

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)	Ongoing Support for Teachers	
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 checked="" 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 type="checkbox"/> \$100,001 - \$500,000	<input checked="" 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)

This partnership aimed to offer ongoing professional learning and assistance to school leaders, instructional leaders, and teachers, enhancing their capacity to effectively implement the Illustrative Mathematics Curriculum. The goals of this project were to: (1) design and deliver a summer institute to onboard new teachers to the curriculum and the district vision for mathematics instruction; (2) provide monthly PL for teachers; (3) support coaches in their work with teachers and site leaders. ConnectED ensured a unified experience for teachers and leaders throughout the collaboration. We initiated introductory sessions with instructional teams, gauging their needs so as to tailor a customized scope of work. After the Launch,

¹ Includes any travel related expenses, etc.

ongoing consultation sessions enabled collaborative goal-setting with district leaders and regular progress assessments of professional learning.

ConnectED conducted learning walks with district and instructional leaders, furnishing real-time feedback to teachers and gathering pertinent progress data, thereby reinforcing alignment among instructional coaches, district math instructional leaders, school-based leaders, and teachers. These instructional walkthroughs and debriefs further built leaders' capacity to identify and support strong math 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)

Recognizing that many, if not all, of the teachers were new to the IM curriculum, our approach centered on fostering a learning-centric environment. This entailed building a strong foundation of knowledge and comfort with the IM curriculum, simultaneously refining coaching practices and establishing robust support systems. Moreover, we cultivated a shared understanding of the theory of action behind – and the use of – the High Quality Instructional Materials (HQIM). Our comprehensive support included fostering

Professional Learning Communities, engaging in lesson study, and implementing co-teaching lab classrooms. We collaborated closely with teachers to enhance instruction, cultivate teacher leadership, maintain alignment with instructional quality through strategies like creating a repository of exemplary teacher artifacts and refining observational tools calibration.

ConnectED was prepared to meet the needs of participants in a number of ways. Many of the teacher leaders had worked closely with the team during the Launch phase. ConnectED provided one-on-one coaching to teachers to model coaching approaches. ConnectED facilitators have a depth of experience working with the Math Language Routines.

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 this partnership, educators began with an in-person Summer Institute led by ConnectED, followed by on-site facilitation of job embedded support structures like lesson and unit study and student work analysis during teachers' common planning time. We also facilitated monthly district-wide PLC's, focusing on math disciplinary literacy routines. Collaborating with instructional leaders, we facilitated Mid and End of Year retreats to build shared definitions of strong implementation criteria and instructional design, to

maximize opportunities for students to develop and use language. We engaged directly with teachers in grade-level co-planning and co-teaching sessions to assimilate units. Moreover, ongoing virtual check-ins with district leaders ensured continuous progress monitoring and long-term sustainability planning.

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

This professional learning built on previous work done in the district around initial adoption and launch, and focused more on skills necessary for teachers to skillfully implement the curriculum ongoing in their classrooms. For example, ConnectED staff designed a session focused on using classroom video to investigate Math Language Routines or Instructional Practices. These sessions moved beyond foundational practices of implementing the curriculum towards utilizing the curriculum as an instrument to deepen disciplinary literacy for students with diverse learning needs. The efforts undertaken by

ConnectED this year, involving both educators and school leaders, are establishing a robust groundwork for the coming year. During the subsequent year, ConnectED's emphasis will progressively shift towards fostering autonomy among teachers and school leaders. This will involve enhancing their implementation of the Illustrative Math curriculum, alongside the instructional strategies that facilitate reasoning and problem-solving skills.

Our work with this district, to launch and support curriculum implementation of HQIM in middle grades, has laid the foundation for and provided structures for subsequent shifts in both elementary and high school. This work is forth-coming.