



Teaching Lab 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 - Kendall Hunt 6-8 Professional Learning	
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 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 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 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 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 checked="" 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)

The goals of this professional learning partnership were to:

- Assess current state of implementation of high-quality instructional materials aligned to College and Career Ready Standards for math in grades 6-8 as well as systems of professional learning across school sites;
- Unpack and understand the instructional materials to support effective implementation in a traditional school setting and/or distance learning environment;
- Improve teacher practice to support the use of equitable and effective mathematics instructional practices to support all learners in becoming mathematically proficient; and
- Support school leaders with understanding what effective and equitable mathematics instruction looks like and how to create and sustain professional learning communities to increase student mathematics proficiency.

¹ Includes any travel related expenses, etc.

Teaching Lab worked collaboratively with district and school leaders to conduct an Assets and Needs Assessment. The Assets and Needs Assessment assessed the current state of 6-8 math instruction through the use of focus groups with teachers and leaders, a diagnostic educator survey, and analysis of school artifacts. Its comprehensive results were used to outline educator needs and support for implementing HQIM. We engaged in progress monitoring of these goals through participant feedback surveys, student work data analysis, and classroom observations.

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 work in this partnership spanned two school years. During the first year, educators experienced:

- HQIM Bootcamp, a foundational course that explores concepts such as mathematical identities, effective instructional practice, and equity through the lens of the Illustrative Mathematics materials
- Cycle of Inquiry I, a course that supports ongoing learning where educators dive deeply into two instructional practices and how to implement them within their materials
- Lab Leaders I, a course that supports ongoing learning for teacher leaders and instructional coaches as they lead professional learning communities and build teacher buy-in to materials

After the first year, Teaching Lab analyzed feedback data from educators and determined that more specific content and curricular support was needed. As a result, customized unit internalization sessions were developed for each grade level and unit across 6-8. This provided teachers with more individualized support with their specific upcoming content.

Facilitators received the following support:

- Site context meetings with managers to learn context of the district and specific adjustments for the context
- Expert-led training on our standard courses (Bootcamp, Cycle of Inquiry I, Lab Leaders)
- Practice meetings with content experts
- Ongoing feedback on their internalization and facilitation of content to drive continuous improvement of sessions



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)

Bootcamp is an 8-session course that took place over the summer to launch learning for the upcoming school year.

Cycle of Inquiry I is a 5-session course designed to be facilitated in two modules. Module 1, sessions 1 through 3, is focused on new learning. These three sessions were facilitated once a week for three weeks. There was an intentional break between sessions 3 and 4, allowing space for teachers to practice implementing the new learning and make adjustments to instruction. Then, we regrouped for sessions 4 and 5, which are focused on analysis and application of concepts taught in the first sessions.

Lab Leaders I is a weekly 8-session course that took place after Cycle of Inquiry I concluded to allow teacher leaders time to engage.

The customized unit internalizations took place in alignment with the district pacing calendar. This ensured teachers felt prepared to teach concepts/skills at the onset of a unit.

All sessions were facilitated virtually; however, in-person or hybrid options are available. Additionally, courses include flexibility in time so that sessions can be customized to fit time constraints. This includes decreasing the number of sessions and adjusting times within sessions.

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

In Teaching Lab's foundational professional learning, Bootcamp, several frameworks are introduced that serve as the foundation for future learning, including:

- NCTM's Effective Math Teaching Practices
- Equity-Based Math Teaching Practices
- Unit Internalization Process
- Lesson Internalization Process

For example, in Bootcamp, the teaching practice “pose purposeful questions” is introduced. Teachers identify where their curriculum includes purposeful questions for students. In Cycle of Inquiry I, teachers dive deeper into purposeful questions as they compare focusing and funneling questions, understand opportunities to increase equity in questioning, and practice asking questions during lesson rehearsal. Time spent engaging in unit internalization processes in Bootcamp and learning across the year supported teachers in building content knowledge and deeply understanding how to implement their instructional materials.

The frameworks introduced in Bootcamp serve as a throughline for future services. Each Cycle of Inquiry focuses on an Effective Math Teaching Practice and related Equity-Based Teaching Practices. The unit and lesson internalization processes first introduced in Bootcamp lay the foundation for courses such as Unit Internalization and Supported Planning. The skills that teachers first learn in Bootcamp become habits through their continued coursework with Teaching Lab.