

## Sample Client Services Overview

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

### Services Overview

Curriculum or Content Area (adoption)	Math	
Type of Professional Learning (Adoption, Launch, Ongoing for Teachers, or System Design and Leadership Support)	Adoption	
Number of educators serviced	<b>1 - 50</b> 51 - 100	101 - 500 501 - 1000 1000+
Audience (select all that apply)	<b>Teachers</b> <b>School Leaders</b>	<b>Instructional Coaches</b> <b>District Leaders</b>
District Type	<b>Traditional District</b> Charter Suburban Greater than 20% of English language learners Greater than 20% students with disability	Private Parochial <b>Rural</b> Greater than 60% of economically disadvantaged students Greater than 80% students of color



District Size	Fewer than 2,500 students <b>2,500 to 10,000 students</b> 10,001 - 50,000 students	50,001 - 100,000 students More than 100,001 students
Delivery Format	Virtual In-person <b>Hybrid</b>	
Total Cost Range <sup>1</sup>	Less than \$50,000 <b>\$50,000 - \$100,000</b> \$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)

This system knew they were going to select new HQIM math materials. Anchoring to Instruction Partner’s Curriculum Support Guide (<https://curriculumsupport.org/>), we planned a sequence of learning to help them move through Phase I of the CSG: (1) plan their process for selection (2) establish the vision of mathematics instruction (3) determine the rubric and prepare for reviews (4) review and select (5) plan for the procurement and distribution of the HQIM. Each step of this process includes in-person and virtual learning experiences, data collection, timeline development, establishment of roles and responsibilities, and opportunities to step back and progress monitor.

<sup>1</sup> 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)

While the three phases of the Curriculum Support Guide is designed to have replicable processes and tools, each system is unique in their needs. Our work starts with a grounding of the Instructional Practice Guide, followed by walkthroughs to assess the current state of instruction, and support the development of a vision for math instruction that will anchor the selection of materials. Everything is set up to be contextualized to the particular needs of the system we are working with- for example, some partners choose to pilot materials as part of their adoption process, while others do not. Who is a part of the review committee that guides the selection is ultimately a partner specific decision, with guidance from Instruction Partners. Central to our work is using data from the local partner's context to guide recommendations and support their decision making and processes. Our facilitators are deeply prepared and developed in these methods as they are how we conduct all our work with systems.

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 recommendation is that the adoption process (Phase I of the CSG) take place over a 5 month period with an acknowledgement that this timeline can shift based on partner specific needs and priorities. During adoption, Instruction Partners guides participants through multiple in-person and virtual learning that includes key milestones and opportunities to step back and monitor progress. For example, our

adoption support includes:

- Instructional Practice Guide (IPG) norming
- Walkthroughs
- Support for identification of the selection team and decision making protocols
- Opportunity to directly engage with open source HQIM lessons
- Establishing a vision for instruction in the selected content area
- Facilitating reviews of materials under consideration
- Developing plans for stakeholder engagement and communication

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

Our adoption support (Phase I of the CSG) presumes a system is planning on selecting new materials (rather than refining current HQIM implementation) and many times, this is our first set of work we do with a partner. However, depending on Instruction Partner's prior relationship with the system, it is possible that adoption occurs after we have been partnering with someone and co-determined through observation, feedback, and action planning that moving to HQIM is the first high leverage move to improve equitable access to instruction for all students. The adoption of HQIM sets the foundation for the additional phases of the Curriculum Support Guide: Preparing to Launch (Phase II) and Teach and Learning (Phase III).