Partner Professional Learning Organizations with Zearn Certified Advisors

**Zearn Certified Advisors** are individuals at partner professional learning organizations who have taken part in an intensive training program to become experts in Zearn Math implementation. Certified Advisors work side-by-side with district and school leaders to engage in cycles of planning, observation, data analysis, and coaching throughout Zearn Math implementation.

Learn more about the services offered by the following 2020-21 partners that employ Certified Advisors:

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**ANet**

ANet’s coaching support can be provided in person, virtually, or through a blended approach and can support schools and districts/CMOs implementing Zearn in person, virtually, or via a hybrid school model.

ANet helps districts/CMOs and schools effectively implement the Zearn Math curriculum and increase student math achievement by supporting leaders and teachers in:

- Analyzing student reports and using Zearn intervention features
- Implementing the curriculum in a way that leads all students to love math
- Setting up leadership and planning systems and routines to support curriculum implementation
- Revising scope and sequences to address amplified learning loss

*p. 4 for additional information on ANet*

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**CenterPoint**

CenterPoint STEM staff includes certified advisors of the Zearn Math curriculum. Our math experts can help support implementation of the curriculum, data analysis for leaders, and designing action plans.

*p. 9 for additional information on CenterPoint*
**Instruction Partners** works alongside educators to help schools champion and achieve effective teaching and equitable learning. We leverage our [Curriculum Support Guide](#) and our professional learning services to build capacity and support strong, successful Zearn implementations, then use cycles of inquiry to identify and deliver impact-based continuous growth opportunities.

*Jordan Brophy-Hilton:*
jordan.brophy-hilton@instructionpartners.org

*P. 17 for additional information on Instruction Partners*

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Through extensive trainings including Zearn advisor certification, New Directions consultants have the expertise and experience to plan, model, coach, and support teachers. With research-based processes and data-driven accountability, we offer a cohesive system that enables districts to increase teacher effectiveness, close achievement gaps, and create a culture of ongoing improvement.

*Ginger Merritt:*
gmerritt@newdirectionsedu.com

*P. 22 for additional information on New Directions*

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SchoolKit provides the following supports to schools and systems:

- **Training for Classroom Teachers:** 2 - 5 day virtual training sequences to build teachers’ skills in unit and lesson-level planning with Zearn and knowledge of standards-aligned math instruction, including specific supports for diverse learners in fully remote or hybrid instructional models.

- **School and District Leader Training and Support:** Virtual training, co-planning, and collaborative observations with leaders to deepen curriculum implementation and improve math instruction in a fully remote or hybrid instructional model. Topics of focus include leading effective PLCs, observation and feedback, and school and district-level systems to support effective instruction

*Ethan Mitnick:*
ethan@schoolkitgroup.com

*P. 27 for additional information on SchoolKit*
We offer fully virtual professional learning for educators deeply rooted in the Zearn curriculum. Our year-long sequences of learning unpack equitable and effective math instructional practices and build community and teacher leadership, centering our research-based professional learning model of head, heart, habits, and equity. We also offer support for school leaders to begin Zearn implementation and conduct virtual classroom walkthroughs.

*p. 30 for additional information on Teaching Lab*

WestEd helps teachers and leaders ensure that Zearn complements existing systems and priorities and is deeply engaging for all students, including English Learners and those with learning differences, across in-person, hybrid, and virtual learning environments.

*p. 36 for additional information on WestEd*
ANet is an education nonprofit dedicated to providing equitable opportunities for all children by supporting teaching and learning grounded in standards, data, and the practices of great educators. For over 15 years, we have worked alongside school and system leaders to strengthen their practice and culture of using state learning standards, high-quality curriculum, and data to get breakthrough results for students.

Sample Zearn Partnership Services
ANet offers a wide range of coaching options to support district/CMO teams and schools in their efforts to effectively implement the Zearn Math curriculum and increase student math achievement. ANet’s coaching support can be provided in-person, virtually, or through a blended approach.

<table>
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<th>Offering</th>
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| Coaching support for **district or CMO teams** focused on strong implementation of the Zearn Math curriculum across schools | Customized for each partner; may include:  
- Summer and in-year planning to support launch and implementation of Zearn curriculum  
- Data check-ins with district/CMO-based content teams and coaches supporting Zearn implementation  
- Classroom and PLC observations and planning with district teams |
| Coaching support for **school leadership teams** focused on strong implementation of the Zearn Math curriculum across classrooms | Customized for each partner; may include:  
- Summer and in-year planning to support launch and implementation of Zearn curriculum  
- Data check-ins with school-based Zearn leads and school leaders  
- Classroom and PLC observations and planning with school leaders |
| ANet’s **Full Partnership** support for individual schools focused on building strong instructional leadership anchored in standards and the Zearn curriculum |  
- 20 leadership coaching sessions on leading instruction grounded in standards and the Zearn curriculum *(inclusion of ELA standards and curriculum optional)*  
- Standards-aligned tools and resources  
- Professional development sessions  
- 4 interim assessments aligned to Zearn sequencing *(optional)* |

For more information about partnership services, visit www.achievementnetwork.org.
ANet’s Theory of Action
We design a partnership grounded in school and system values, strengths, and needs.

