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

Services Overview

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

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)

The focus of the professional learning included providing grade level specific workshops for grades 1-5 teachers using the Bridges Mathematics program in the district. In addition to the content-focused curricular-based PL for teachers, we also engaged teachers and building level coaches in grades 4-5 in a series of lesson study cycles across the year.

In terms of the learning goals for the teachers, time was invested during identified professional learning days anticipating the teachers' next unit of instruction. As part of the PL, teachers grappled with the math

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[1] Includes any travel related expenses, etc.

from the unit, identified how big ideas evolved both within the storyline of a lesson and across the lessons in the unit, anticipated student thinking and strategies, and considered ways to make key ideas explicit.

Following these PL days, the members of our coaching team would meet with the teachers (and coaches) during their planning period in order to unpack an upcoming lesson from the unit they had studied in the PL. Time was dedicated to studying the teacher's guide, further exploring the math from the lesson, and anticipating how the lesson would play out in their classrooms. The cycle included a pre-lesson conversation, classroom coaching visit, and post-lesson debrief. The post-lesson debrief was focused on evidence from the classroom visit, particularly in terms of the extent to which students made connections around the key ideas and how we might have further enhanced students' learning opportunities to achieve the desired lesson learning goal.

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

The facilitators of the PL invest time in advance of the workshop(s) and coaching cycles unpacking the lessons in the unit, examining the lessons before and after the focus lesson, and digging deep into the content (including the models and strategies) of the lessons. The coach identifies specific parts of the narrative that can be drawn into the PL in order to further understand and

advance the authors' intent. The DMC coaching model is based on our theory of action for teaching learning. Teachers need opportunities to grapple (productively) with the mathematics and the complex decisions they make around teaching. Teachers need learning opportunities that support them in making connections that further evolve and enhance their understanding of the content, curriculum, and how to facilitate the lessons in their curriculum. Time needs to be devoted for deliberate practice. This includes practicing identifying the lesson learning goal and critical moments in the lesson. This also includes time to annotate the teacher's guide and add specific questions that will help make key ideas explicit and promote the author's intent. Finally, participants need opportunities to collaborate and co-construct their knowledge by engaging in one another's ideas. Coaches and other instructional math leaders also require engaging in these types of learning opportunities although the goals for coaches includes and extends beyond those for teachers.

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)

The professional learning structure provided 4 full days of unit training across the year followed by onsite coaching cycles that were linked to the units that were the focus of the workshops. The workshops and coaching cycles occurred across the months of October through April during the academic year.

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

The professional learning provided the space for the teachers to understand the math content in the given unit and develop insights about the authors' intent. Our approach is designed to help teachers get beyond the nuts and bolts conversations of the lessons with a goal of digging deeper to understand the math, lesson learning goal, and ways to promote students' understanding of the identified goal.

Participants are provided opportunities to grapple with the math (as students), use of representations, and models in the curriculum. Working together, the teachers annotate the teacher's guide with an emphasis on the pivotal moments of the lessons, developing an understanding of the big ideas in the lessons, ways to record students' ideas during the enactment of the lesson, and questions to support progress with the identified learning goal.

Teachers come to crave these conversations as they leave the professional learning feeling much more confident about the content in the lessons and what it should look like in their classrooms. We have found that four recursive cycles can promote meaningful shifts in teachers' practices and ultimately, promotes deeper student learning in their classrooms.