

Sample Client Services Overview

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

Services Overview

Curriculum or Content Area (adoption)	IM K-5 Math	
Type of Professional Learning (Adoption, Launch, Ongoing for Teachers, or System Design and Leadership Support)	Launch	
Number of educators serviced	<input type="checkbox"/> 1 - 50 <input checked="" type="checkbox"/> 51 - 100	<input type="checkbox"/> 101 - 500 <input type="checkbox"/> 501 - 1000 <input 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 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 type="checkbox"/> Greater than 60% of economically disadvantaged students <input type="checkbox"/> Greater than 80% students of color



District Size	<input checked="" 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 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 checked="" 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 type="checkbox"/> \$1,000,000+

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 goals of the sessions delivered prior to implementation were to familiarize teachers with the problem-based lesson structure used in the curriculum, introduce the instructional routines and supports provided, and explore specific resources in the materials to support implementation. Three additional sessions delivered throughout the first year of implementation were designed to provide on-going support around some of the challenges teachers face in year 1 of implementation, including using learning goals to adapt lessons in purposeful ways.

Additional classroom coaching days were delivered with the goal of giving teachers and leaders the opportunity to experience several full lessons being modeled in their grade level classroom by our mathematics specialists. Each lesson observation was followed by a debriefing and reflection time where participants were able to share noticings and wonderings from the lesson, as well questions they had around implementation allowing us to monitor progress. The first two coaching days delivered involved our math specialists modeling the full lesson. A third coaching day took place in January and involved our math specialists co-teaching lessons with selected grade level teachers. Our math specialists worked with the leadership team to adapt the design of the coaching days around the needs of the district.



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

The professional learning was customized in several ways. First, the sessions were delivered both in-person and virtually, depending upon the needs of the district. Second, the sessions were broken up into grade level bands (either Grades K-2 or 3-5) so that content was more accessible to all participants. Finally, the learning plan was designed in a way to include not only the delivery of the various professional learning sessions, but also to include embedded classroom coaching. During these sessions, each grade level had the opportunity to observe a facilitator teach a full lesson in a classroom, followed by debriefing time afterwards to share noticings and wonderings.

Our facilitators were prepared to meet the needs of participants through their both deep understanding of the professional learning content and IM K-5 curriculum, as well as their experiences with modeling and co-teaching IM K-5 lessons at various grade levels. Each facilitator was an IM Certified Facilitator. In addition, our organization has been delivering IM K-5 professional learning and embedded classroom coaching since its development in 2020. With three years of experience in supporting schools implementing IM K-5, we have seen and supported firsthand many of the challenges educators face during the initial launch.



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)

There were several professional learning structures utilized throughout the launch. The initial session focused on establishing instructional routines and was broken up into grade level bands (K-2 and 3-5). This was delivered in-person in early April, several months before implementation. The second session focused on introducing the problem-based lesson structure. This was two days of in-person learning and delivered in late July prior to the start of full implementation. Day 1 consisted of K-5 altogether, before breaking out into half-day grade level band sessions on Day 2. The first of the three school year sessions was delivered in-person in October, while the remaining two were delivered virtually in January and February. All sessions were delivered in grade level bands. In addition, three full days of classroom coaching were provided for each grade level K-5 between October and January. The first two days consisted of a facilitator modeling a lesson in a classroom in front of teachers, coaches, and district leaders. Each session was followed by a debriefing session. The final day consisted of the same structure, with a shift to the lesson being co-taught by a facilitator and classroom teacher.



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

The three classroom coaching days built on the foundation of the professional learning sessions by providing the opportunity for participants to see lessons modeled in their grade level classrooms and reflect on successes and challenges they have encountered. Participants participated in the initial professional learning, then had the opportunity to begin implementation over the first month before experiencing the first day of classroom coaching. Participants then had another month to apply their learning from the first day of coaching before the second day took place. The second day of classroom coaching extended the learning from Day 1 by providing the chance for teachers to see a facilitator model ideas for structuring additional time beyond the daily math lesson while utilizing the curricular resources. These first two days of a facilitator modeling set the stage for the third day of co-teaching with a classroom teacher, which again included utilizing the additional time beyond the daily lesson block. Facilitators then worked with administration to develop a professional learning plan for the following school year that would include doing several days of math content learning around grade bands and additional classroom coaching days focused on purposeful lesson planning.