Through an integrated system of tools and training, ANet helps schools and districts boost student learning.

Ensure enabling conditions are in place
- We get to know schools well. If these conditions are missing, we help put them in place.

School-based Coaching
- Professional learning
- Formative Assessments
- Data Tools
- Resources to Plan and Teach
- District/CMO Support

Build school and system leadership practice
- Getting all Leader Levers in place, which can take 3-5 years, enables powerful instructional leadership.

Support strong implementation of grade-level expectations
- ANet’s tools, training, and resources help schools create a culture of collaboration, inquiry, and high expectations.

Rigorous, standards-aligned instruction informed by data and student work
- Everything we do is designed to set teachers up for success.

Greater academic success and access to opportunity for students in underserved communities
ANet Coaching, SY20-21

ANet’s coaching is more important than ever before.

Students will return to school from the current crisis with varying levels of readiness for grade-level learning and a wide range of compounding socio-emotional needs¹, many as a result of the inequities present long before this crisis began. ANet is a non-profit ready to partner with leaders who want to embrace the opportunity to address learning loss due to school closures and begin to eliminate the now widening achievement gaps. With preparation, we can deeply understand the needs of all students and plan instructional recovery accordingly.

We have a collective opportunity to create systems that respond to the underlying issues of racism and marginalization and provide more equitable instruction for all.

And we are adapting our approach to ensure our partners get exactly what they need, when they need it.

We’ve expanded our suite of resources to include:

- **Diagnostic assessments** that enable educators to more precisely gauge amplified learning loss of content that may not have been learned or taught.

- **Interim assessments, now available in our traditional and new abbreviated format**, that enable educators to see the specific content students have learned or mastered as instruction progresses.

- **Formative assessment** options that enable educators to quickly and informally assess student learning in virtual or in-person environments.

- **Guidance on how to address amplified learning loss** using student diagnostic data, standards, and instructional materials.

- **Virtual access to our powerful network** of schools across the country.

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¹This includes compounding needs of students living in poverty, students from racially marginalized communities, students with learning differences, and students who are multilingual emergent.
We’ve adapted our approach to coaching in response to evolving needs and priorities:

- We’re ready to work alongside school leaders to develop instructional recovery plans that take into account the needs of teachers and leaders.

- We’re doubling down on how we support our partners in using data, early and often, to ensure grade level instruction remains a priority, even when the demands for remediation and intervention are high. This means we will be more effectively leveraging short-cycle assessments and existing materials, as well as student work, to monitor progress and zero in on student learning needs.

- We will continue to leverage the best practices of our network of schools across the country, and our focus will shift to planning for and addressing learning loss without losing focus on grade-level standards.

- We’re creating regular, virtual convenings for our partners across the country to connect.

- We’re ready to support you no matter where, when, and how learning takes place, preparing our coaches for virtual interactions and readying our interim and diagnostic assessments, as well as our quiz tool, to be administered in a wide range of scenarios.

Did you know?

- Students who left school in March may lose one year or more of learning in the time they are out of school.2

- When assessing learning loss, leaders and teachers should consider the effects of four contributing factors: unfinished learning, unfinished teaching, natural learning loss, and the compounding impact on students who are experiencing economic, access, or learning challenges.

ANet is a nonprofit dedicated to educational equity. We help schools boost student learning with great teaching that’s grounded in standards, informed by data, and built on the successful practice of educators across the country.

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2 Kuhfeld, M. & Tarasawa, B. (2020). The COVID-19 slide: What summer learning loss can tell us about the potential impact of school closures on student academic achievement. NWEA.
MEET CENTERPOINT

At CenterPoint Education Solutions, we know that professional learning that shifts teacher practice and improves student achievement is not “one size fits all.” That’s why we partner with schools and districts to provide targeted solutions for educators and administrators that are customized to meet unique challenges. Our high-impact sessions are centered on adult learning, grounded in college and career ready standards, and focused on deepening content knowledge.

Our staff of former educators, district administrators, and content experts have trained thousands of educators in diverse schools, districts, and states across the country. Together, we are committed increasing college and career readiness for all students, regardless of their zip code.

FOCUSED ON SOLUTIONS

Our proven, equity-focused professional learning solutions offer flexible delivery options designed to meet district instructional priorities and address trends in student data.

Participants engage in learning focused on the content that matters to them. All our sessions are designed to eliminate achievement gaps and increase accessibility to ensure rigorous learning for all. Our sessions are designed to support participants with practical tools and instructional materials that can be used in their classrooms and schools immediately.

CUSTOMIZED TO DRIVE RESULTS

CenterPoint’s content expertise, along with our curriculum and assessment development experience, means we can provide schools and districts with a comprehensive package to support improvement across content areas and grades. CenterPoint works side by side with district and school leaders to identify the highest priorities and develop and implement a professional learning plan that can be delivered on-site or online.
SESSIONS

Below are examples of our professional learning sessions. CenterPoint will customize packages to meet your goals. All sessions include tools and resources that can be used in classrooms.

ASSESSMENT LITERACY

CREATING ASSESSMENTS

Creating Quality Assessments through Evidence Centered Design
Participants learn how to use the principles of Evidence Centered Design to create reliable assessments that measure college- and career-ready standards.

