

Sample Scope and Sequence of Professional Learning Engagement

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

Curriculum or Content Area	Illustrative Mathematics
Type of Professional Learning	Initial Implementation
Total Cost Range¹	<input type="checkbox"/> Less than \$50,000 <input type="checkbox"/> \$500,001 - \$1,000,000 <input type="checkbox"/> \$50,000 - \$100,000 <input type="checkbox"/> \$1,000,000+ <input checked="" type="checkbox"/> \$100,001 - \$500,000
District Context	<p>Large Urban district - More than 100,000 students. We served approximately 100-200 teachers. We also supported several levels of the district system including the Math Director, Instructional Coaches, Principals and teachers.</p> <p>The district is:</p> <ul style="list-style-type: none"> Greater than 20% of English language learners Greater than 20% students with disability Greater than 60% of economically disadvantaged students Greater than 80% students of color

¹ Includes any travel related expenses, etc.

The goals of this partnership were to: (1) establish a “Launch Team”; (2) develop an implementation plan to launch the new curriculum in middle grades mathematics; (3) articulate a new vision for mathematics in the district; and (4) design a pilot for a cohort of teachers to try the new curriculum.

We initiated our support by facilitating instructional leaders and coaches to engage with the rationale behind Illustrative Mathematics (IM), including the foundations of equitable teaching of mathematics and the Mathematics Teaching Framework, and to develop a shared understanding of how these principles were designed into the IM curriculum. The Implementation Team clarified a vision for equitable mathematics for their district, created implementation and support plans aligned with this vision, and communicated how Illustrative Mathematics works to realize this vision with their stakeholders.

Professional learning (PL) aimed at deepening leaders’ understanding of the district’s vision for mathematics and laid the foundation for strong launch and implementation processes.

Timing (you may choose to use specific days/months or frequency)	Participants	Name of PL (either specific workshop title, coaching, etc) and format (Virtual, in-person, hybrid)	Description
August	Middle School teachers and	Introduction to HQIM In-Person Workshop	Introduce pilot team teachers to the math vision. Establish the ‘why’ for

	Middles School and instructional leaders		shifting to new HQIM. Introduce teachers to the design of the curriculum and spend time unpacking the initial units and preparing for day 1.
Monthly	Middle School Teachers	Professional Learning	PL for the pilot teachers focused on unit-planning and using the Math Language Routines.
Weekly	District math leaders	Coaching	Strategic planning aligned to HQIM implementation
Monthly	School Leaders and math coaches	In-person workshop Coaching	PL for leaders and the Implementation Team included connecting the district vision to current research, features of strong math instruction and positive math identity, evaluating and responding to instructional trends, and processes that support teacher leadership.