

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	Coherent Math's personalized Kendall Hunt Illustrative Mathematics Curriculum (Integrated Math 1–3)
Type of Professional Learning	Ongoing for Leaders
Total Cost Range¹	<div> <input type="checkbox"/> Less than \$50,000 <input type="checkbox"/> \$500,001 – \$1,000,000 </div> <div> <input checked="" type="checkbox"/> \$50,000 – \$100,000 <input type="checkbox"/> \$1,000,000+ </div> <div> <input type="checkbox"/> \$100,001 – \$500,000 </div>
District Context	<ul style="list-style-type: none"> • Size of district: 142,359 students • Type of district: Urban • Number of leaders served in professional learning: 60+ • Overall goals of professional learning engagement: The goals of this professional learning engagement were to 1) build within-district networks of curriculum support in year two of implementation while expanding all leaders' knowledge of and practice with problem-based learning; 2) develop instructional leaders across all levels who understand mathematical best practices and support the use of HQIM within their schools; 3) strengthen and adjust systems, processes, and protocols for both increasing the implementation of the HQIM and observing/collecting data on implementation; 4) identify trends of success and problems of practice that empower leaders and other stakeholders to continue fine-tuning the implementation process; and 5) partner with and coach leaders on specific curriculum implementation strategies, with a particular lens on increasing student discourse and equity in classrooms.

¹ Includes any travel related expenses, etc.

Timing (you may choose to use specific days/months or frequency)	Participants	Name of PL (either specific workshop title, coaching, etc) and format (Virtual, in-person, hybrid)	Description
Quarterly (Summer, Fall, Winter, Spring)	District leaders, math specialists, school leaders, instructional coaches	Four one-day Workshops In-person	Participants engaged in differentiated professional learning sessions to support year two of HQIM implementation. Leaders reviewed and reflected on data from their teachers' and students' experiences using the curriculum the previous year and worked collaboratively with their peers to share both challenges and successes. Challenges were leveraged as problems of practice on which leaders spent time generating ideas and solutions. Participants also deepened their content knowledge through experiencing modeled lessons to better understand design elements and instructional supports, such as Math Language Routines, that encourage student discourse and advance equity in the classroom. These opportunities supported leaders in better understanding planning expectations and the instructional moves necessary for teachers to facilitate student-centered learning and attend to diverse student needs. Participants left with clear, high-leverage moves to ensure successful use and implementation of the HQIM and increase student discourse and agency.
Bi-annually (Fall and Winter/Spring)	District math leaders, district department leaders, district math specialists, school leaders, and instructional coaches	Multiday Implementation/ Instructional Walkthroughs In-person	Implementation walkthroughs deepened district, school, and instructional leadership collaboration and depth of knowledge around the content, design of the HQIM, and quality of student discourse. These school-based walks with Coherent Math built instructional capacity of leaders at all levels, strengthened support for teachers regarding HQIM implementation, and provided data and strategic planning opportunities to address implementation challenges teachers/schools were facing. District leaders used these data to determine HQIM and professional learning next steps.

Timing (you may choose to use specific days/months or frequency)	Participants	Name of PL (either specific workshop title, coaching, etc) and format (Virtual, in-person, hybrid)	Description
Bi-monthly	District leaders and math specialists	Hour-long District-Partner Coaching Virtual	District/central office leaders engaged in bi-monthly check-ins regarding HQIM implementation, ensuring regular opportunities to celebrate successes and problem-solve challenges together. Coaching topics included scheduling, grading policies, resource allocation, district-wide implementation monitoring, professional learning scope and sequences, implementation data and professional learning data review, and synthesis of data trends into professional learning topics or overall next steps.