Creating Quality Performance Tasks
Participants use the principles of Evidence Centered Design to create performance tasks that foster and measure student learning.

Authoring and Using Quality Formative Assessments
Participants learn how to craft quality formative assessments aligned to learning targets and to use these assessments to determine instructional next steps.

DATA LITERACY

Identifying and Closing Learning Gaps
Participants learn how to measure what students know using a variety of assessments, analyze multiple data sources to identify individual needs, and develop personalized instructional plans to bridge learning gaps.

Using Data to Inform Instruction
Participants deepen their understanding of how to make effective instructional decisions through active review of their specific school or district data.

Understanding Assessment
Participants learn to analyze assessment results to determine what students know and are able to do by understanding basic assessment principles and how they impact assessment development.

Assessment for Learning (Diagnostic and Formative Assessments)
Participants learn how diagnostic and formative assessment can be used to improve reflective practice, planning, and student outcomes to foster, not just measure, student learning.

SCORING

Designing Success Criteria: Checklists and Rubrics
Participants learn how to develop success criteria using best practices in scoring design, including learning when to use checklists versus rubrics and how to connect learning targets to success criteria.

Crafting Effective Responses to Student Work Products
Participants develop and practice using scoring tools, such as checklists and rubrics, to evaluate and respond to student work products.
MATHEMATICS

RIGOR

Using Purposeful Questioning
Participants learn how to use purposeful questions to engage students in rigorous mathematics instruction.

Developing Student Discourse
Participants learn to engage students in making conceptual meaning of mathematics core content through student discourse.

COHERENCE

Examining the Standards Between and Within Grades to Make Connections
Participants investigate coherence as an integral feature of their state college-and career-ready mathematics standards. They examine the connections between the standards both within and across grades to address all levels of student understanding.

RESEARCH-BASED PRACTICES

Understanding Cognitive Demands of Mathematical Tasks
Participants learn how to recognize the cognitive demand of tasks and adjust instruction to meet the need of all students.

Facilitating Effective Mathematical Discussion
Participants learn how to use a research-based process to systematically facilitate equitable and engaging lessons for all learners.

PROGRESSIONS

Examining the Standards: Teaching of Proportional Reasoning
Participants engage in examining the progressions designed to develop proportional reasoning and show how teachers can use these progressions to impact student learning.

Taking a Deep Dive into the Teaching of Transformations
Participants learn how to leverage use of multiple representations to organize and implement the rigorous instruction of translations, rotations, and dilations for all students.

Building Fraction Concepts
Participants learn how to leverage the use of multiple representations to organize and implement the rigorous instruction of fractions to all students.
CURRICULUM-FOCUSED

ILLUSTRATIVE MATHEMATICS

CenterPoint’s mathematics team is certified professional learning facilitators of the Illustrative Mathematics curriculum. Our team offers custom sessions or pre-designed sessions focused on the curriculum.

CenterPoint is the only organization that also offers Illustrative Mathematics curriculum-aligned interim assessments for grades 6-8, Algebra I, Algebra II, and Geometry certified by IM as aligned to the EdReports highly rated curriculum.

ZEARN MATH

CenterPoint staff includes certified advisors of the Zearn Math curriculum. Our math experts can help support implementation of the curriculum, data analysis for leaders, and designing action plans.

EARLY LEARNING

Developing a Rich Vocabulary
Participants gain a deeper understanding of how to build oral and reading vocabulary to support growth in early literacy.

Designing Literacy Learning Centers
Participants learn how to design rigorous, standards-aligned literacy learning centers.

Informing Writing Instruction
Participants use writing standards progressions to create standards-aligned writing activities for early learners.

Supporting Student Discussions
Participants explore techniques for developing a text-based student discussion plan using CenterPoint’s tools for early learners.
DISTRICT AND SCHOOL SUPPORT PACKAGES

DELIVERY OPTIONS

Virtual
Recorded Webinars
- Use these to foster dialogue and learning in teams gathered in Professional Learning Communities (PLCs) 30-90 mins

Live Webinars
- Up to three hours
- One facilitator per 50 educators

On-Site
Half Day
- One facilitator per 50 educators
- Designed to build content knowledge around a single topic

Full Day
- One facilitator per 50 educators
- Designed for an on-site deeper dive and practical application of each session
- Can be divided into two half-day sessions

Multi-Day Day Packages
- 1 facilitator per content per 50 educators
- Comprehensive support focused on sustained development of knowledge and skills. Includes the development of practical applications that can be introduced into the classroom, school, or district.

