

Sample Client Services Overview

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

Services Overview

Curriculum or Content Area (adoption)	<i>i-Ready Classroom Mathematics K-8</i> (Curriculum Associates)	
Type of Professional Learning (Adoption, Launch, Ongoing for Teachers, or System Design and Leadership Support)	Ongoing for Teachers	
Number of educators serviced	<ul style="list-style-type: none"> 1 - 50 51 - 100 	<ul style="list-style-type: none"> 101 - 500 501 - 1000 1000+
Audience (select all that apply)	<ul style="list-style-type: none"> Teachers School Leaders 	<ul style="list-style-type: none"> Instructional Coaches District Leaders
District Type	<ul style="list-style-type: none"> Traditional District Charter Suburban Greater than 20% of English language learners Greater than 20% students with disability 	<ul style="list-style-type: none"> Private Parochial Rural Greater than 60% of economically disadvantaged students Greater than 80% students of color
District Size	<ul style="list-style-type: none"> Fewer than 2,500 students 2,500 to 10,000 students 10,001 - 50,000 students 	<ul style="list-style-type: none"> 50,001 - 100,000 students More than 100,001 students
Delivery Format	<ul style="list-style-type: none"> Virtual In-person 	

	<ul style="list-style-type: none"> ● Hybrid
Total Cost Range ¹	<ul style="list-style-type: none"> ● Less than \$50,000 ● \$50,000 - \$100,000 ● \$100,001 - \$500,000 ● \$500,001 - \$1,000,000 ● \$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)

While our Launch Professional Learning shares a foundational scope and sequence across all implementations, our Ongoing PL is designed to empower districts and schools and educators to choose a pathway to implementing with integrity.

Recommended pathways for teachers in Year 2+ of *i-Ready Classroom Mathematics* adoption differ based on how educators experienced the first year of implementation, their readiness to deepen their math instructional practice, and their comfort with use of data to drive instructional decision-making. Our most common pathways are:

- Pathway 1: Teachers need grounding in effective teaching and learning beliefs and related actions, such as implementing a discourse-rich classroom, to fully implement the HQIM.
- Pathway 2: Teachers are comfortable with the principles of discourse but need support returning their discourse practice to the classroom.
- Pathway 3: Teachers are skilled discourse practitioners and primarily need support in applying discourse practices to the HQIM.
- Pathway 4: Teachers are expert users looking to deepen students' mathematical understanding by applying appropriate questioning and differentiation strategies within whole class instruction.

The district highlighted here opted to focus on Pathway 2 for its second year of implementation. They were eager to help teachers

¹ Includes any travel related expenses, etc.

create classroom environments conducive to student-centered practices.

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

Our Professional Learning Consultants work alongside district PL leaders each year of the implementation to design plans that are relevant to their specific needs, including considering their previous years' experience, teachers' uptake of program-aligned instructional practices, leader capacity, and the time and learning structures available to them.

Once they have determined a plan, our PL Consultants draw from a deep catalog of PL modules designed by an Educator Success team comprised of PL instructional designers and implementation subject matter experts. PL Consultants use these curriculum-aligned modules as the base of their session design, contextualizing the learning by citing district goals and adding district language, so it feels relevant to educators.

For this client, the Lead PL Consultant assigned to the district collaborated with the Math Director to ensure their Year 2 PL plan dovetailed with district efforts to develop building-level "math ambassadors." Before each PL session, the CA PL Consultant met with math ambassadors to determine the right discourse focus areas given what ambassadors were seeing in their own buildings. CA PL Consultants also met with building leaders to understand ambassadors' own strength and opportunities for growth so they could coach them in the process of co-facilitating.

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)

Our PL is delivered through a system of support: a combination of on-site or virtual sessions, just-in-time Online Educator Learning digital courses, and self-service tools and resources designed for educators to deepen their learning.

This client's Year 2 learning plan included the following:

Prior to the start of the school year:

- Centralized on-site session: *Promoting Strong Mathematical Conversations*
 - Educators considered strategies to develop their mathematics community where students justify their own thinking and respond to the reasoning of their peers. They engaged in collaborative planning to unpack mathematical content, establish students' learning goals, and understand the mathematical learning progression of Unit 1 and beyond.

6 weeks into the school year:

- Site-based on-site session: *Sequencing Student Ideas to Deepen Mathematical Reasoning*
 - Educators analyzed student work samples and built their teaching practice for selecting, sequencing, sharing, and connecting student-generated strategies to advance established mathematical goals. Educators also honed their ability to pose purposeful questions during the Try–Discuss–Connect routine.

12 weeks into the school year:

- Site-based tailored support: Differentiated based on site needs.
 - Sample support: *Unpacking a Unit*. Grade-level teams took a deep dive into understanding and planning a unit, utilizing program resources to establish students' learning goals for the unit.

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

Our professional learning for ongoing implementations is intended to be responsive to district and educators needs. While we have a standard scope and sequence for the Launch year, we build a tailored scope and sequence for Year 2+ implementations, drawing from our deep catalog of high-quality PL modules and deploying our certified PL Consultants to ensure that learning is contextualized and resonates with each audience.

We also capitalize on our close working relationship with partner districts to understand emerging needs and add to our PL catalog



and Consultant certifications. For example, in 2022-23, we introduced a Math Content Knowledge series, in response to feedback from districts and our own observations that math educators needed more support with learning progressions, versus “unpacking the standards” in isolation. These modules focus on different content domains and different grade bands and connect to program unit skills and progressions.

For this client, we identified that one blocker to effective selecting and sequencing in the elementary grades was teachers’ lack of familiarity with prior year’s content. We delivered a series of math content modules, including *Early Meanings of Addition and Subtraction (K-2)* and *Building on Meanings of Addition and Subtraction (2-5)*.