



Sample Client Services Overview

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

Services Overview

Curriculum or Content Area	K-12 Mathematics
Type of Professional Learning	Adoption
Number of educators serviced	501 - 1000
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 • Suburban • Rural
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)

In 2022–23, TNTP provided K–12 Mathematics adoption support to county-wide district. This support included professional learning (PL) for district instructional leaders aimed at deepening leaders’ understanding of the district’s vision for strong instruction in mathematics and laying the foundation for strong adoption and implementation processes. Alongside the instructional leader PL, TNTP provided selection support for K–8 and 9–12 curriculum advisory teams, which culminated in the adoption of new HQIM in these grade-bands. Goals and content in each workstream were developed collaboratively with district math leaders.

PL for advisory teams focused on the district’s vision for strong math instruction, and learning focused the vertical articulation of math standards, the purpose of HQIM, and the curriculum choices under consideration. Alongside PL, TNTP provided support to the district math lead and advisory committee as they narrowed curriculum choices, gathered family and caregiver input, provided educators across the district opportunities to test and provide feedback, and prepared to communicate their final choices to educators, the school board and the community.

Stakeholder surveys were administered, and feedback was used to adjust PL and monitor progress throughout the partnership.

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

TNTP collaborated with the district math lead via weekly virtual check ins to get input and feedback on proposed PL, and to plan for the adoption process. The team intentionally connected each PL experience to the district vision,



mission, and core values, previous district math PL, and the needs of educators. In partnership with the district math lead, the PL topics for leaders and advisory committees included connecting the district vision to current research, the features of strong math instruction and positive math identity, evaluating and responding to instructional trends, and systems that support teacher development.

TNTP also attended to the needs of educators and the community in their support of the adoptions process, providing guidance to advisory committees to leverage traditional materials vetting tools as the “floor” for evaluation, and to include the district’s core values and the unique needs educators, students, and the community as part of the final selection.

All PL and advisory support was led jointly by TNTP math experts and district math staff.

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)

PL for instructional leaders leveraged existing meeting structures and consisted of six sessions over the course of the 2022–23 school year. Leaders gathered in person, creating a collaborative environment for discussion and reflection. PL focused on linking content to immediate application opportunities such as assignment analysis, video observation for strong instruction, and examining scenarios for evidence of high expectations. These meetings also included side-by-side instructional walkthroughs and debriefs to further build leaders’ capacity to identify and support strong math instruction.

PL and support for the advisory groups took place during in-person meetings afterschool, four times throughout the fall of 2022. These meetings paired content learning with curriculum overviews and the consideration of feedback

and data to inform final materials selection and recommendation to the school board.

Planning, progress monitoring, and problem solving with district leaders took place during weekly virtual check ins. These check ins supported district leaders to drive additional parts of the adoptions process, including initial narrowing of materials choices, teacher “test-drives” of each finalist (approximately 100 volunteer educators piloted the materials over four weeks and provided feedback), student, family, and caregiver surveys, and the development of a stakeholder communication plan aligned to the final choices.

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

The district already had strong core values and a robust vision for strong instruction in math in place, which the TNTP team leveraged in the planning and execution of PL scopes and sequences and advisory committee activities.

Providing PL to district instructional leaders was critical to setting the foundation for the successful implementation of the selected materials, and equipped leaders to support educators to use the materials to meet the unique needs of their students. Support for the curriculum advisory teams, which included stakeholders from across the system, built knowledge and buy in at all levels of the district to support and sustain implementation.

Based on the strong partnership provided in the adoptions phase, the district chose to partner with TNTP to support the launch of selected materials. TNTP is currently working with the district to execute their communications plan, develop an implementation plan (including ongoing PL for leaders and teachers), and setting up initial conversations and PL opportunities with curriculum providers.