



Sample Client Services Overview

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

Services Overview

Curriculum or Content Area (adoption)	Curriculum
Type of Professional Learning (Adoption, Launch, Ongoing for Teachers, or System Design and Leadership Support)	Ongoing for Teachers
Number of educators serviced	<input type="checkbox"/> 1 - 50 <input type="checkbox"/> 51 - 100 <input checked="" 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 checked="" type="checkbox"/> Urban <input type="checkbox"/> Charter <input type="checkbox"/> Suburban <input checked="" 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 checked="" type="checkbox"/> Greater than 60% of economically disadvantaged students <input checked="" 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 type="checkbox"/> 10,001 - 50,000 students <input checked="" 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 type="checkbox"/> Less than \$50,000 <input type="checkbox"/> \$50,000 - \$100,000 <input checked="" 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)

Preparing teachers and leaders for collaborative study teams in CPM’s program design was a goal for the district’s professional learning. A planning day was spent on working with select master teachers, curriculum and instruction team members, principals, and principal supervisors to determine a professional learning plan that would meet the needs of the district. The team from the district chose teachers and schools to pilot lessons and units so that the district could see a glimpse of the CPM curriculum in this district before all teachers implemented the following year. After the master teachers attended professional learning, the remaining teachers plus all educators who would support the CPM teachers attended professional learning which allowed support from both the CPM facilitators and master teachers. The plan for the first and subsequent years of implementation encompassed a blend of in-person and live virtual sessions, on-demand module learning, support visits, and coaching. The goals and progress were monitored and adjustments were made both at the administrative level and in individual classrooms to achieve maximum success.

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)

This district received a professional learning plan customized to meet their needs. In place of professional learning for all classroom teachers as the first phase of learning, a plan was made to provide Foundations for Implementation professional learning to a group of master teachers in early summer that would allow for learning and growth prior to the learning of all math teachers in the district. The next phase of professional learning consisted of the remaining math teachers and support teachers attending the Foundations for Implementation professional learning, and master teachers attending CPM's Foundations for Coaching professional learning. Follow-up days for Foundations for Implementation and support visits were held during the school year to allow for more learning after teachers had spent time facilitating CPM lessons. The timing of these follow-up learning events and support visits provided teachers the opportunity to share celebrations and concerns, as well as seek ways to improve their practice of facilitating student-centered classrooms. An additional year of professional learning consisted of district-wide implementation support specifically aligned with growth and proficiency goals. Facilitators of CPM's professional learning were experienced teachers of the CPM curriculum.

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 for this school district began with one full day of planning that was customized to meet the needs of the district that included coaches, curriculum specialists, math department chairs, and administrators. In the summer prior to year one and during year one of implementation, eight full days of professional learning were provided for all math teachers and four additional days were provided for math master teachers. A school year of classroom support from CPM Implementation Partners was provided with six days of in-person, on-site work that included side-by-side coaching with the master teacher. Leadership support was also provided during these days. One and a half hours per month of virtual contact was provided with specific agendas for each session. In addition to the previously mentioned learning, a local conference led by CPM professional learning specialists was held locally for this district that provided opportunities for teachers to choose sessions that were of interest to them individually for their professional growth.



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

Before implementation of CPM's collaborative learning, problem-based learning, and mixed-spaced practice curriculum, meetings with leaders from CPM and the district were held to bring awareness of the professional learning needed for successful implementation. District leaders were encouraged to read and study research that supports these practices and understand that mastery takes time, effort, and support. During CPM's professional learning, educators realize that professional growth never ends. Teachers are challenged to continue to refine their teaching practice through professional learning.