

Sample Client Services Overview

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

Services Overview

Curriculum or Content Area (adoption)	<i>i-Ready Classroom Mathematics K-8</i> (Curriculum Associates)	
Type of Professional Learning (Adoption, Launch, Ongoing for Teachers, or System Design and Leadership Support)	Launch	
Number of educators serviced	<ul style="list-style-type: none"> 1 - 50 51 - 100 	<ul style="list-style-type: none"> 101 - 500 501 - 1000 1000+
Audience (select all that apply)	<ul style="list-style-type: none"> Teachers School Leaders 	<ul style="list-style-type: none"> Instructional Coaches District Leaders
District Type	<ul style="list-style-type: none"> Traditional District Charter Suburban Greater than 20% of English language learners Greater than 20% students with disability 	<ul style="list-style-type: none"> Private Parochial Rural Greater than 60% of economically disadvantaged students Greater than 80% students of color
District Size	<ul style="list-style-type: none"> Fewer than 2,500 students 2,500 to 10,000 students 10,001 - 50,000 students 	<ul style="list-style-type: none"> 50,001 - 100,000 students More than 100,001 students
Delivery Format	<ul style="list-style-type: none"> Virtual In-person 	

	<ul style="list-style-type: none"> ● Hybrid
Total Cost Range ¹	<ul style="list-style-type: none"> ● Less than \$50,000 ● \$50,000 - \$100,000 ● \$100,001 - \$500,000 ● \$500,001 - \$1,000,000 ● \$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)

Our Launch professional learning is required for all new implementations. While a Launch year plan typically contains similar learning outcomes across all implementations, we work directly with districts to ensure that a proposed professional learning plans aligns with their own initiatives. We also set specific, attainable goals for Year One and meet throughout the year to check progress and adjust.

This client opted to focus on our recommended set of Launch outcomes for *i-Ready Classroom Mathematics*:

- Educators ground their approach to the program in productive beliefs about access and equity;
- Educators are equipped to launch successful implementations in their classroom starting from day one and make connections between the program, the Standards for Mathematical Practice, and the NCTM Effective Teaching Practices;
- Educators gain insights into actions and beliefs that are key to teaching and learning mathematics rooted in conceptual understanding;
- Educators learn to use instructional and language routines embedded in the program to support productive student discourse for all learners; and
- School leaders are introduced to strategies for identifying observable markers of effective mathematics instruction and practices to support educators in selecting appropriate program components, preparing for instruction, and establishing routines.

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)

Our Professional Learning Consultants work alongside district PL leaders to design plans that are relevant to their specific needs, including considering their previous curriculum, teacher readiness for new instructional practices, leader capacity, and the time and learning structures available to them. While our scope and sequence for Launch customers follows a similar set of outcomes across implementations, our PL Consultants strive to contextualize learning to district goals and language, so it feels relevant to educators. The lead PL Consultant then works with other Consultants supporting the PL delivery to ensure that everyone understands the district's approach, so all educators are hearing aligned messages.

In the case of this client, the district was making a switch from a "hands-off" approach to curriculum to asking all teachers to implement the same curriculum with integrity. Our team worked with the district to deliver a clear message about the "why" at the start of the first PL of the year. We then collaborated with district leaders to host a series of principal meetings to ensure that building leaders understood what the district expected from them as they made the transition to a more standardized learning approach.

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)

Our PL is delivered through a combination of on-site or virtual sessions, just-in-time Online Educator Learning digital courses, and self-service tools and resources designed for educators to deepen their learning over the course of the Launch year.

For this client, their hybrid Launch year learning plan included the following:

- Prior to the first on-site session: Teachers and leaders took an introductory digital course offering an overview of the program components and a peek inside the classroom to show the program in action.

- Prior to the start of the school year:
 - On-site session for teachers focused on preparing for a successful first week of instruction and establishing classroom routines necessary to support discourse-driven learning.
 - Virtual session for building leaders and coaches focused on preparing them to support teachers in the vital first year of implementation.
- 6 weeks into the school year:
 - Follow-on on-site session for teachers and leaders focused on using embedded instructional routines as a vehicle for developing conceptual understanding through shared student thinking, productive struggle, and authentic discourse.
- 12 weeks into the school year:
 - Additional on-site follow-ons designed in cooperation with site leaders and coaches based on district implementation goals and educator needs.

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

Our professional learning scope and sequence for the Launch year is designed to equip teachers and leaders with the most essential knowledge and skills they need for a successful start. In a typical Launch professional learning plan, districts offer their educators our standard slate of courses during the first half of the year, and then work with our PL Consultants to determine the right follow-on approach for each building. This ensures that all teachers and leaders have a common base for getting started and allows for differentiated support once educators understand the program and instruction fundamentals.

This client started the year with our standard PL scope and sequence, which takes educators through the early stages of understanding program design and structure before moving onto scaffolding use of the instructional routines built into the program to support mathematical discourse. After a midyear regroup, the district decided to offer implementing sites two options for tailored support based on the needs we jointly identified: an interactive video study where teachers watched the instructional routine being delivered by other teachers and reflected on their own practice; or support with managing the pace of instruction, a common challenge in early-stage implementations.