coherent math

rivet education's PROFESSIONAL LEARNING PARTNER GUIDE

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 Teachers
Total Cost Range[1]	☐ Less than $50,000 ☐ $50,000 - $100,000 ☐ $100,001 - $500,000 ☑ $500,001 - $1,000,000 ☐ $1,000,000+
District Context	• **Size of district**: 142,359 students • **Type of district**: Urban • **Number of teachers served in professional learning**: 300+ • **Overall goal of professional learning engagement**: The goals of this two-year professional learning engagement were to 1) provide continuous curriculum support in years two and three of implementation for all teachers, 2) develop all teachers' knowledge of and practice with problem-based learning, 3) expand all teachers' knowledge and usage of Math Language Routines, and 4) partner with and coach teachers on specific implementation strategies, with a particular lens on increasing student discourse.

[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**
Summer	All high school math teachers and instructional coaches	Two-day Summer Institute In-person	Participants engaged in differentiated professional learning sessions to support various stages of implementation. These participants looked deeper at their experience using the curriculum the previous year and worked collaboratively with their peers to share both challenges and successes. These challenges were pulled out as problems of practice for which participants spent time generating ideas and solutions. Participants also experienced a model lesson with a focus on both the planning process and teacher moves executed to support student-centered learning and student discourse. They then spent time studying embedded supports such as Math Language Routines to accommodate and plan for diverse student needs, and they considered practices to effectively leverage cool-down data to inform instruction.
4 cycles (September, November, January, March)	School and instructional leader, school Math 1 teachers, district math specialist	Demonstration Sites Hybrid (virtual and in-person)	Coherent Math supported eight schools (Demonstration Sites) in the district through a series of four cycles of engagement, including a pre-visit call and an in-person visit for each cycle. Coherent Math provided ongoing teacher implementation support to Demonstration Sites through a coaching model that centered the HQIM and attended to the school's unique goals or teachers' needs. Each cycle included a pre-walk planning session, an in-person learning walk, instructional debriefs, and post-walk planning sessions designed to build capacity of both teachers and the instructional leaders supporting teachers with HQIM implementation. The coaching topics included: 1) deepening lesson

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			internalization including "live practice" during common planning time, 2) shifting instructional practices to facilitate an improved student-centered learning environment in alignment with the problem-based learning HQIM, 3) increasing student discourse, and 4) leveraging questioning techniques to surface and support student misconceptions.
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, strengthened support for teachers regarding HQIM implementation, and provided data and strategic planning opportunities to address implementation challenges teachers/schools were facing.