

Sample Client Services Overview

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

Services Overview

Curriculum or Content Area (adoption)	Illustrative Mathematics	
Type of Professional Learning (Adoption, Launch, Ongoing for Teachers, or System Design and Leadership Support)	Launch	
Number of educators serviced	<input type="checkbox"/> 1 - 50 <input type="checkbox"/> 51 - 100 <input type="checkbox"/>	<input type="checkbox"/> 101 - 500 <input type="checkbox"/> 501 - 1000 <input checked="" type="checkbox"/> 1000+
Audience (select all that apply)	<input checked="" type="checkbox"/> Teachers <input checked="" type="checkbox"/> School Leaders	<input checked="" type="checkbox"/> Instructional Coaches <input checked="" type="checkbox"/> District Leaders
District Type	<input checked="" type="checkbox"/> Traditional District <input type="checkbox"/> Charter <input type="checkbox"/> Suburban <input type="checkbox"/> Greater than 20% of English language learners <input type="checkbox"/> Greater than 20% students with disability	<input type="checkbox"/> Private <input type="checkbox"/> Parochial <input type="checkbox"/> Rural <input type="checkbox"/> Greater than 60% of economically disadvantaged students <input type="checkbox"/> Greater than 80% students of color



District Size	<input type="checkbox"/> Fewer than 2,500 students <input type="checkbox"/> 2,500 to 10,000 students <input checked="" type="checkbox"/> 10,001 - 50,000 students	<input type="checkbox"/> 50,001 - 100,000 students <input type="checkbox"/> More than 100,001 students
Delivery Format	<input type="checkbox"/> Virtual <input type="checkbox"/> In-person <input checked="" type="checkbox"/> Hybrid	
Total Cost Range ¹	<input type="checkbox"/> Less than \$50,000 <input type="checkbox"/> \$50,000 - \$100,000 <input checked="" type="checkbox"/> \$100,001 - \$500,000	<input type="checkbox"/> \$500,001 - \$1,000,000 <input type="checkbox"/> \$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)

The main goal provided by the district was getting teachers ready to implement a problem-based learning design. Teachers were switching from a direct instruction model. The district wanted to focus on participants’ beliefs and a shared vision of what we want students to be able to do. Leaders and special education teachers in particular were included alongside general education teachers, and the focus was high expectations and an asset-based model for all students.

Their end goal that they assessed against is curriculum implementation with integrity. The district used

¹ Includes any travel related expenses, etc.

the Implementation Reflection tool, provided by IM, to calibrate around what implementation with integrity looks like, and to monitor progress.

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

After the initial two-day curriculum launch training for each grade band, the district provided feedback to IM to prioritize certain learning goals or portions of the PL agenda based on participant needs, where they were in the implementation journey, and their feedback, which IM was able to pass along to the facilitators, and ensuring consistent facilitators for the district PL events helped facilitators understand the context and make connections throughout the implementation year.

The district was able to use the Implementation Reflection Tool and their own assessment of participants' needs to tailor their selections from IM's professional learning catalog and select sessions that focused on their particular goals, focus, and needs (for example, differentiating instruction through the 5 Practices for Orchestrating Mathematical Discussions).

In addition, the district provided local follow-up PL, led by local leaders, using planning and PLC structures provided by IM, that helped them apply the learning from each IM-facilitated workshop to immediate planning needs. For example, after a workshop on using learning goals to make in-the-moment pacing decisions, local leaders led planning sessions in which participants worked collaboratively to condense rather than skip activities and lessons.



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)

During the initial launch of the curriculum, the district offered both onsite and virtual versions of the 2-day (or 4 2-hour session) launch workshop. They offered sessions in the spring, summer, and first days of school to ensure as many teachers and leaders as possible could attend.

For their K–5 implementation, they offered 3 workshops throughout the year (on Leveraging the Problem-Based Lesson Structure, Adapting a Lesson Using Learning Goals, and Understanding Math Content Progressions Across Grades), offering both virtual and onsite options, and either release days with a substitute or the option for Saturday or after-school sessions (with a stipend).

For their 6–12 implementation, they offered facilitated 2-hour Unit Overviews in their first year of implementation, one per unit, again providing options of substitutes or a stipend for attending outside of contract hours.

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

The professional learning built on a multi-year transition from direct instruction. It began with a focus on fluency: defining fluency and beginning to implement Number Talks with a focus on Making Thinking Visible. Number Talks and other routines were used to supplement the direct-instruction curriculum.



Context-rich “3-Act Math” tasks were then introduced, with a focus on facilitating problem-based instruction and the Eight Mathematical Teaching Practices from NCTM’s *Taking Action* series. Finally, when the Illustrative Math curriculum was introduced, educators were excited about having a standards-aligned curriculum that already included what they had been using to supplement their previous curriculum.