

Sample Scope and Sequence of Professional Learning Engagement

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

Curriculum or Content Area	Illustrative Mathematics (IM 6–8 Math, IM 9–12 Math, IM 6–8 Math v.360)
Type of Professional Learning	Initial Implementation
Total Cost Range¹	<input type="checkbox"/> Less than \$50,000 <input type="checkbox"/> \$500,001 - \$1,000,000 <input type="checkbox"/> \$50,000 - \$100,000 <input type="checkbox"/> \$1,000,000+ <input checked="" type="checkbox"/> \$100,001 - \$500,000
District Context	<p>New Visions partnered with an urban school district of almost 20 schools, serving around 9,000 students—21% were students with disabilities (SWDs) and 19% multilingual learners (MLLs)—and approximately 65 teachers and 25 school leaders. Schools in this district utilized IM 6–8 materials and IM Algebra 1. The overall goal of the professional learning services provided was to build coherence across stakeholders in the system and determine the supports that would align the district vision to the overall city initiative. The support for the initial implementation of Illustrative Mathematics at the middle school level included work at multiple levels of the district system, including leadership development, instructional planning, classroom modeling, classroom co-teaching, and data analysis with teachers and school leaders.</p>

¹ Includes any travel related expenses, etc.

Sample Scope and Sequence

Timing	Participants	Name of PL and format (Virtual, in-person, hybrid)	Description
August <i>(prior to the start of school)</i>	District Math Leaders	Initial District-Level Partnership Planning (in-person)	This initial planning meeting established the vision and cadence of support in this partnership. We outlined the instructional goals and priorities for initial implementation. In addition we collaborated to name the systems and structures for supporting instructional priorities, role clarity, and alignment of the vision and implementation supports across the schools, district, and New Visions.
	School Leaders	Initial School-Level Partnership Planning (virtual or in-person)	We held individual meetings with school leaders in each district school to establish the coaching routines and cycles of support, understand individual school goals in alignment with the district instructional vision, and map out a schedule that would support this vision and learning. In addition, we collaborated to name the activities that would support Leadership Development on what excellent curriculum-based instruction looks like for all learners in math throughout the year.

September (<i>at the start of the school year</i>)	6–8 Grade Teachers, Algebra I TTeachers, and SpEd and ENL TTeachers	Planning to Implement an IM Lesson Professional Learning Session (in-person)	To start the year, teachers participated in a professional learning session where they experienced a lesson, considered planning decisions, and unpacked the design principles of the curriculum. As teachers participated in the activities, they experienced what a coaching cycle would entail throughout the year as well as develop an understanding of the curriculum.
Weekly, Biweekly, or Monthly (<i>cadence depended on individual school needs and schedules</i>)	6–8 Grade TTeachers, Algebra I TTeachers, and SpEd and ENL TTeachers	1:1 coaching (virtual and in-person)	Throughout the school year, teachers engaged in cycles of instructional coaching with a focus on strategies to support student access. These activities included: <ul style="list-style-type: none"> • Trust building and reflection • Instructional planning • Classroom coaching (including modeling, co-teaching, and using routines for collecting and responding to formative data) • Debriefing and application of instructional next steps, using data to plan upcoming lessons
	6–8 Grade Teachers, Algebra I Teachers, and SpEd and ENL Teachers	Team coaching (in-person)	Team meetings that were either facilitated by a New Visions coach (or by a school teacher leader with support from a New Visions coach) allowed teachers to collaboratively plan, learn, analyze

			<p>data, and address problems of practice. Team-time structures included:</p> <ul style="list-style-type: none"> • Team-building activities • Instructional planning • Data analysis • Rehearsing instructional routines within the curriculum
	<p>School Leaders</p>	<p>Instructional Leadership Development and Coaching Meetings (virtual and in-person)</p>	<p>Each school visit included opportunities to collaborate with school leaders to norm what excellent curriculum-based instruction looks like for all learners in math in the curriculum. Our approach included:</p> <ul style="list-style-type: none"> • Analyzing teacher and team needs and deciding on resources that would move teacher implementation • Conducting Learning Walks with prioritized indicators from the Implementation Reflection Tool and named look fors • Coordinating intervisitations to other schools to learn about implementation integrity and what is involved to support teacher practice • Debriefing classroom coaching sessions with school leaders to build continuity in how school-based learning can be designed to improve implementation

Monthly	District Math Leaders	Partnership Progress Update and Data Analysis Meetings (virtual)	<p>During these meetings, we shared data around implementation and the status of supports. This allowed focused collaboration around implementation progress against stated goals and vision. Meetings also included time to strategize around implementation challenges. These meetings resulted in agreed priorities that informed the next steps in support.</p>
Quarterly	School Leaders and District Math Leaders	Reflecting on Progress and Instructional Leadership Systems (in-person)	<p>During these meetings, we shared data around implementation progress indicators and gave time to strategize around implementation challenges across schools within the district. There were also opportunities to have shared learning around Instructional Leadership Systems that included:</p> <ul style="list-style-type: none"> • Naming observation look fors and curriculum-based feedback aligned to the focus area • Naming supports or resources that can be used to move teacher practice and implementation • Collaboration across schools, the district team, and New Visions on priorities for each successive cycle of coaching support