

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	Systems Design and Leadership
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 build and sustain an implementation plan focused on the initial implementation and on-going support for a new curriculum resulting in improved student outcomes in mathematics, in particular for Black students and Multilingual Learners. These goals were co-designed with the client after we gathered data from classroom observations, empathy interviews, professional learning, student achievement and outcome measures. We worked closely with district leaders to design and implement professional learning structures in support of their goals. We convened and facilitated a cross-role implementation team that worked together in cycles of inquiry, analyzing progress toward the district’s goals. At the end of each cycle, we measured overall progress toward goals, identified barriers to – and drivers for – success, and determined the work ahead. We built the capacity of district and site-based coaches, through monthly coach PLCs, to focus on key instructional strategies and approaches to analyzing student work. We worked closely with district leaders to coordinate multiple external partners and build a coherent system of support.

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
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Monthly	External Partners	Coherence building In-person and virtual	We facilitated regular meetings to coordinate and align multiple external partners, with a commitment to building coherence across support providers.
4-6 times per year	Teachers, site-leaders, district leaders	Instructional Rounds	Observe and collect evidence - instructional rounds 4-6 times per year, with as many different stakeholders as possible in the process
Weekly	District math leaders	Coaching Virtual	Strategic planning aligned to HQIM implementation and scale.
Monthly	Implementation Team	In-person and virtual	Build and add capacity - regular (weekly/monthly) meetings with district team, site leaders, key district stakeholders, external partners, coaches and teacher leaders, to plan, deliver, and reflect on professional learning Gather and analyze data - twice per year, reflect and refine action plan based on student and teacher data

