



**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)	Ongoing for Teachers	
Number of educators serviced	<input type="checkbox"/> 1 - 50 <input checked="" 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 checked="" type="checkbox"/> Teachers <input type="checkbox"/> School Leaders	<input checked="" type="checkbox"/> Instructional Coaches <input 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 checked="" 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 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)

Goal: Engage high school math teachers in ongoing professional learning to bridge their first and second years of teaching and learning with the IM Math curriculum. The purpose of this session is to enhance a teacher’s ability to engage students in learning through problem solving. The session builds on the experiences of *Teach and Learn* and focuses on the structures and instructional moves that are embedded in the curriculum to help ensure students spend the majority of their time in math class doing math.

Planning and progress monitoring: The district mathematics coordinator and MMSLN’s mathematics coordinator selected key professional learning sessions from the IM K–12 Math™ Professional Learning

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

catalog for summer and fall learning for teachers who were entering their second year with the IM Math curriculum. After selecting the sessions, we scheduled and coordinated with the facilitators leading up to and through each of the dates.

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

Michigan-based facilitators used their knowledge of state-wide systems, structures, and practices to more deeply connect teacher learning to the learning goals and experiences designed by Illustrative Mathematics within the IMPLEMENTATION PHASE professional learning sessions. Through MMSLN's collaborative planning with the district mathematics coordinator, facilitators were able to learn about the teachers' experience and needs within the district prior to the events and connect it to the learning throughout the series of professional learning.

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)

*The Leveraging the Problem-Based Lesson Structure and Enhancing Access with Universal Design for Learning* sessions are half-day modules. Middle school math teachers attended the session in the morning and the high school teachers attended the session in the afternoon. The two modules were scheduled in the fall one month apart.



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

The district had engaged in a year-long curriculum analysis, pilot, and adoption process two school years prior. MMSLN partnered with the district during the process to provide PREPARATION PHASE professional learning certified by Illustrative Mathematics. Once the decision was made to adopt IM 6–12 Math™, the *Teach and Learn* series was scheduled as the foundational learning to kick off their IMPLEMENTATION PHASE the school year prior. The ONGOING DEEP STUDY PHASE continued in early fall with additional professional learning; *Leveraging the Problem-Based Lesson Structure* and *Enhancing Access with Universal Design for Learning*.