



Sample Client Services Overview

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

Services Overview

Curriculum or Content Area (adoption)	EngageNY/Eureka Math	
Type of Professional Learning (Adoption, Launch, Ongoing for Teachers, or System Design and Leadership Support)	Ongoing for Teachers	
Number of educators serviced	<input checked="" type="checkbox"/> 1 - 50 <input checked="" type="checkbox"/> 51 - 100 <input type="checkbox"/>	<input checked="" type="checkbox"/> 101 - 500 <input checked="" type="checkbox"/> 501 - 1000 <input type="checkbox"/> 1000+
Audience (select all that apply)	<input checked="" type="checkbox"/> Teachers <input type="checkbox"/> School Leaders	<input type="checkbox"/> Instructional Coaches <input 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 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 checked="" type="checkbox"/> Less than \$50,000 <input checked="" type="checkbox"/> \$50,000 - \$100,000 <input checked="" type="checkbox"/> \$100,001 - \$500,000	<input checked="" 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)

Our professional learning supports teachers in seeing the value and understanding the “why” behind a high-quality curriculum (HQIM) adoption. When using our GLEAM™ (grade-level, engaging, affirming, meaningful) framework, participants see the value in needing and using a high-quality, grade-level aligned curriculum. This conceptual framework helps educators understand how a curriculum like Eureka Math/EngageNY is focused, coherent, and rigorous. Our professional learning has helped teachers unpack and understand the standards, mathematical practices, and shifts while also refocusing on the importance of HQIM. Participants engage with the Instructional Practice Guide (IPG) from the Student

¹ Includes any travel related expenses, etc.



Achievement Partners, with a focus on Core Action 1. We help educators to understand the design principles of Eureka Math/EngageNY, which supports curricular implementation and planning for instruction. .

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

Our highly trained facilitators work with teachers to build equitable, anti-racist mindsets and make adaptive shifts that support the system-wide provision of rigorous, standards-aligned instruction through high-quality instructional materials. In the math pathway, participants “do the math” in collaborative groups for the module assessments, a set of exit tickets, and the concept development. They also teach part of the concept development for their peer group and do a closer review of a lesson to understand the standards-based “load-bearing walls” and also teach the lesson to a peer group. These are activities designed to be replicated either planning time individually (e.g., doing the work of the lesson, annotating the lessons, planning with the IPG) or in PLC groups (e.g., discussions of annotations, buddy teaching activities with the IPG) and can recur with the rest of the EngageNY/Eureka Math curriculum.

Our facilitators are selected through a rigorous interview process that includes observation of live teaching. Facilitators are provided with detailed session plans, undergo significant training, and rehearse session facilitation, receiving feedback from UnboundEd supervisors.

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)

The Summit and Standards Institute experience is not like a traditional conference where you go in and out of different sessions. Instead, participants engage in an immersive learning experience that includes:

- Two to five days of in-person (or two days virtual) learning sessions led by our highly trained facilitators
- Transformational keynote speakers
- Tools, strategies, and frameworks to enhance instructional practices
- Courageous conversations and open dialogue about implicit bias
- Understanding how racism operates in K-12 educational systems
- The opportunity to form strategic relationships with educators from across the country

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

The Standards Institute sets the foundational learning for educators by focusing on the mindsets, planning, and instructional actions required for implementing grade-level, engaging, affirming, and meaningful (GLEAM™) instruction in their schools and districts. During Standards Institute, participants learn key concepts of math instruction in order to develop a deeper understanding of each subject area. Participants will consider key components of planning, instructional delivery, and coaching that lead to GLEAM instruction. They also unpack their roles as teachers and leaders in educational equity and operationalizing GLEAM within their classroom or school system.