



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

Services Overview

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



District Size	<input type="checkbox"/> Fewer than 2,500 students <input type="checkbox"/> 2,500 to 10,000 students <input checked="" type="checkbox"/> 10,001 - 50,000 students	<input type="checkbox"/> 50,001 - 100,000 students <input type="checkbox"/> More than 100,001 students
Delivery Format	<input checked="" type="checkbox"/> Virtual <input type="checkbox"/> In-person <input type="checkbox"/> Hybrid	
Total Cost Range ¹	<input checked="" type="checkbox"/> Less than \$50,000 <input type="checkbox"/> \$50,000 - \$100,000 <input type="checkbox"/> \$100,001 - \$500,000	<input type="checkbox"/> \$500,001 - \$1,000,000 <input type="checkbox"/> \$1,000,000+

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)

Goal: Engage high school math teachers in the *Teach and Learn* professional learning. The purpose of this implementation series is to get educators ready to teach and learn within problem-based classrooms where student thinking is front and center. This series gives educators first-hand experience with and confidence in using the IM Math curriculum.

Planning and progress monitoring: The district mathematics coordinator and MMSLN’s mathematics coordinator selected key professional learning sessions from the IM K–12 Math™ Professional Learning catalog for summer and fall learning for teachers. After selecting the sessions, we scheduled and coordinated with the facilitators leading up to and through each of the dates.

¹ Includes any travel related expenses, etc.



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

Michigan-based facilitators used their knowledge of state-wide systems, structures, and practices to more deeply connect teacher learning to the learning goals and experiences designed by Illustrative Mathematics within the *Teach and Learn* series. Through MMSLN's collaborative planning with the district mathematics coordinator, facilitators were able to learn about the teachers' experience and needs within the district prior to the event and connect it to the learning throughout the series.

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 hybrid *Teach and Learn* series is structured for 2 six-hour days, back-to-back. Educators attended a 2-hour synchronous virtual session followed by a 1-hour asynchronous onsite PLC. These were scheduled twice per day for two days.

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

The district had engaged in a year-long curriculum analysis, pilot, and adoption process the school year prior. MMSLN partnered with the district during the process to provide PREPARATION PHASE professional learning certified by Illustrative Mathematics. Once the decision was made to adopt IM 9–12 Math™, the *Teach and Learn* series was scheduled as the foundational learning to kick off their IMPLEMENTATION PHASE. The IMPLEMENTATION PHASE continued in early fall with additional professional learning; *Valuing Student Thinking, Eliciting Student Thinking with Instructional Routines, and Unit Planning*.