Combined Services (Virtual and On-site)
Tailored combinations of virtual and on-site support can be designed to fit your needs. All live webinars may be recorded and provided for replay purposes.
EXAMPLE SESSIONS

Example 1: One (1) Hour Live Webinar (virtual)
- Session Focus: Mathematics – Coherence
- Session (1): Examining the Standards Between and Within Grades to Make Connections
- One facilitator for up to 50 participants
- Materials: Recording of session, handouts, facilitator notes

Example 2: One Day Training (on-site or virtual)
- Session Focus: Assessment Literacy – Creating Assessments
- Sessions (2): Creating Quality Assessments through Evidence Centered Design and Creating Quality Performance Tasks
- One facilitator for up to 50 participants
- Materials: Handouts, facilitator notes

Example 3: Three-to Five-Day Institute (on-site)
- Session Focus: English Language Arts/Literacy
- Sessions (5):
  - Reading (2) - Selecting Quality Complex Texts and Selecting Text Using Text Complexity Tools
  - Writing (2) - Helping Students Develop Ideas for Writing and Creating Effective Writing Prompts
  - Speaking and Listening (1) - Using Standards Aligned Strategies to Promote Student Discussions
- One facilitator for up to 50 participants
- Materials: Handouts, facilitator notes

Example 4: Sustained Intensive Academic Support
- Focus: On-going support to attain increased student achievement
- Sessions vary by need and frequency. May be a combination virtual and on-site.
- One facilitator for up to 50 participants
- Materials: Handouts, facilitator notes

Example 5: Semester Support for Teachers (on-site and virtual)
- Session Focus: Early Learning
- Frequency: One Day/Per Month, On-site PLC content sessions and bi-weekly virtual coaching
- One facilitator for up to 50 participants
- Materials: Handouts

Example 6: Instructional Leadership Support (on-site)
- One Day Needs Assessment and Four (4) Two-Day Sessions
- Session Focus: Data Literacy
- Sessions (2): Analyzing and Using Data to Adjust Instruction and Using Learning Walks in Instructional Coaching Practices
- One facilitator for up to 50 participants
- Materials: Handouts

Pricing based on specific support packages requested. Call 844.637.7100 for more information.
EVIDENCE OF IMPACT

We are making an impact. Below are examples of our successful work with district partners:

Early Learning

Urban District with 79,000 students in Colorado
6% increase in achievement scores for their grade 3, English language learner students after implementing the effective teaching strategies learned at CenterPoint facilitated trainings for literacy coaches and building administrators.

ELA/Literacy and Mathematics

Rural district with 25,000 students in Maryland
11-14% increases in summative assessment scores for grades 3-5 attributed in part to the district’s ongoing professional learning support from CenterPoint for building and district leaders, and teacher teams.

Feedback from our district and school partners indicates participants find our sessions highly effective and engaging. Educators say it is easy to implement the strategies and ideas introduced in sessions in their classrooms for an immediate impact on student success.

CONTACT CENTERPOINT

CenterPoint can support professional learning, assessment, and curriculum needs for schools, districts, and charter management organizations.

Email info@cpeducation.org, visit centerpointeducation.org, or call 202.836.7500 to customize a solution.
ABOUT US

Instruction Partners works alongside educators to help schools champion and achieve effective teaching and equitable learning. We leverage our Curriculum Support Guide and our professional learning services to build capacity and support strong, successful Zearn implementations, then use cycles of inquiry to identify and deliver impact-based continuous growth opportunities.

HOW WE WORK

Through peer-led, role-specific engagements, Instruction Partners meets partner school systems where they are, conducts a clear diagnosis of what Zearn instruction and curriculum looks like in the classroom, and brings to the table a content and curriculum-specific depth of expertise that boosts the impact of high-quality instructional materials on student learning.

Observe and analyze
Understand the current state of equitable instruction, student learning, and engagement for all students, especially Black, Latinx, and Native students

Diagnose and prioritize
Diagnose and prioritize for improvement partners’ barriers to effective instruction, student learning, and engagement for all students, especially Black, Latinx, and Native students

Plan, align, and share
Explore options for action and develop a practical plan to drive improvement, with clear roles and responsibilities as well as thoughtfulness about engaging stakeholders across the change effort

Develop capacity
Build the capacity of teachers and leaders, including the knowledge, skills, and mindsets needed to do their jobs effectively

Monitor and measure
Support follow-through and track impact with accountability and a learning orientation
Our partnership team provides thought partnership, leadership tools, learning resources, and as-needed support to the schools, systems, and states we serve. We understand the power the Zearn curriculum can provide for students and teachers and will help you maximize the impact of your investment.

We spend time getting to know the needs of the educators, leaders, and systems we serve, working shoulder-to-shoulder (and screen-to-screen) with partners so that we can develop tailored service plans to support your goals.

We are a team of former educators with a shared passion for accelerating student learning.

**WHAT WE DO**

**WE HELP LEADERS AND TEACHERS THINK ABOUT INSTRUCTION IN NEW WAYS**
We are deeply experienced at supporting schools, systems, and state education agencies as they imagine new possibilities for better serving students and at helping leaders make hard decisions and think about how to lead through change. With our partner schools, we help leaders diagnose the current state of instruction and develop goals and practical action plans for instructional improvement.

**WE LEARN FROM THE BEST OF RESEARCH AND PRACTICE TO CONNECT LEADERS TO PRACTICAL SOLUTIONS**
Our team excels at gathering, processing, and translating information into practical actions for leaders. We have a unique vantage point working across so many systems and we will leverage what we learn to benefit your teachers, leaders, and students.

