



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)	System Design and Leadership 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 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 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 checked="" type="checkbox"/> Rural <input checked="" 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 checked="" type="checkbox"/> Virtual <input 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)

Goals: Engage school leaders in ongoing professional learning to broaden their capacity to lead the implementation of the IM Math curriculum. The purpose of this series is for school leaders to learn ways in which they can support teachers during the initial implementation of the IM Math curriculum. Particular focus will be given to prioritized areas that most impact student learning at the beginning of implementation. School leaders will be given tools to focus their teacher support and classroom observations in ways that support teachers in collaborative planning environments using tools like

- Classroom video to focus on student learning behaviors in a problem-based classroom, make connections between teacher moves and student learning behaviors, and reflect on how to support

¹ Includes any travel related expenses, etc.

teacher learning.

- The Unit Planning Guide coach-facing materials to help them prepare to use Unit Planning Guides with a group of teachers.

Planning and progress monitoring: The district mathematics coordinator and MMSLN's mathematics coordinator selected key professional learning sessions from the IM K–12 Math™ Professional Learning catalog for summer and fall learning for school leaders. After selecting the sessions, we scheduled and coordinated with the facilitators leading up to and through each of the dates.

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

Michigan-based facilitators used their knowledge of state-wide systems, structures, and practices to more deeply connect school leader learning to the learning goals and experiences designed by Illustrative Mathematics within the IMPLEMENTATION PHASE professional learning sessions. Through MMSLN's collaborative planning with the district mathematics coordinator, facilitators were able to learn about the school leaders' experience and needs within the district prior to the events and connect it to the learning throughout the series of professional learning.



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 *Leveraging the Problem-Based Lesson Structure* and *Enhancing Access with Universal Design for Learning* sessions are half-day modules. Middle school math teachers attended the session in the morning and the high school teachers attended the session in the afternoon. The two modules were scheduled in the fall one month apart.

The hybrid *Teach and Learn* series is structured for 2 six-hour days, back-to-back. Educators attended a 2-hour synchronous virtual session followed by a 1-hour asynchronous onsite PLC. These were scheduled twice per day for two days.

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

The *Observing in a Problem-Based Classroom*, *Supporting Teacher Learning for School Leaders*, and *Unit Planning Guide Launch Session for Leaders* sessions are each 2-hour synchronous virtual sessions. These were scheduled over two days in the fall.