

Sample Client Services Overview

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

Services Overview

Type of Professional Learning	System Design and Leadership Support	
Number of educators serviced	<input checked="" type="checkbox"/> 1 - 50 <input type="checkbox"/> 51 - 100 <input type="checkbox"/>	<input type="checkbox"/> 101 - 500 <input type="checkbox"/> 501 - 1000 <input type="checkbox"/> 1000+
Audience (select all that apply)	<input 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 checked="" type="checkbox"/> Greater than 20% students with disability	<input type="checkbox"/> Private <input type="checkbox"/> Parochial <input type="checkbox"/> Rural <input checked="" type="checkbox"/> Greater than 60% of economically disadvantaged students <input checked="" 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 type="checkbox"/> 10,001 - 50,000 students	<input type="checkbox"/> 50,001 - 100,000 students <input checked="" 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 checked="" type="checkbox"/> \$50,000 - \$100,000 <input 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 network was getting teachers ready to implement problem-based learning. The network wanted to focus on strengthening a shared vision of mathematics teaching and learning that focused on ambitious and equitable instruction.

The network was focused on providing professional learning to teachers while simultaneously developing the capacity of instructional coaches and district leaders to support implementation, and to ensure that school leaders believed in the vision and could recognize and address barriers to implementation success at the school level.

IM shared resources for aligning around a common vision, and for observing and reflecting on implementation processes as well as on teacher and student practices, to monitor implementation. The

¹ Includes any travel related expenses, etc.

district received support to calibrate their observations, and then was able to report back on their progress and work with IM and our sales partners to select aligned professional learning resources for teachers and leaders.

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

IM's PL catalog includes an extensive menu of offerings which allowed the network was to select professional learning options that aligned to their goals and needs. IM and sales partner staff met with network leaders and discussed feedback on previous professional learning sessions, attendance patterns, and what the network was seeing in their observations, and recommended aligned professional learning experiences, and to provide notes to the facilitators outlining the network's previous experiences and goals in selecting the aligned sessions, as well as the participants' context including coming from schools across a large district with different pacing guides, different experiences with previous professional learning, etc..

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)

Over three years of implementation, IM provided:

- Three different virtual, 2-hour sessions for principals and building leaders providing an overview of the curriculum, orienting them to their role in observing and giving feedback on problem-based learning, and the role of leaders in creating a supportive and productive environment for teachers to shift their practice.
- Two different virtual, 2-hour sessions for network and instructional leaders on resources available from IM to facilitate teacher learning and productive collaboration, and on calibrating observations using the IM Implementation Reflection Tool.
- Both in-person and virtual options for a 4-day (or 8 2-hour virtual sessions) for Instructional Leaders to build capacity to support coaching, collaborative planning, and “troubleshooting” the implementation of IM curriculum.

In addition, at a few sites within the network, building leaders, instructional coaches, and network leaders were able to participate in a pilot project around using and calibrating on IM’s Implementation Reflection Tool, and doing calibration-focused learning walks together.

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

The professional learning built upon work the network was already doing around continuous improvement, implementing coaching protocols, and looking at data. The IM professional learning added additional capacity to align existing strengths in the network’s PL (strong coaches, strong routines around continuous improvement, lots of opportunities to look at different types of data) by providing outside expertise specifically focused around the IM Curriculum. Leaders appreciated the opportunity to learn



about common experiences on the implementation journey and aligned IM resources to help increase local capacity to address those concerns. In addition, the leader PL built on the professional learning that teachers typically receive during preparation and implementation phases, so that messages and focus are aligned among coaches, leaders, and teachers.

The PL set the foundation for network leaders to provide more aligned professional learning in-house as well as focus on developing the capacity of building and teacher leaders to serve as “beacon sites” for other schools at earlier stages on their implementation journey.