**WE HAVE DEEP LEADERSHIP AND CONTENT EXPERTISE**
Our team has significant experience running schools and school systems. As an organization, we have spent the last five years helping schools and systems change their daily habits to support stronger instruction, with specific focus on helping leaders orient to a new vision of instruction and understand their levers to shift practice. Our content experts in ELA, math, and science build the capacity of leaders to support teachers with content-specific coaching and instructional planning.
WE ARE COMMITTED TO DISMANTLING RACISM IN OUR SCHOOLS

Educators and leaders are planning to reenter schools after unprecedented disruptions to teaching and learning and under radically enhanced public health protection measures. Our nation is also confronting, once again, the impact of systemic racist violence against Black people.

Students from low-income backgrounds and students of color are given less opportunities to perform grade-level work than their white and higher-income peers. Effective, efficient, shoulder-to-shoulder support for leaders managing the implementation of Zearn will ensure schools more effectively and equitably leverage high-quality materials in a way that accelerates student learning.

WE BUILD PRACTICAL TOOLS AND RESOURCES BASED ON OUR DIRECT WORK WITH SCHOOLS, SYSTEMS, AND STATES

Only by learning from each other will we find a way to support our students. As part of our commitment to scale high-quality teaching practices proven to move the needle on outcomes, Instruction Partners freely creates, curates, and distributes knowledge, research, and tools that are practical and realistic rather than theoretical.

We spend time getting to know the needs of the educators, leaders, and systems it serves, allowing the team to custom-build service plans to support partner goals.

Curriculum Support Guide

Translate great materials into great instruction Quality materials can be a game-changer, but—as any educator— it takes more than a box of books to support teaching and learning. If you are involved in the selection, launch, or support of a curriculum for your school or school system, this website is for you.

Reentry Framework and Toolkits

Create, communicate, implement, and improve school reopenings: Our framework offers leaders suggested actions for planning and leading effective instruction, culture, and operations during the three phases of reentry. Toolkits provide concrete tools and resources to help school leaders prepare to effectively support learning for all students under a range of reentry scenarios, organized around a phased framework.
“Instruction Partners not only possesses the content knowledge needed to help our teachers, but they have a passion for education that is evident in the love that they pour into our schools. Building relationships that are meaningful and genuine sincerely sets them apart from any other support provider with whom I have ever worked.”

Tia Neal, Ed.D.,
Title 1 Instructional Consultant,
Catahoula Parish School Board

“We’ve shifted from just looking at what the teacher is doing, and now equally focus on what students are doing (knowing that THIS is the litmus test for quality teaching and learning). As a result, we’ve seen teachers who are more confident with using the Tier 1 curriculum, increased student engagement, and most of all, an increase in student mastery of standards.”

Juaquita M Sims, M.ED,
School Principal, Glen Oaks Middle
A Redesign School

“We’ve been working with Instruction Partners on supporting our teachers with the implementation of our math curriculum. We’re building in with that implementation work all the different scenarios that we could be faced with in the fall. We did our implementation training in a way where if I’m teaching 25 students in my classroom, it’s going to look the same as if I’m teaching 25 kids sitting at home.”

Dr. Larry Ziegler,
Assistant Director of Marion County Schools

Connect with us

To learn more about becoming a partner, reach out to
Jordan Brophy-Hilton: jordan.brophy-hilton@instructionpartners.org.

[@instructionpartners](https://twitter.com/instructionpartners)
[@instructUP](https://twitter.com/instructUP)

INSTRUCTION PARTNERS
NEW DIRECTIONS EDUCATIONAL SOLUTIONS OFFERS:

Online Professional Development Using ZEARN and Face to Face Modeling, Coaching and Support

- **ZEARN Classroom Implementation Professional Development (Virtual):**
  3 hours of collaborative sessions to be completed before beginning ZEARN instruction

- **Online Curriculum Study of each ZEARN mission for each grade (1-5):**
  Unpacking of each mission. Word Problems, Fluencies, and Small Groups will be targeted along with interactive analysis of each mission while assessing student work and strategies to solve problems.

- **Customizable Onsite or Virtual Professional Development to provide:**
  Modeling and coaching of effective ZEARN lessons
  Deep learning for all students
  Lessons that target achievement gaps in diverse learners
  Individual student scaffolded support using intervention features and frontloading
  Collective analysis of student work and needs by reviewing Exit tickets, online ZEARN reports, and assessments
  Reflections by teachers of their own practice using ZEARN classroom walk-through guide
New Directions Educational Solutions

COMPASS for IMPROVEMENT Cycle for District/School Partnership

ANALYZE DATA and OBSERVE: New Directions Consultants utilize the most current data from diagnostic, interim, formative, and state-wide assessments to establish needs as well as a baseline for growth. Teacher observations and conferences with district and school personnel are held to understand fidelity and use of the curriculum. Consultants support school personnel to assess needs related to all learners including specific intervention plans for struggling learners, ELL students and students with IEPs.

