



## Sample Client Services Overview

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

### Services Overview

Curriculum or Content Area (adoption)	Everyday Math (EM4)	
Type of Professional Learning (Adoption, Launch, Ongoing for Teachers, or System Design and Leadership Support)	Launch	
Number of educators serviced	<input checked="" type="checkbox"/> 1 - 50 <input type="checkbox"/> 51 - 100 <input type="checkbox"/>	<input checked="" type="checkbox"/> 101 - 500 <input type="checkbox"/> 501 - 1000 <input 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 checked="" type="checkbox"/> Suburban <input checked="" 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 checked="" type="checkbox"/> In-person <input checked="" type="checkbox"/> Hybrid	
Total Cost Range <sup>1</sup>	<input checked="" type="checkbox"/> Less than \$50,000 <input 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)

**Everyday Mathematics Implementation Goals:**

- Connect research behind spaced instruction and spaced practice to how children learn.
- Understand unit and lesson structure(s), pacing and supporting resources.
- Play, analyze and discuss the role of games connected to mastery of fact fluency.
- Identify assessment opportunities within a lesson and unit.
- Explore the student and teacher online center

**Partners in Pre-Planning Professional Learning**

McGraw Hill planned alongside district stakeholders to customize curriculum launch workshops based on district expectations, desired outcomes, group size, audience, etc. Pre-implementation needs assessment surveys were also given to teachers and support staff, and were used to customize the workshops, as well as evaluate that district goals were met.

<sup>1</sup> Includes any travel related expenses, etc.

**Progress Monitoring Professional Learning Goals:**

- Session included opportunities to “chunk and chew” learning which allowed facilitators to check in on understanding.
- Session included formative “TPT” total participation techniques.
- Presenter asked participants to measure delivery of content.
- Glows and Grow were recorded at the end of the session to evaluate if workshop goals were met, and to plan for future support.

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

Professional learning workshops were customized through executive planning meetings with district stakeholders to identify desired outcomes, and through the evaluation of needs assessment surveys provided to teachers and support staff.

Workshop customizations included:

- Decreased content coverage to increase participant process and planning time.
- Provided a district specific click path and video for logging in to their learning management system.
- Prepared materials for teachers to make and take a game from the first unit.
- Created a quarterly tool to support alignment of the district’s standards reference grading system to standards covered in each quarter.
- Extended the exploration and modeling of key instructional routines to support multi-lingual learners



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)

### **Professional Learning Launch Workshops Year 1:**

- Spring - 1 hour virtual overview for all district stakeholders
- Late Summer/Fall – In-Person
  - 1 full day workshop organized by grade band for teachers and support staff
  - ½ day deep dive for coaches and teacher leaders
  - 2 hour administrator overview
- Mid-Winter – In- person or virtual
  - ½ day differentiated session for teachers and support staff customized based on needs assessment
  - ½ day deep dive for coaches and teacher leaders customized based on needs assessment
  -

### **Learning Session Engagement Structures:**

- Participants participated in collaboration techniques to increase processing and connections to district framework including:

- Think, Pair, Share
  - Stop and Jot
  - Four Corners
  - Expert Group
- Participants played an upcoming game and discussed ways to differentiate the game.
  - Participants collaborated in grade-level teams to plan upcoming unit with both print and digital resources.

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

- District admin and coaches debriefed current outcomes with McGraw Hill facilitators that included surveys from professional learning sessions, data from classroom visits, and family, teacher and student interviews.
- Teacher comfort level, collected in a survey with a Likert Scale, provided trends and helped to determine next steps. This included:
  - Differentiated technology sessions to support both beginner and advanced users
  - Deep dive into the structure and purpose of the Open Response and Reengagement Lessons
- Select coaches and teacher leaders participated in a Train the Trainer deep dive session to increase implementation focus and long-term sustainability.