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PROFESSIONAL LEARNING
PARTNER GUIDE

MMSLN
Michigan Math and Science Leadership Network

Ongoing Support For Teachers: Professional Learning Engagement

Ongoing support for teachers: Ongoing support and coaching for teachers focused on effective use of their curriculum.

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 Teachers
Total Cost Range[1]	$100,001 - $500,000
District Context	This rural district serves just over 1,600 students. Through the *Ongoing Support For Teachers* professional learning, we served over 100 of 129 full time equivalent (FTE) teachers K–12, their math coaches, and their school & district math leaders. The overall goal of the partnership was to provide all math teachers 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**
October 6, 2023	K–2 teachers (AM) 3–5 teachers (PM) and math coaches	Illustrative Mathematics Certified Professional Learning: Leveraging the Problem-Based Lesson Structure In-Person	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.
November 28, 2023	6–12 math teachers, principals, and math coaches	MMSLN Coaching Learning Labs Launch In-Person	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.
December 8 and 11, 2023	6–12 math teachers, principals, and math coaches (half of the 6–12 math teachers each day)	MMSLN Coaching Learning Labs Launch In-Person	See Learning Labs Description above. **Our unit of change is not individual teachers but teams of teachers collaborating with their principal and math coach.
January 31, 2024	K–2 teachers (AM) 3–5 teachers (PM) and math coaches	Illustrative Mathematics Certified Professional Learning: Adapting a Lesson Using Learning Goals In-Person	Ever find yourself short on time in a math lesson? Feeling like you're getting behind because of it? If so, come to this session where we'll focus on using learning goals to focus instructional decisions. We will think about both before-the-moment tweaks to address emerging understanding or schedule changes and in-the-moment tweaks because you spent too much time discussing all of the wonderful mathematical strategies your students came up with or had a fire drill. You will walk away with strategies

			to improve the overall pacing of your lessons ALL with paying close attention to the important mathematical ideas of a lesson.
February 5 and 6, 2024	6–12 math teachers, principals, and math coaches (half of the 6–12 math teachers each day)	MMSLN Coaching Learning Labs In-Person	See Learning Labs Description above. **Our unit of change is not individual teachers but teams of teachers collaborating with their principal and math coach.
April 10, 2024	K–2 teachers (AM) 3–5 teachers (PM) and math coaches	Illustrative Mathematics Certified Professional Learning: Understanding Math Content Progressions Across Grades In-Person	How does understanding the progression of mathematical ideas in a unit support us in planning and teaching lessons across the unit? In this session, teachers will learn a process to help them understand the mathematical progression of ideas in an upcoming unit through the use of unit narratives and assessments. They will use these understandings to support them in planning with the mathematical goal in mind.
September 23, 2024	K–5 teachers Grades 3 and 4 and math coaches	MMSLN Coaching Learning Labs Launch In-Person	See Learning Labs Description above. **Our unit of change is not individual teachers but teams of teachers collaborating with their principal and math coach.
September 24, 2024	K–5 teachers Grades 5 and Kindergarten and math coaches	MMSLN Coaching Learning Labs Launch In-Person	See Learning Labs Description above. **Our unit of change is not individual teachers but teams of teachers collaborating with their principal and math coach.

September 26, 2024	K–5 teachers Grades 1 and 2 and math coaches	MMSLN Coaching Learning Labs Launch In-Person	See Learning Labs Description above. **Our unit of change is not individual teachers but teams of teachers collaborating with their principal and math coach.
October 1 and 2, 2024	6–12 math teachers and math coaches	Illustrative Mathematics Certified Professional Learning: Focus on the Problem-Based Lesson Structure with connected, grade-band PLCs: Launching Activities So Students Start Strong In-Person	How does the problem-based teaching and learning cycle invite students to play with mathematical ideas before formalizing them, learn math by making sense of problems, and listen to, respond to, and value each other's thinking? And why are these important for learning? The purpose of this session is to enhance a teacher's ability to engage students in learning through problem solving. The session builds on the experiences of Teach & Learn and focuses on the structures and instructional moves that are embedded in the curriculum to help ensure students spend the majority of their time in math class doing math. AND How can activity launches set learners up for success with the activity while also increasing their engagement and motivation to explore and learn? Teachers will use a modified version of MLR6 Three Reads to annotate and plan the launch of an activity.
December 3 and 4, 2024	6–12 math teachers, principals, and math coaches (half of the 6–12 math teachers each day)	MMSLN Coaching Learning Labs In-Person	See Learning Labs Description above. **Our unit of change is not individual teachers but teams of teachers collaborating with their principal and math coach.

