

Sample Client Services Overview

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

Services Overview

Curriculum or Content Area	iReady Classroom Mathematics
Type of Professional Learning	Ongoing PL for Teachers
Number of educators serviced	51 - 100
Audience (select all that apply)	<ul style="list-style-type: none"> ● Teachers ● School Leaders ● Instructional Coaches ● District Leaders
District Type	<ul style="list-style-type: none"> ● Traditional District ● Greater than 20% of English language learners ● Greater than 60% of economically disadvantaged students ● Greater than 80% students of color
District Size	10,001 - 50,000 students
Delivery Format	Hybrid
Total Cost Range ¹	\$100,001 - \$500,000

¹ Includes any travel related expenses, etc.

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 client and the TNTP team collaborated on project goals and an implementation plan for their HQIM, iReady Mathematics Classroom. At the start of the work, the team conducted instructional reviews, including side-by-side classroom observations with district leaders to collect data using the tools from *The Opportunity Myth*. This data indicated less than 5% of classrooms demonstrated strong instruction in math and were using the materials with integrity after five years of implementation.

A District Implementation Team (DIT) was created to set goals, progress monitor, and identify and remove barriers to the work. With guidance from TNTP, the DIT decided to focus first on middle school mathematics. They set the following goals:

- Middle school mathematics teachers will use iReady Classroom Mathematics with integrity in 80% of observations.
- Middle school mathematics students that report being more engaged in relevant learning and experiencing a sense of belonging in math will increase from 42% to 75% as measured by student surveys.
- The percentage of students scoring at grade level on the iReady assessment at the end of the school year will increase to 60%.

The remainder of the partnership was aimed at providing PL to teachers in pursuit of those goals.

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 professional learning for teachers needed to create a deeper understanding of how to effectively use the iReady Classroom materials; however, it was critical to frame the learning beyond just an implementation of the materials. Over the course of the five years of implementation within the district, the teachers had developed unproductive beliefs and ineffective practices in relation to the materials. This required a customized approach to implementation that honored the wealth of knowledge teachers already had about the materials but also acknowledged that the initial roll-out had created inconsistent and often inaccurate understandings about the materials and how they could support student learning.

District coaches and TNTP staff collaborated on the planning and delivery of the professional development to ensure sustainability of the work. *The Math Pact* served as an anchor text for designing the professional learning. Throughout the professional learning, teachers and coaches created agreements about the teaching of mathematics across the district. These agreements focused on the content, language, and representations of the standards and included what teachers would start doing and stop doing (e.g., teaching tricks). The agreements then became the foundation for how to use the iReady materials with integrity.

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)

Teachers and coaches participated in six concurrent four-week learning cycles through the year. Each cycle provided one full day content session, virtually or in-person, focused on the content of an upcoming unit in iReady Classroom. In the morning, educators integrated key points from *The Math Pact* (language, representations, and generalizations) with instructional routines and structures from iReady Classroom. During the afternoon, teachers planned together with their coaches using internalization protocols to incorporate their learning into their next unit

of instruction. TNP staff then supported school-based coaches during the weeks between content-sessions to lesson plan with teachers, observe and debrief lessons with teachers, and assess progress toward goals. The results of the work have been dramatic, as use of the iReady curriculum increased from 3% to 96%. Both educators and students can see the difference.

- **Educator:** “We’re learning the WHY and the HOW, no tricks, so as students progress through math, they’ll have a strong foundation which will help build conceptual knowledge.”
- **Student:** “I like that my teacher guides us to solving a problem, instead of just giving us a packet or making us take notes. Then, we get to work in groups to solve our practice problems.”

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

The goals and design of the professional learning arose from the findings of the instructional reviews in mathematics classrooms across the district. The goal of the work was to support the district in building sustainable systems and structures to create stronger implementation of their high-quality mathematics materials across all grades. This required intentionally incorporating all stakeholders from the vertical spine (e.g., students, teachers, coaches, school administrators, district leaders, and caregivers) into the work. As one caregiver shared, “If the teacher does not feel comfortable with iReady, it translates over to how the students feel. If there is no buy-in, if they are not supported enough, then it just trickles down.”

The district incorporated the agreements from the learning cycles into district instructional guides to revisit and refresh each year with teachers as they plan and teach iReady. In addition, success of the work in mathematics led the district to reconsider their process for selection and implementation of new language arts materials to ensure they incorporated the research and principles they learned from the math implementation.



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