

Sample Client Services Overview

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

Services Overview

Curriculum or Content Area (adoption)	EnVision Math / Math	
Type of Professional Learning (Adoption, Launch, Ongoing for Teachers, or System Design and Leadership Support)	Ongoing support for teachers	
Number of educators serviced	<input checked="" type="checkbox"/> 1-50 <input type="checkbox"/> 51 - 100	<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 checked="" 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 checked="" 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 checked="" type="checkbox"/> In-person <input 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+

¹ Includes any travel related expenses, etc.



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)

Teaching Matters partnered with five schools in New York City to support effective implementation of EnVision Math.

Recognizing that many students had uneven access to high quality math instruction during the pandemic, our approach was grounded in learning acceleration – supporting students to access grade level instruction rather than focusing on remediation.

Each school received 20 days of onsite coaching focused on the following goals:

- Students will engage in meaningful grade-level instruction that includes individual and collaborative experiences that promote their ability to make sense of mathematical ideas and reason mathematically.
- Teachers have a strong understanding of the important big ideas for each Topic, and use this knowledge to drive decisions about pacing and prioritizing. Adequate time is allocated to the most essential standards / Topics.
- Teachers facilitate discussions that allow students to make connections between different solution paths or representations, using the instructional routines in the curriculum.
- Teachers monitor student thinking during a lesson, while selecting and sequencing student approaches and solution strategies for analysis and discussion.

The goals of this partnership were collaboratively established with school leaders based on the findings of a needs assessment, and were monitored through the collection and analysis of teacher practice data and screener assessments.



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

Teaching Matters coaches facilitated on-site professional learning by leading PLCs and providing 1:1 support to individual teachers. Through the facilitation of PLCs, coaches built capacity at the school to sustain improvements beyond the scope of the partnership. And, through the 1:1 coaching, coaches were able to support individual teachers in addressing the unique needs in their classrooms.

Coaches engaged in extensive ongoing training on Culturally Responsive Sustaining Education (CRSE) and the organization's approach to professional learning. They also engaged in team collaboration days throughout the school year. We have codified routines for knowledge management that support our capacity to consolidate and capture key learnings across the team so that we are continuously learning and sharing what works across our partnership schools.

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)

Each school received 20 days of on-site coaching focused on supporting effective implementation of EnVision Math curriculum in alignment with student learning needs. Teaching Matters structures our work in coaching cycles, which are typically 8-10 visits. Therefore, over the course of this 20 day partnership, coaches engaged teachers in two coaching cycles, and worked with 4-5 teachers during each cycle.



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

Across the participating schools, Teaching Matters coaches strategically engaged school leaders in articulating a trajectory of work that was responsive to school needs.

For example, each school began with a cycle focused on discussion, and coaches supported teachers in leveraging the Step 1 component of each EnVision lesson and the 5 Practices to facilitate an opening routine that engages students behaviorally and cognitively, and supports access to the task. Simultaneously, the coach supported PLCs to unpack each Topic and use student data to plan a strategic unit that focused on the highest priority content. Throughout the cycle of work, the coach collaborated with the school leaders to monitor progress, setting the stage for future professional learning.