

Sample Client Services Overview

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

Services Overview

Curriculum or Content Area (adoption)	High School Mathematics	
Type of Professional Learning (Adoption, Launch, Ongoing for Teachers, or System Design and Leadership Support)	Launch, Ongoing for Teachers, System Design and Leadership Support	
Number of educators serviced	1 - 50 51 - 100	101 - 500 X 501 - 1000 1000+
Audience (select all that apply)	X Teachers X School Leaders	X Instructional Coaches X District Leaders
District Type	X Traditional District Charter X Suburban X Greater than 20% of English language learners Greater than 20% students with disability	Private Parochial X Rural Greater than 60% of economically disadvantaged students Greater than 80% students of color

District Size	<p>Fewer than 2,500 students</p> <p>2,500 to 10,000 students</p> <p>10,001 - 50,000 students</p>	<p>X 50,001 - 100,000 students</p> <p>More than 100,001 students</p>
Delivery Format	<p>X Virtual</p> <p>X In-person</p> <p>X Hybrid</p>	
Total Cost Range ¹	<p>Less than \$50,000</p> <p>\$50,000 - \$100,000</p> <p>X \$100,001 - \$500,000</p>	<p>\$500,001 - \$1,000,000</p> <p>\$1,000,000+</p>

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)

We connected with district leadership prior to providing the professional learning so that we could assess their needs and jointly set goals to meet the needs of their teachers. For this district we set goals to provide support for all teachers of high school mathematics courses as well as middle school teachers teaching the same courses. We also established timelines for follow up support and ongoing professional learning. In collaboration with district leadership we deliberately determined our role and how we would work collaboratively to support teacher learning.

Our collaboration included professional learning for teachers, instructional coaches, district leadership

¹ Includes any travel related expenses, etc.



and district support staff. These supports included content specific curriculum-based professional learning as well as focused training with respect to research based effective teaching practices. Professional learning for teachers was (still is) provided for two days each summer along with two days during the school year, one in the fall and one in the winter. Professional learning for leadership and coaches is provided two days at a time three different times during the school year, for a total of six days.

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

Based on the needs assessment and the desired outcomes from meeting with district leadership the professional learning was customized to meet educators needs by providing an immersive experience in which teachers engaged with the curriculum. The facilitators of the professional learning are classroom teachers that use the curriculum in their own classrooms and are able to model the instruction so that teachers are engaged as their students would be and can see a quality model for implementing.

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)

Whenever possible professional learning was conducted in person. At times in person professional learning was not possible and at those time the learning occurred using virtual platforms. Our



engagement with this district is going on six years and we provide two days of professional learning for each teacher during the summer and follow up trainings for teachers and coaches during the school year.

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

The professional learning built on the work that the district had done to create a vision for learning with respect to secondary mathematics. They brought together teams of teachers and other instructional leaders to learn and consider best practices and highest leverage practices for instruction and as a result of their work they desired a high quality set of curriculum resources and professional learning to go with it. The professional learning provided supports teachers as they seek to engage students in the effective Mathematics Teaching Practices (NCTM, 2014) as well as engage students in rich discourse using the 5 Practices for Orchestrating Productive Mathematics Discussion (Smith & Stein, 2019). These frameworks for effective practice are based in sound research and enduring principles and as such lend themselves to ongoing refinement and improvement over time.