rivet education's
PROFESSIONAL LEARNING
PARTNER GUIDE

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 Range[1]	☐ Less than $50,000 ☐ $50,000 - $100,000 ☑ $100,001 - $500,000 ☐ $500,001 - $1,000,000 ☐ $1,000,000+
District Context	Over 1000 educators in a mid-sized traditional district were supported to implement problem-based learning. The district wanted to focus on participants' beliefs and a shared vision of what we want students to be able to do. Leaders and special education teachers in particular were included alongside general education teachers, and the focus was high expectations and an asset-based model for all students.

Sample Scope and Sequence

Timing (you may choose to	**Participants**	**Name of PL** (either specific workshop title, coaching, etc) **and format**(Virtual,	**Description**

[1] Includes any travel related expenses, etc.

use specific days/months or frequency)		in-person, hybrid)	
August	K-12 math teachers and K-12 school and instructional leaders (by grade band)	*Teach & Learn* (2 days, on-site)	The purpose of this implementation series is to get educators ready to teach and learn within problem-based classrooms where student thinking is front and center. This series gives educators first-hand experience with and confidence in using the IM Math curriculum.
October	K - 5 teachers	*Leveraging the Problem-Based Lesson Structure* (virtual)	Now that teachers have had some experience teaching with IM, how can they deepen their understanding of the problem-based lesson structure, their role in student learning, and bringing activities to life with students? This session will address common challenges and concerns in IM implementation.
January	K - 5 teachers	*Using Learning Goals to Inform Instruction* (virtual)	This session provides teachers with strategies for making instructional decisions during teaching and planning, based on the learning goals, in order to maintain pacing.
March	K - 5 teachers	*Fostering Synthesis through Discourse* (virtual)	The purpose of this session is to use provided samples of student work to

			plan and structure synthesizing discussions based on students' ideas. Synthesis is a key part of a problem-based lesson.
Monthly	6 – 12 teachers	*Unit Overviews* (virtual)	The purpose of Unit Overviews is to learn about the progression of understanding of the mathematics in a unit. Unit Overviews support teacher planning and pacing, as teachers recognize where different skills and concepts fit into the progression of understanding of the unit. Teachers make sense of the story of the unit and IM's approach to the mathematics by examining selected activities from across the unit to describe how they illustrate the progression of understanding. They talk through how the concepts in a unit build on each other and connect to past and future work, dig into the mathematics of key lessons, and discuss the progression of understanding that focuses learning goals and important connections. An important part of Unit Overviews is doing math together and anticipating how students might respond to selected activities.