places data at the center of ongoing support.

The goals of the Data Review phase are to:

- Examine successes and identify solutions to overcome barriers
- Evaluate actual growth versus expected gains
- Identify schools and classrooms needing additional support
- Adjust instructional and implementation plans based on results

Data Touch-Point Meetings

Typically 3 hours in-person or via webinar (beginning, middle, and end of implementation)

Throughout the implementation, we organize data into easy-to-read reports of student progress that can be aggregated in multiple ways. data touch-point meetings enable us to advise school and campus leaders on using the data to make decisions related to strengthening the implementation. This discussion leads to making decisions that target areas of focus and creating strategic action plans.



Interpreting data

COMPREHENSIVE MENU OF SERVICES

Voyager Sopris is committed to a long-term partnership with every district that implements our solutions. Each implementation support plan is individually crafted with school and/or district administrators to meet specific needs, including making **explicit connections to specific standards**. Districts can choose from a menu of training and support options including in-person, online, or a combination of both.

Complimentary Services

- Strategic planning sessions to ensure your implementation starts well
- Implementation specialist to assist with planning, technology setup, and instructional help
- Phone and e-mail support 8 a.m. to 6 p.m. CST Monday through Friday
 - Minimal wait time—average call is answered in fewer than 30 seconds
 - 800.547.6747 or support@voyagersopris.com
- Voyager Sopris Webinar Series with cutting-edge research and instructional topics from the nation's leading educators and researchers

In-Person or Online Implementation Support Options

| SERVICE | DESCRIPTION OF SERVICE | PURPOSE |
|--|--|---------------------------------|
| Launch Training | Focus: Curriculum and Instruction, Assessment, Best Teaching Practices, Classroom Management, VPORT | Teacher Readiness |
| Additional Strategic Planning/Consultation | Focus: Implementation Status Updates, Progress Monitoring, Strategic Adjustments | Strategic Implementation Plan |
| Administrator Orientation | Focus: Curriculum and Instruction, Assessment, VPORT, Best Teaching Practices, Implementation Monitoring | Administrator Readiness |
| Refresher Training | Focus: Curriculum and Instruction, Assessment, VPORT, Response to Launch Challenges | Teacher/Administrator Readiness |
| Advanced Training | Focus: Deep Content and Program Knowledge, Refine and Enhance Instructional Delivery | Sustained Intervention |
| Professional Development | Focus: Common Core State Standards, Curriculum and Instruction, Assessment, VPORT | Teacher/Administrator Readiness |
| On-Site Side-by-Side Coaching | Focus: Lesson Delivery and Pacing, Administration of Assessments, Classroom Management, VPORT | Implementation Fidelity |
| Integrated Data Management | Focus: Student Information, Assessment Records, School and District Data, Implementation Information, Rtl Data | Implementation Fidelity |
| Articulation Session: Data Reporting and Analysis | Focus: Collaborative Discussion Forum, Progress Monitoring, Data Presentation and Review, Strategic Adjustments | Progress Touch Point |
| Other Support | Focus: Common Core Alignments, Customized Pacing Guides, Customized Assessment Plans, Customized Tech Support, Customized PD/Training | Customized Implementation |

In-Person or Online Implementation Support Options, *continued*

| SERVICE | DESCRIPTION OF SERVICE | PURPOSE |
|---|---|---|
| Live Webinars— Comprehensive Solution Training | <p>Focus: Complete Launch Training, Curriculum and Instruction, Assessment, Best Teaching Practices, Classroom Management</p> <p>Currently Available for:* <i>LANGUAGE!® Live; Read Well® 3; Read Well Composition and Whole Class; Inside Algebra; and We Can Early Learning Curriculum</i></p> | Teacher Readiness and Implementation Fidelity |
| Self-Paced Online Training | <p>Focus: Complete Launch Training, Assessment, Best Teaching Practices, Classroom Management</p> <p>Currently Available for:* <i>LANGUAGE!® Comprehensive Literacy Curriculum; Voyager Passport®; Passport Reading Journeys™; Voyager Pasaporte®; Read Well®; TimeWarp® Plus; Vmath®; Vmath® Summer Adventure; TransMath®; DIBELS® Next; REWARDS® Secondary; LETRS®; and RAVE-O®: Proven Literacy Intervention</i></p> | Teacher Readiness |

*For an updated listing of online courses, please visit www.voyagersopris.com/supportservices

OTHER PROFESSIONAL DEVELOPMENT SOLUTIONS FROM VOYAGER SOPRIS LEARNING

RELENTLESS COMMITMENT TO EDUCATOR AND STUDENT SUCCESS.

Voyager Education Services (VES) supports preK–12 educators by providing targeted, evidence-based, job-embedded professional learning. Services are customized to meet specific areas and include:

- Leadership & School Operations
- Data Analysis & Application
- Curriculum & Instruction
- Rigorous standards including CCSS
- Maximizing Learning with Technology
- Building a Positive School Climate



Contact your local representative to build
your support plan today.

Call 800.547.6747 or visit
www.voyagersopris.com/supportservices



OUR GOAL: PROVIDE THE HIGHEST LEVEL OF EDUCATOR SUPPORT TO INCREASE STUDENT ACHIEVEMENT

The Voyager Sopris Learning Support Services Team is committed to serving teachers and school leaders to achieve results. Unlike any other model, our services are:

- Completely **customized** to your district's needs
- **Proven to increase the effectiveness** of instruction for sustained results
- Built to respond to **rigorous standards including CCSS**
- Based on **deep and ongoing analysis of student data**
- Delivered by training and support specialists of **unmatched expertise and experience**

Visit www.voyagersopris.com/supportservices for:

- Complimentary professional support videos
- How we support Common Core and state standards integration
- Information about our specialists
- Testimonials from educators



WHATEVER IT TAKES TO ACHIEVE RESULTS



www.voyagersopris.com | 800-547-6747

