PROFESSIONAL LEARNING PARTNER GUIDE

Sample Client Services Overview
This overview represents the services for one client of the professional learning partner.

Services Overview

Curriculum or Content Area (adoption)	Curriculum
Type of Professional Learning (Adoption, Launch, Ongoing for Teachers, *or* System Design and Leadership Support)	System Design and Leadership Support
Number of educators serviced	☐ **1 - 50** ☐ 101 - 500 ☐ 51 - 100 ☐ 501 - 1000 ☐ 1000+
Audience (select all that apply)	☐ Teachers ☐ **Instructional Coaches** ☐ **School Leaders** ☐ **District Leaders**
District Type	☐ **Traditional District** ☐ Private ☐ Charter ☐ Parochial ☐ Suburban ☐ Rural ☐ Greater than 20% of English language learners ☐ Greater than 60% of economically disadvantaged students ☐ Greater than 20% students with disability ☐ Greater than 80% students of color

RE RIVET EDUCATION

District Size	☐ Fewer than 2,500 students	☐ 50,001 - 100,000 students
	☐ 2,500 to 10,000 students	☐ More than 100,001 students
	☐ 10,001 - 50,000 students	
Delivery Format	☐ Virtual	
	☐ In-person	
	☐ Hybrid	
Total Cost Range[1]	☐ Less than $50,000	☐ $500,001 - $1,000,000
	☐ $50,000 - $100,000	☐ $1,000,000+
	☐ $100,001 - $500,000	

Services narrative

What were the goals of the professional learning? How did you work with the school or system to determine the goals and progress monitor for them throughout the engagement? (Limit 200 words)

Leadership Support for Implementation professional learning is designed for leaders who support learning communities that use CPM Educational Program resources in their classrooms. During this learning experience, leaders developed a deeper understanding of what student-centered, problem-based learning looks and sounds like. They learned about their role as a leader in supporting successful curriculum-based professional learning at their site and how to help teachers grow in their practice. Through research and support from CPM Professional Learning Specialists, leaders were able to develop a plan for implementing CPM curriculum in the classrooms in their school or district.

[1] Includes any travel related expenses, etc.

The goals of this professional learning were to help site leaders...
- Make connections between best practices in mathematics instruction and the design of CPM's curriculum and professional learning.
- Develop a clear vision of what a CPM classroom looks like and explore tools that can be used to support implementation.
- Reflect upon the beliefs and instructional practices evident within their school/district to identify next steps.
- Understand CPM's Professional Learning Progression and reflect upon where teachers in their school/district are within that progression to identify next steps..
- Build professional relationships and learning communities to improve math learning.

How was this professional learning customized to meet the educators' needs? How were facilitators prepared to meet the needs of participants? (Limit 200 words)

A conversation prior to the learning event revealed a need for learning that supports Emerging Multilingual Learners (EML) and how that support looks in a classroom. After this discussion, facilitators were able to adjust the agenda to meet the site's specific needs. Modifications included the experience of modeling a lesson and implementing tools for supporting emerging multilingual learners. The facilitator for the professional learning was an experienced classroom teacher who has taught the CPM curriculum and supported other CPM teachers in a district with similar needs.

Describe the delivery structures employed and how often participants were able to participate in professional learning over the length of the engagement. (Limit 200 words)

In-person learning was distributed over five sessions. The participants' beliefs were challenged throughout the learning during the in-person learning events and within the on-demand module, as leaders engaged with ideas from Principles to Actions. Leaders were called upon to formulate their vision of effective mathematics teaching and learning. Student and teacher actions were given that support a clear vision of what a CPM classroom looks like and sounds like. For the district, a shift from the traditional teacher-centered, lecture-based learning model toward a more student-centered, problem-based instructional model needs to occur during implementation. As participants took part in discourse with colleagues, they made long term commitments to improve mathematics education as they examine the role leaders play in implementation. Through research and support, participants develop a plan to implement CPM curriculum resources with fidelity.

How did the professional learning build on previous work or set the foundation for additional professional learning? (Limit 200 words)

Prior to this learning event, several of the leaders attended CPM's Foundations for Implementation with their CPM teachers to gain an understanding of CPM's pillars, research behind the pillars, and strategies to promote discourse in a student-centered classroom.

In order to continue learning for leaders, participants made plans to continue their learning through CPM's Building on Instructional Practice Series – Building on Discourse, Building on Assessment, Building on

Equity. Additionally, the district began participation in CPM's Site-Based Leadership Program. This program provides districts the opportunity to work collaboratively with CPM to develop and support local expertise and leadership. This site designated a Site-Based Leader (SBL) to serve as a liaison between their district and CPM. The SBL is now a part of a collaborative network of other SBLs and CPM's Professional Learning Team to maintain professional relationships, guide successful curriculum implementation, support student learning and achievement, and build in-house leadership. Participation in this program enabled access to a resource library specifically designed for leaders to support new hires, classroom implementation, equitable teaching practices, and collaborative teams. The SBL is also able to energize their leadership by attending monthly virtual events featuring a variety of guest speakers and resources from the library.