

Sample Client Services Overview

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

Services Overview

Curriculum or Content Area	Math - Illustrative Mathematics	
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 type="checkbox"/> 51 - 100 <input type="checkbox"/>	<input checked="" 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"/> Urban <input type="checkbox"/> Suburban <input checked="" type="checkbox"/> Greater than 20% of English language learners <input checked="" type="checkbox"/> Greater than 20% students with disability	<input type="checkbox"/> Private <input type="checkbox"/> Parochial <input type="checkbox"/> Rural <input checked="" type="checkbox"/> Greater than 60% of economically disadvantaged students <input checked="" 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 type="checkbox"/> Less than \$50,000 <input type="checkbox"/> \$50,000 - \$100,000 <input checked="" type="checkbox"/> \$100,001 - \$500,000	<input type="checkbox"/> \$500,001 - \$1,000,000 <input 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)

The goals of this partnership were to: (1) establish a “Launch Team”; (2) develop an implementation plan to launch the new curriculum in middle grades mathematics; (3) articulate a new vision for mathematics in the district; and (4) design a pilot for a cohort of teachers to try the new curriculum.

We initiated our support by facilitating instructional leaders and coaches to engage with the rationale behind Illustrative Mathematics (IM), including the foundations of equitable teaching of mathematics and the Mathematics Teaching Framework, and to develop a shared understanding of how these principles

¹ Includes any travel related expenses, etc.

were designed into the IM curriculum. The Launch Team clarified a vision for equitable mathematics for their district, created implementation and support plans aligned with this vision, and communicated how Illustrative Mathematics works to realize this vision with their stakeholders.

Professional learning (PL) aimed at deepening leaders' understanding of the district's vision for mathematics and laid the foundation for strong launch and implementation processes. PL for the pilot teachers focused on unit-planning and using the Math Language Routines. PL for leaders and the Launch Team included connecting the district vision to current research, features of strong math instruction and positive math identity, evaluating and responding to instructional trends, and processes that support teacher leadership.

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

ConnectED began this engagement by working with the IM Launch team to gather and analyze observation data from classrooms, gathering empathy interview data, and looking at student outcome data. ConnectEd then tailored the Professional Learning content to suit the district's needs and assets. Walkthroughs of classrooms guided ConnectEd in identifying helpful content for teachers. Surveys at the end of each session gathered participant feedback and insights. By inquiring about classroom practices during sessions, ConnectEd garnered valuable insights that enabled the effective customization of

content.

Consistent and on-going consultations with district leaders enhanced ConnectEd's grasp of teacher and district needs, thus enhancing session design. ConnectED works closely with key stakeholders and is committed to developing strong relationships. Knowing and understanding our clients is one of the ways that ConnectED prepares to meet the needs of participants.

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)

In the five months leading up to the summer pre-service institute, the IM Launch Team, comprised of instructional leaders, math coaches and pilot teachers, convened bi-monthly. They engaged in studying frameworks, research, and best practices, delved into the curriculum's organizational structure, practiced the instructional routines, and gathered essential resources such as curriculum assets, manipulatives, frameworks, and instructions for accessing digital curriculum and tools. Additionally, they conducted a series of instructional rounds to map assets, collecting data on existing math teaching practices.

After the initial groundwork was set, instructional Leaders engaged in bi-monthly meetings to collectively shape a district vision for equitable mathematics and to develop corresponding implementation and support strategies. Separately, math coaches held bi-monthly sessions to offer input on the initial year's plans and to plan pre-service experiences which included three informational events about the Illustrative

Mathematics curriculum and a 3 - 5 day Summer Institute.

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

ConnectED focused on getting to know the needs of the educators, leaders, and schools we serve, helping us custom-build a service plan to support our partners' goals. We started by leading classroom walkthroughs with leaders, conducting empathy interviews, studying existing professional learning structures and gathering student outcome data.

Based on the strong partnership provided in the Launch phase, the district chose to partner with ConnectED to provide on-going support for teachers and leaders. ConnectED is currently working with the district to execute their implementation plan, to support leaders, coaches and teachers through PL structures, and coordinating and aligning multiple external partners to support on-going work.