CUSTOMIZE PLANNING: Our consultants apply their expertise and collaborate with school personnel to set goals and create a detailed plan of action focused on the following areas:

- Fidelity of high quality curricula use to prepare for instruction, including pacing, annotating lesson plans and identifying research based supports for struggling learners, students with IEPs and students learning English as a second language
- Effective lessons for all, including diverse learners, struggling learners, students with IEPs and students learning English as a second language
- Assessments reflective of instruction and learning
- Collective analysis of student work and needs
- Reflection by teachers of their own practice

ENACT PLAN: Our consultants vigorously work to model, coach and support teachers as they learn how to:

- Understand and embrace high quality, standards aligned unit based curriculum with a focus on rigor and conceptual development
- Apply observation feedback practices to enrich and adjust their instruction
- Utilize instructional practices including: strategic grouping, Acceleration (front-loading) for ELL and SPED students, open-ended and differentiated questioning scaffolds as well as academic discourse to build on each other’s reasoning
- Incorporate procedural skills, fluencies, and conceptual development that maintain the rigor and learning outcomes of the written curriculum
- Ensure that PLC time is used to analyze student work against the expectations of the Standards and to inform interventions and future instruction.

New Directions consultants’ help educators adhere to the implementation plan, monitor progress against goals, assess the effect on educator practice and student learning, and enhance the plan on a continuous basis.

CONSISTENT MONITORING: Using a collaborative system, consultants report on their work after each day of service so that progress can be tracked against the goals stated in the plan and next steps are transparent to district and school administration. Student outcomes and teacher capacity instruments are used to monitor and review progress with school and district educators.

www.newdirectionsedu.com
New Directions Educational Solutions partners with districts, schools, and leaders to:

- Develop challenging goals for instruction and learning
- Create strong teacher and leadership teams
- Understand and embrace high quality, standards aligned unit-based curriculum to plan with attention to text complexity and performance tasks
- Apply observation feedback practices to enrich and adjust instruction
- Utilize instructional practices including: strategic grouping, acceleration for ELL and SPED students, open-ended and differentiated questioning scaffolds as well as academic discourse, and curriculum-embedded performance tasks that maintain the rigor and learning outcomes of the written curriculum
- Provide strategic opportunities for EL learners and students with disabilities to build background knowledge and preview the text from the curriculum
- Ensure that PLC time is used to analyze student work against the expectations of the Standards and to inform interventions and future instruction.

New Directions Educational Solutions has trained consultants that work shoulder to shoulder with teachers to annotate lesson plans and “front load” (accelerate) instruction for students. This collaborative training brings regular and special education teachers together to accelerate progress for struggling learners.

New Directions Educational Solutions' consultants assist Urgent Intervention Required (UIR) and Urgent Intervention Needed (UIN) schools in meeting the educational needs of special education and English language learners. Our ELL and Intervention trained consultants work with teachers to incorporate a coherent and consistent pedagogical approach to core content instruction. We also provide Professional Development to teachers in after-school programs.

Creating a school culture that fosters academic achievement for every student is our ultimate goal.

Effective professional development is an ongoing process that is entrenched in the daily work of teachers and leaders. New Directions Educational Solutions pairs their consultants with the needs of the school. The consultants plan, co-teach, model, and assist teachers and leaders.

Our strategies are aligned to standards-based curricula. The blended services meetings and daily work reports give districts and schools timely feedback as well as highlight the growth and future needs for individual classrooms and schools.

New Directions Educational Solutions concentrates on districts’ top priority needs as it relates to student achievement by collaborating closely with district and school personnel to attain success through professional learning, district-wide educational initiatives, and/or overall school improvement. Through extensive and ongoing trainings, consultants have the expertise and experience to plan, model, coach, and support teachers using rigorous curricula. With professional consultants, research-based processes, and data-driven accountability, New Directions offers a cohesive system that enables districts and schools to increase teacher effectiveness, close student achievement gaps, and create a culture of ongoing improvement.
New Directions Educational Solutions
Supports Your School’s Improvement Process

How are you meeting the needs of an increasingly diverse student population? How effectively does your curriculum promote student learning? Have you implemented new initiatives, but aren’t seeing a measurable improvement in student performance?

New Directions Educational Solutions’ Concentrated Needs Assessment will support your school’s continuous cycle of improvement by providing an external view of your efforts to support student achievement. Our concentrated needs assessment identifies detailed essentials based on stakeholder interviews, surveys, focus groups, data analysis, text engagement and classroom observations using evidenced based practices.

After-school Program Audit Snapshots are also provided by New Directions Educational Solutions to provide a snapshot of academic strengths and needs. These reports give providers an insight for adjusting instruction to meet the needs of all students in the after-school program.

For additional information on how we can customize job embedded or virtual professional development for your school, program, or district, please contact Ginger Merritt, Director for New Directions Educational Solutions, at 318-614-4224 or at gmerritt@NewDirectionsEdu.com or visit our website at www.newdirectionsedu.com
Sample Training Syllabus: Foundations of Zearn Math

This sample training syllabus is designed for K - 5 teachers in their first year of Zearn implementation. Each day includes six hours of training with a 60-minute lunch and two 10-minute breaks.

