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.**

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| **Curriculum or Content Area** | Illustrative Mathematics |
| **Type of Professional Learning** | Ongoing for Teachers |
| **Total Cost Range**[1] | ☐ Less than $50,000<br>☑ $50,000 - $100,000<br>☐ $100,001 - $500,000<br>☐ $500,001 - $1,000,000<br>☐ $1,000,000+ |
| **District Context** | A mid-sized urban district with over 14,000 students. We served over 500 educators over several years. The district's 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. |

**Sample Scope and Sequence**

[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** |
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| August | K-5 math teachers and K-5 school and instructional leaders | 5 Practices Pathway Launch (virtual) | In this session, teachers will explore the 5 Practices and understand the purpose of each practice. Then teachers will explore how to leverage different components of the curriculum to position students as the authors of important mathematical ideas and make those ideas accessible to all students during a 5 Practices activity. |
| Quarterly | K - 5 teachers and coaches | Facilitated PLC sessions:<br>1. Anticipating and Monitoring During an Activity<br>2. Selecting, Sequencing, and Connecting During an Activity<br>3. Synthesizing with the 5 Practices | In session 1, teachers consider the various strategies and representations students may use to make sense of the math and solve the problems in a 5 Practices activity. They identify the different reasons for asking questions while monitoring and recognize the importance of asking questions to move student thinking forward, without taking it over.<br>In session 2, teachers recognize the tension between understanding the curriculum as a resource for teaching |

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| | | | mathematics and honoring the unique knowledge and experience that each individual student and teacher brings to a math community.<br>In session 3, teachers describe what students do and say during an activity synthesis that is connected to the learning described in the lesson components. They also recognize the lesson synthesis as an opportunity to connect student responses in service of preparing all students to be successful with the problems in the cool-down. |
| Bi-monthly | 6 - 12 teachers and coaches | Facilitated PLC sessions:<br>1. Launching Activity so Students Start Strong<br>2. Sustaining Student Engagement During Deep Study<br>3. Planning in Response to the Pre-Unit Diagnostic Assessment<br>4. Using Routines for Access and Challenge<br>5. Planning with a Focus on Math and Language Development<br>6. Planning with a Focus on Universal Design for Learning | In each PLC session, teachers use a modified version of a routine or structure from the IM curriculum to explore a particular problem of practice.<br><br>Then, an IM Certified facilitator leads teachers in collaboratively planning an upcoming lesson or activity, with a focus on the identified problem of practice.<br><br>Teachers and leaders have ongoing access to PLC guides to facilitate additional sessions locally. |