

Sample Client Services Overview

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)	Ongoing support	
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 type="checkbox"/> School Leaders	<input checked="" type="checkbox"/> Instructional Coaches <input 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 checked="" type="checkbox"/> 2,500 to 10,000 students <input 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 type="checkbox"/> Virtual <input checked="" 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)

The goals for each of the monthly professional learning sessions were to develop an understanding of teacher clarity and its impact on instruction by developing a deep understanding of the current unit's goals, assessments, and instructional strategies to support access and challenge for students. Goals were monitored through exit ticket data after each session, student achievement and unit assessment data, and data collection from classroom visits using the district implementation checklist tool.

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)

The ongoing professional learning was co-created with grade-level leaders and the sessions were rooted in understanding the upcoming unit so that teachers had a deep understanding of the content, mathematical learning progression, and mathematical models and strategies.

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 sessions were monthly for three hours in person and organized by grade level. The grade-level team looks back and reflects on successes and challenges from the previous unit, then we begin looking ahead to the upcoming unit. For the upcoming unit, the team analyzes the end-of-unit assessment, examines the mathematical learning progression and unit math story, experiences key lessons as a student, practices instructional routines, and develops additional supports for enhancing access to the mathematical content.

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

The professional learning experience aligns with the district's year-long focus on *Teacher Clarity*. This idea of clarity is extended beyond the classroom and into the team's professional learning by applying the ideas of backward design and lesson study to support teacher and student learning.