

Teaching Matters



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 Math (Imagine Learning) Grades 6-8
Type of Professional Learning	Ongoing for Teachers
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	Urban public school district with 7 middle schools. Each school will receive 12 days of support to deepen implementation of the Illustrative Mathematics (IM) curriculum.

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
---	---------------------	--	--------------------

¹ Includes any travel related expenses, etc.

Teaching **Matters**

Once, at the beginning of the partnership	Principals and Assistant Principals Teacher teams	Capacity Assessment (in-person)	<p>The Capacity Assessment is an opportunity for the coach to identify and better understand the current state of curriculum implementation, and gather data related to student learning and teacher practice.</p> <p>The Capacity Assessment process is a full day visit to each school in the district and has three components:</p> <p>(1) Analysis of relevant school level data and documents: Before visiting the school for the first time, the coach reviews any relevant data provided by the district.</p> <p>(2) Conversations and observations on-site at the school: During the first visit to the school, the coach meets with school leaders and teachers, and observes classroom practice. The coach may also visit teacher team meetings.</p> <p>(3) Synthesis and action planning: Upon completing these two components, coaches synthesize their findings and craft an action plan for the individual school with the school leader. The action plan is a living document that can be modified and adjusted throughout the assignment, in partnership with school leaders.</p>
---	--	---------------------------------	---

Teaching Matters

Bi-Monthly	6-8 Math Teachers School Leaders	Each school receives on-site coaching for 12 full days throughout the duration of the 6 month partnership. During each visit, coaches engage teachers in: <ul style="list-style-type: none"> • Side by side Coaching • Model lessons • PLC Sessions • 1:1 Planning • Observation and feedback Coaches also meet with principals at the end of every visit to summarize the day and monitor progress toward achieving shared goals. (in-person)	Curriculum-aligned coaching cycles with teachers that are interconnected, sequential, goal-driven, and designed for school-specific contexts to guide internalization of content, implementation of the Illustrated Math problem-based lesson structure and associated instructional routines. Coaching cycles include opportunities for teachers to learn and implement new practices through professional development sessions, model lessons, and cycles of observation and feedback.
Once per cycle	School Leaders	Leadership Walk Through	Coach and school leader engage in a learning walk to understand how the school is progressing with implementation, action plan and align on any shifts in support.
Monthly	District Leadership	Working Sessions and Progress Monitoring (Virtual 1 hour meetings)	Working sessions with district leadership include the following components: <ul style="list-style-type: none"> - Collaboratively identify district staff members who will be assigned to each school and will partner with Teaching Matters in ensuring successful implementation of the

Teaching Matters

			<p>curriculum.</p> <ul style="list-style-type: none"> - Utilize the Illustrative Mathematics Implementation Reflection Tool to self-assess and set adoption goals for teachers and leaders. - Identify key features of the curriculum and how they can be leveraged to support all learners, in alignment with district goals. - Create a support plan that includes monthly meetings focused on implementation data & student data trends with bright spot analysis. - Establish a protocol and timeline for analyzing implementation data means of monitoring progress
Two times per year	School Leaders	Intervisitations	<p>Intervisitations provide an opportunity to share practices across schools. An intervisitation is typically 3 hours, and is held at one school in the district that has promising classroom practices to share.</p> <p>Each intervisitation consists of classroom visits, analysis of evidence from classrooms, teacher and student reflections, as well as time for school leaders to reflect and apply what they learned to their own school contexts.</p>