

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)	Ongoing for Teachers
Number of educators serviced	<input checked="" type="checkbox"/> 1 - 50 <input type="checkbox"/> 51 - 100 <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 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 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 checked="" 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 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)

Goal: The district had tracked consistently low student test scores in math and felt that existing interventions were insufficient. They had adopted a rigorous, problem-based curriculum but felt they weren't yet implementing with fidelity and/or optimizing the benefits. The district had the goal of shifting towards a more student-centered instructional model. They hoped to see students engaging in math discourse, enacting the mathematical practices, and grappling with the curriculum's high cognitive demand tasks – with an ultimate goal of increasing student performance on formative and summative assessments.

In conversation with the districts, it became apparent that the MQI Coaching model would offer a solution to their

¹ Includes any travel related expenses, etc.

district challenges. In particular, MQI Coaching offered individualized, ongoing coaching that focused on helping teachers engage students in more rich mathematical thinking, communicating, and problem-solving. MQI coaches leveraged the MQI Rubric and MQI video library to illustrate and share exemplars of instructional best practices and help teachers self-identify target areas to focus on elevating their practice and implementation of their curriculum.

Progress Monitoring: Over the course of 10-12 coaching cycles, coaches and teachers logged each coaching conversation, recording key learnings, elevation ideas, and teachers' chosen action steps, in a document which tracked evolving practices and instructional growth. In addition, repeatedly video recording instruction across the coaching cycles allowed the coach and teacher to clearly describe changes in instruction, while the district tracked student progress on assessments.

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 MQI Coaching team coordinated with the district to plan a Teacher Kickoff and to determine a number of coaching cycles that felt both feasible and impactful. In planning for the professional learning, the team worked closely with administrators and school leaders to better understand their own goals for instruction and their needs when it came to ongoing curriculum support. Teachers were surveyed on their preferred meeting times and goals for the program prior to matching them with one of our MQI coaches.

Our hired coaches received substantial training and oversight by the MQI Coaching trainers. Coaches recorded their coaching conversations and participated regularly in professional development on our coaching model (some as a group, some 1:1) and on the updates with curriculum materials. Our coaches were consistently monitored and supervised and received differentiated support to ensure high-quality and effective coaching for each teacher-

coach relationship.

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 participated in a project kickoff where they learned how the MQI Rubric could be used as an objective framework to analyze and elevate math instruction and how this coaching process aligned with and built on their existing district work and goals. Once teachers were oriented to the program, they met with their coaches in an introductory, goal-setting meeting and then bi-weekly for 10-12 virtual coaching cycles over the course of the year.

MQI coaches worked with teachers on an individual basis. Each coaching cycle focused on a code from the MQI rubric chosen by the teacher and linked to the teacher's professional goals. Teachers recorded their own instruction for each cycle. During the coaching conversation, teachers critically analyzed short clips of their own instruction and identified a plan for instructional improvement. Each cycle ended with teachers implementing their action plan in their classroom to elevate their teaching going forward.

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

Across the network of schools participating in MQI Coaching, coaches engaged teachers in dialogue based on the MQI rubric that not only elevated individual lessons within the adopted curriculum but also changed the school culture surrounding math instruction. Teachers became more comfortable reflecting on their own instruction and



looking for ways to provide opportunities for student discourse and increased student cognitive demand. At the same time, school-based leaders were able to build internal capacity to lead MQI-based conversations with staff members— leveraging the tools learned from MQI Coaching to continue to provide ongoing support for teachers.