

Sample Client Services Overview

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

Services Overview

Curriculum or Content Area (adoption)	Illustrative Mathematics	
Type of Professional Learning (Adoption, Launch, Ongoing for Teachers, or System Design and Leadership Support)	Ongoing for Teachers	
Number of educators serviced	<input type="checkbox"/> 1 - 50 <input type="checkbox"/> 51 - 100 <input type="checkbox"/>	<input 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 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 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 checked="" 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 type="checkbox"/> In-person <input type="checkbox"/> Hybrid	
Total Cost Range ¹	<input type="checkbox"/> Less than \$50,000 <input checked="" 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+

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 were to sustain implementation of the Illustrative Mathematics curriculum through teacher turnover, while deepening instructional practice and building teacher leadership. More specifically, goals included shifting the culture of PLCs at the high school from a focus on logistics to more emphasis on collaborative planning, anticipating student thinking, and looking at student work, and to sustaining the momentum of the implementation pilot for the elementary schools.

Debriefs with the facilitator after the PLC sessions supported the district math and science coordinator to

¹ Includes any travel related expenses, etc.

track progress on goals and give her a focus for feedback and ongoing support between PLC sessions.

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

IM's facilitated PLCs focus on key problems of practice in the shift to problem-based instruction (e.g. anticipating student thinking, selecting and sequencing student work, attending to mathematical language development, launching activities, etc.). Teacher study the problem of practice, explore relevant resources and structures in the IM Math™ Curriculum, and then work together to plan to address the problem of practice in an upcoming routine, lesson, or unit. Some structures involve rehearsal, others planning, and others looking at student work. The nature of the PLC is that they are grounded in the day-to-day work of teaching; if teachers are anxious about implementing an upcoming Info Gap routine, then that routine will be used to explore the problem of practice. The IM Certified Facilitator, who meets with the same grade level across several PLC sessions throughout the year, brings expertise in the curricular resources and approach, and their own practical wisdom as an educator, and collaborates with participants to make the curriculum work in their local context. The structure of the PLC itself then becomes a resource for local teacher-leaders and coaches, as they have access to the handouts, structure, and 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)



K–5 teachers participated in a full-day virtual workshop to launch the focus of the year (Implementing the 5 Practices for Orchestrating Productive Math Discussion), and then three 90-minute virtual PLC sessions across the year.

6–12 teachers participated in six 90-minute virtual PLC sessions across the year.

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

The professional learning for 6–12 teachers built on a prior year of professional learning in which participants experienced the curriculum launch and then a year of facilitated unit study. The facilitated PLC sessions were used to continue to bring expert facilitators into the schools to build on the learning of previous years, especially when there was high teacher turnover and continuity wasn't ensured. In subsequent years, emerging teacher leaders can use IM resources to facilitate PLC sessions locally.

For K–5 teachers, the PLC sessions built on a prior year of PL including the curriculum launch and two additional implementation workshops. The PLC sessions allowed the district to continue the momentum of their pilot year and focus on student discourse through the 5 Practices, while building teacher leadership.

In addition, a summer lab school gives teachers across the district an opportunity to collaborate and see model lessons with students from their district as well as try on new practices in a more relaxed setting.