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<tr>
<th>Day</th>
<th>Topics</th>
<th>AM Session:</th>
<th>PM Session:</th>
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| **1** | **AM:** Introduction to Zearn Math & the Instructional Shifts | • Examine the components of Zearn Math and begin to prepare for Week 1 instruction  
• Understand how instruction needs to shift with the college and career ready standards through examining each instructional shift in depth | • Identify the instructional preparation value of unpacking a mission  
• Unpack a mission together in shared practice (available to schools that purchase Zearn Math Curriculum Study PD)  
• Reflect on how this process supports equitable access to grade-level instruction |
| **PM:** Mission Unpacking Process & Application | | |
| **2** | **AM:** Unfinished Learning | • Identify an equitable, shifts based approach to addressing unfinished mathematical learning  
• Understand and unpack 4 key actions for addressing unfinished learning  
• Begin to create a plan for addressing missed learning from the 2019-2020 school year. | • Unpack lesson materials  
• Understand the focus of a grade level mission as well as how the essential understandings in that mission build and develop across lessons and assessments |
| **PM:** Unit Study (Participant specific grade levels) | | |
| **3** | **AM:** Examining Coherence at the Lesson Level | • Understand the context of the lesson they will experience in this session by first examining how this lesson fits within the module’s learning progression  
• Engage in a full modeled Small Group Lesson as students  
• Debrief the lesson experience and unpack the teacher planning moves through examination of the lesson components and teacher annotations | |
| Preparation Protocol (Annotate and Prepare to Teach a Lesson) | **PM Session:**
| --- | --- |
|  | ● Create an annotations guide and components analysis to support future Small Group Lesson planning
|  | ● Learn and apply a Lesson Preparation Protocol to support effective lesson preparation to increase access for all students to grade level content. |
| **4** | **AM Session:**
|  | ● Identify best practices for supporting student work in the moment during Small Group Lessons and through notes/exit tickets and Tower Alerts for Independent Digital Lessons
|  | ● Engage in shared practice to apply the Looking at Student Work Protocol to a set of student work
|  | ● Reflect on the impact of the Looking at Student Work Protocol on supporting students with unfinished learning
|  | **PM Session:**
|  | ● Identify an equitable and shifts based approach to embedding core supports into grade-level instruction
|  | ● Unpack examples of core support plans to address unfinished learning
|  | ● Create a plan for addressing unfinished learning based on a shared set of student work. Give and receive feedback on instructional strategies. |
| **5** | **AM Session:**
|  | ● Understand the connection between Student Work Analysis and the Lesson Preparation Protocol, and how we can use both to support daily planning
|  | ● Examine a shared annotated Small Group Lesson through the lens of the lesson preparation process
|  | **PM Session:**
|  | ● Establishing a vision of excellence for mission level, lesson level and student work level processes across the ‘20-’21 school year.
|  | ● Plan to apply learning across the school year
|  | **AM: Supporting Access**: Student Work Analysis
|  | **PM: Supporting Access**: Deep Dive: Core Supports
|  | **AM: Putting it All Together**: The Lesson Preparation Process
|  | **PM: Context specific application and action planning**

[www.schoolkitgroup.com](http://www.schoolkitgroup.com)
Teaching Lab Overview

About Us: Teaching Lab is a nonprofit organization with a mission to fundamentally shift the paradigm of teacher professional learning for educational equity. Teaching Lab’s professional learning can be delivered virtually through our learning management system, which brings our unique professional learning content and learning environment online while enhancing our ability to build community amongst educators. Participants in our distance learning engage in a variety of synchronous (led by a facilitator) and asynchronous (self-directed) learning experiences and enjoy 24/7 access to professional learning content and curricular resources. Teaching Lab also supports educators in learning about the principles and practices of high-quality distance learning for both teachers and students. In addition, Teaching Lab anchors our distance learning in meeting the needs of diverse learners (including English learners and students with disabilities) and students with unfinished learning and supports educators in accelerating learning for all students. Teaching Lab’s distance, blended, and in-person professional learning will continue to ensure educators have a strong start in addressing student unfinished learning, especially unfinished learning brought on by extended school closures.

Partnership Model: The core of our work is based on research that effective professional learning incorporates three critical components:

- **Core academic content embedded in exceptional instructional materials and aligned to research-based practices.** Teachers deserve daily access to instructional practices based in research. Deep study of high-quality instructional materials allows teachers to grow their knowledge over time and spread that knowledge to their colleagues. We call this the “head” of professional learning.

- **Teacher-led communities that build both social capital and buy-in.** Teachers deserve to feel motivated and supported by their peers to learn and grow. In teacher-led communities, educators are more likely to buy-in to their own development and work collaboratively with their colleagues to improve instruction. We call this the “heart” of professional learning.

- **Structured and repeated cycles of learning in the classroom.** Teachers deserve to learn from their efforts. Repeated cycles of learning afford teachers the time and space to reflect, incorporate new learning into practice, and verify changes to instruction using analysis of student work. We call this the “habits” of professional learning.

We integrate these three components by creating “Labs” in schools and districts. Labs are often compared to PLCs. A Lab is a group of teachers of the same subject working with students in the same or similar grade levels within a network of schools. Labs are led by two or more Lab Leaders, who are experienced teachers and instructional coaches who support their colleagues’ development. Labs center their work on curriculum-specific professional learning Content Modules created by Teaching Lab and vetted by experts. Content Modules support repeated Cycles of learning that align with student-facing materials to drive teacher professional learning. Cycles last four to six weeks to allow for teachers to apply and evaluate new learning. Labs complete two to four Cycles each school year.

