

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	Ongoing for Leaders
Total Cost Range¹	<input type="checkbox"/> Less than \$50,000 <input type="checkbox"/> \$500,001 - \$1,000,000 <input checked="" type="checkbox"/> \$50,000 - \$100,000 <input type="checkbox"/> \$1,000,000+ <input type="checkbox"/> \$100,001 - \$500,000
District Context	A large urban district (more than 100,000 students). We served about 50 leaders (including school leaders, district leaders, and instructional coaches). The goal was to strengthen a shared vision of mathematic teaching and learning that focused on equitable instruction, and to develop the capacity of instructional leaders to support implementation, communicate the shared vision, and recognize and address barriers to implementation success at the school level.

Sample Scope and Sequence

¹ Includes any travel related expenses, etc.

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
Year 1 (pre-implementation): Spring	District math leaders, school principals, math instructional coaches	<i>Curriculum Overview for School Leaders</i> (virtual)	In this session, school leaders learn about the important components of a problem-based curriculum, the design structure of IM Math, and key ideas from <i>Teach & Learn</i> .
Year 1 (pre-implementation): Spring	District math leaders, school principals, math instructional coaches	<i>Leading IM Math Implementation</i> (virtual)	The purpose of this session is to examine the key role of instructional leaders in establishing and supporting the conditions necessary for successful implementation of the IM curriculum.
Year 2: Fall	District math leaders, school principals, math instructional coaches	<i>Observing in a Problem-Based Classroom</i> (virtual)	School leaders use classroom video and vignettes to focus on student learning behaviors in a problem-based classroom, make connections between teacher moves and student learning behaviors, and reflect on how to support teacher learning.
Year 2: Fall	Secondary math instructional leaders and coaches at the	<i>Facilitating Instructional Decision-Making</i> (virtual)	Math coaches and leaders explore IM-created resources for coaches, including classroom videos, PLC

	district and school level		agendas, collaborative planning tools. Discussion focuses on coaching moves that support teacher practice and refine implementation of IM Math.
Year 2: Spring	Secondary math instructional leaders and coaches at the district and school level	<i>Calibrating for Classroom Observation with the IMplementation Reflection Tool</i> (virtual)	Leaders use classroom video to connect evidence of teacher instructional moves and student learning behavior to the descriptors of several indicators in Section C of the IMplementation Reflection Tool. They will then calibrate with colleagues on which stage of implementation the evidence describes. Participants synthesize their learning by collaboratively selecting focus indicators specific to their school and staff needs and prepare for strong coaching conversations.
Year 3: Summer	Secondary math instructional leaders and coaches at the district and school level	<i>Coaching Problem-Based Teaching and Learning</i> , in-person 4-day workshop	This 4-day series provides coaches with a deeper understanding of the structures and beliefs along with the core components and practices embedded in the IM 6–12 Math curriculum, supplemental materials, and professional learning for teachers.
Year 3: Winter	Secondary math instructional leaders and coaches at the	<i>Coaching Problem-Based Teaching and Learning</i> , virtual 8-session interactive workshop (for leaders who could not	This 8-part series provides coaches with a deeper understanding of the structures and beliefs along with the core

	district and school level	attend the in-person summer institute)	components and practices embedded in the IM 6–12 Math curriculum, supplemental materials, and professional learning for teachers.
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