January 13, 2025	K–5 teachers Grades 3 and 4 and math coaches	MMSLN Coaching Learning Labs In-Person	See Learning Labs Description above. **Our unit of change is not individual teachers but teams of teachers collaborating with their principal and math coach.
January 14, 2025	K–5 teachers Grades 5 and Kindergarten and math coaches	MMSLN Coaching Learning Labs In-Person	See Learning Labs Description above. **Our unit of change is not individual teachers but teams of teachers collaborating with their principal and math coach.
January 15, 2025	K–5 teachers Grades 1 and 2 and math coaches	MMSLN Coaching Learning Labs In-Person	See Learning Labs Description above. **Our unit of change is not individual teachers but teams of teachers collaborating with their principal and math coach.
January 27, 28, and 29, 2025	6–12 math teachers and math coaches	Illustrative Mathematics Certified Professional Learning: Fostering Synthesis through Discourse Overview with connected, grade-band PLCs: Meeting Learning Goals with Activity Syntheses In-Person	How can student discourse lay the foundation for an impactful synthesis? The purpose of this session is to use provided samples of student work to explore ways to plan and structure synthesizing discussions based on students sharing their ideas. Synthesis is a key part of a problem-based lesson. AND Teachers will use a modified version of MLR7 Compare and Connect to make connections between anticipated student responses, the learning goals of the lesson, and the suggestions for the activity syntheses in the teacher materials.
January 29,	6–8 teachers	MMSLN Coaching 1:1	A teacher and MMSLN coach continue to work on the

2025		In-Person	commitments made by the teacher from the most recent Learning Lab in terms of what they will do to incorporate instructional practices into their classroom. During 1:1 Coaching, they: • co-plan a lesson incorporating the instructional practices; • teach the lesson and observe the impact of instructional practice on student engagement and learning; and • reflect on the lesson to examine evidence and establish commitments for what the teacher will tweak, do more of, or start doing to incorporate the identified practices into their classroom.
March 11 and 13, 2025	6–12 math teachers, principals, and math coaches (half of the 6–12 math teachers each day)	MMSLN Coaching Learning Labs In-Person	See Learning Labs Description above. **Our unit of change is not individual teachers but teams of teachers collaborating with their principal and math coach.
March 12, 2025	9–12 teachers	MMSLN Coaching 1:1 In-Person	A teacher and MMSLN coach continue to work on the commitments made by the teacher from the most recent Learning Lab in terms of what they will do to incorporate instructional practices into their classroom. During 1:1 Coaching, they: • co-plan a lesson incorporating the instructional practices; • teach the lesson and observe the impact of

			instructional practice on student engagement and learning; and • reflect on the lesson to examine evidence and establish commitments for what the teacher will tweak, do more of, or start doing to incorporate the identified practices into their classroom.
March 25, 2025	K–2 teachers and math coaches	MMSLN Coaching Learning Labs In-Person	See Learning Labs Description above. **Our unit of change is not individual teachers but teams of teachers collaborating with their principal and math coach.
March 26, 2025	3–5 teachers and math coaches	MMSLN Coaching Learning Labs In-Person	See Learning Labs Description above. **Our unit of change is not individual teachers but teams of teachers collaborating with their principal and math coach.