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PROFESSIONAL LEARNING
PARTNER GUIDE

MMSLN
Michigan Math and Science Leadership Network

Ongoing Support For Leaders: Professional Learning Engagement

Ongoing support for leaders: Supports school system leaders with the enabling conditions and resources required for a successful implementation of the HQIM.

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

Please note: this professional learning engagement plan is just part of an overall, comprehensive professional learning plan spanning multiple years. It is designed to provide teachers, coaches, and school & district mathematics leaders with sustained, carefully timed, curriculum-based PL to ensure a robust implementation of their adopted HQIM. Please review this engagement with that in mind and be sure to check out our other PL Engagement plans in our profile to get a complete picture of what we at Michigan Mathematics and Science Leadership Network mean when we say we *partner* with schools and districts to provide HQPL for educators.

Curriculum or Content Area	Illustrative Mathematics
Type of Professional Learning	Ongoing Support For Leaders
Total Cost Range[1]	Less than $50,000
District Context	This rural district serves just over 1,600 students. Through the *Ongoing Support For Leaders* professional learning, we served 12 district and school mathematics leaders, including principals. The overall goal of the partnership was to provide all math leaders high-quality, curriculum-based professional learning to support a robust implementation of IM K–12 Math™.

[1] Includes any travel related expenses, etc.

Timing specific days/months or frequency	**Participants**	**Name of PL and format** title, coaching, etc *and* virtual, in-person, hybrid	**Description**
November 28, 2023 – present	K–12 math teachers, principals, and math coaches	MMSLN Coaching Learning Labs Launch In-Person	** From their experience partnering with coaches and math teachers in Learning Labs, school leaders understand the real work of their teachers in designing positive and inclusive learning experiences and environments for all learners that guarantees the access to grade level math. Leaders hone their instructional and leadership lenses during Learning Labs to enhance their own decision-making about professional learning plans for teachers. ** Learning Labs are ongoing and span multiple school years. Teachers, coaches and school leaders work and learn together to build practices and systems that better serve our students. Teams collaboratively uncover the instructional decisions teachers make in their planning and in their teaching and examine them in light of their impact on student learning (using evidence from classroom visits). In this process, the team makes teacher practice public. Each Learning Lab takes place during the school day for at least 3 hours. During a Learning Lab, the team of educators engages in a cycle of collaborative professional learning where they • learn something new that is connected to the team's

			instructional goals and pushes on or deepens their current understandings and practices; • co-plan a lesson building from the new learning; • teach the lesson and observe the impact of instructional practice on student engagement and learning; and • reflect on the lesson to examine evidence, come to agreements about the instructional practices that positively impacted student learning, and establish commitments for what each team member will do to incorporate the identified practices into their classroom. **Our unit of change is not individual teachers but teams of teachers collaborating with their principal and math coach.
January 28, 2025	District & School math leaders and math coaches, K–12	MMSLN Professional Learning Observing in Math Classrooms In-Person	What are the key teacher and student behaviors administrators can hope to see in their math classrooms and how will they know when they see them (or not)? In this session we will take a deep dive into the two indicators we have selected as our instructional focus for the 2024/25 school year from the IM Implementation Reflection Tool to be able to describe and confidently recognize key look-fors. We will leave with an ability to identify and name the curriculum structures that support student collaboration and/or teacher facilitation look-fors. We will also gain familiarity with the District Walkthrough tools for Observing in Math Classrooms. And have increased confidence in and ability to prepare for and engage in Observing in Math Classrooms by utilizing teacher lesson plans in our curriculum provider platform.

March 12, 2025	District & School math leaders and math coaches, K–12	MMSLN Professional Learning Observing in Math Classrooms: Classroom Visits In-Person	Now that we have a deeper understanding of and fluency with the key teacher and student behaviors administrators we intend to see in our math classrooms, let's take our District Walkthrough tools for Observing in Math Classrooms out for a spin in 2 classrooms. We'll start by preparing for the observation by reviewing the teacher lesson plan in our curriculum provider platform. Then, we'll visit classrooms to practice using the tools while we identify and collect evidence of the teacher and student look-fors. We'll end by calibrating our evidence and landing on feedback and guidance to provide teachers to take their instructional practice to the next level.