Teaching Lab starts by directly facilitating this work, gradually releasing facilitation responsibility to Lab Leaders over time, partnered with session modules, and coaching support. Eventually, systems run their own Local Cycles independently.
Professional Learning Supports for Zearn Math
Grades K-5

The Curriculum
Zearn Math is a K–5 curriculum and classroom model that is designed to create daily differentiation and engagement for all students—so all students can love learning math. With Zearn Math, students learn new content in two ways: Independent Digital Lessons and Small Group Instruction. During Independent Digital Lessons, students learn and practice a new concept at their own pace with digital manipulatives, interactive videos, pictorial representations, paper and pencil transfer, and precise digital feedback at the moment of misconception. While learning in Small Group Instruction with their teachers, students model math with concrete manipulatives, represent their mathematical understanding, discuss their math reasoning aloud, and get direct feedback from their teacher and peers. Zearn Math enables individualized learning by offering coherent and aligned curricular materials: Independent Digital Lessons, Small Group Lessons, Whole Group Activities, and Assessments.

Teaching Lab’s Available Supports
Pricing is available upon request. Please reach out to Tamala Wiley at tamala.wiley@teachinglab.org with any questions.

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<thead>
<tr>
<th>Assets and Needs Assessment</th>
<th>Zearn-specific Assets and Needs Assessment</th>
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<tr>
<td>Bootcamp Virtual Course</td>
<td>This virtual sequence provides educators with a strong start in the development of foundational knowledge that every educator needs to support all students with Zearn. Teachers will focus on understanding the key design principles of the instructional materials and implications for teacher planning and student learning. This sequence provides versatile methods of professional development delivery with both synchronous and asynchronous learning for teachers through Teaching Lab’s online learning management system.</td>
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Focus of Year 1:
Curated Reading: Overview of Focus, Coherence, & Rigor
Module 1: Welcome and Introduction
Module 2: Equitable Instruction
Module 3: Effective Instructional Practices
Module 4: Planning for Student Success

Focus for Year 2:
Introducing new teachers to the instructional materials through the immersive Bootcamp Virtual Course.
| Virtual Cycles of Inquiry | This virtual sequence develops knowledge educators need to provide equitable learning opportunities for all students using the Zearn Math instructional materials. Teachers will deepen their knowledge and improve their instructional practice by doing math together, discussing research-based practices, and applying new learning to upcoming lessons. This sequence provides versatile methods of professional development delivery with both synchronous and asynchronous learning for teachers through Teaching Lab’s online learning management system.  

**Focus of Year 1:**  
**Cycle 1:** Eliciting Student Thinking  
**Cycle 2:** Making Math Visible  

**Focus of Year 2:**  
**Cycle 3:** Facilitating Mathematical Discourse  
**Cycle 4:** Checking for Understanding  

**Focus for Year 3:**  
**Cycle 5:** Sequencing and Connecting Mathematical Representations  
**Cycle 6:** Summarizing the Mathematics |
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<tr>
<td>Distance Learning Support</td>
<td>This virtual support provides educators with a strong start in the development of foundational knowledge that every educator needs to support all students, including diverse learners when facilitating learning in a distance learning setting. Teachers engaging in these sessions will deepen their understanding of the Zearn Math curriculum and will prepare engaging distance learning experiences rooted in the high-quality instructional materials.</td>
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</table>
| Accelerating Student Learning | Teaching Lab will facilitate 1 virtual module (3 synchronous sessions, each session is 1.5-2 hours of synchronous sessions plus additional asynchronous activities) in the summer of 2020 to support teachers with returning and recovering from the impact of COVID-19. In this module teachers will:  

- Explore and discuss strategies for supporting student learning loss and come to understand that being focused only on remediation will put students further behind;  
- Understand that intervention efforts need to be grounded in the instructional shifts; and  
- Explore and practice incorporating “just-in-time” supports that work to accelerate student learning during whole group instruction; and  
- Explore and practice incorporating “just-in-time” support that attend to students’ diverse learning needs. |
**Virtual Lab Leader Development**

This virtual sequence builds teacher-leader and coach capacity as content experts and facilitators of Zearn Math professional learning. Lab Leaders will focus on deepening their content expertise, honing excellent facilitation skills, and building professional learning communities. This sequence provides versatile methods of professional development delivery with both synchronous and asynchronous learning for Lab Leaders through Teaching Lab’s online learning management system.

**Focus of Year 1:**
- Developing a deep understanding of the goals and responsibilities of the program;
- Understanding principles for accelerating student learning;
- Integrating teacher learning from Teaching Lab’s Cycles of Inquiry into existing (or developing) school structures. Lab Leaders will be given increased responsibilities during Cycles of Inquiry over the course of the year.
- Participating in bi-monthly virtual sessions (plus asynchronous responsibilities) that focus on building knowledge, advancing practice, and developing capacity to lead effective communities of learning
- Working with school leaders to plan for, organize, and create the enabling conditions that support continuous professional learning for teachers.

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**Virtual School Leader Development & Supports**

**Instructional Walkthroughs:** Teaching Lab team members will conduct four days of on-site classroom instructional walkthroughs to support school and instructional leaders’ observations and feedback loops to teachers implementing EL Education’s K-5 ELA curriculum in grades K-5. Teaching Lab will coordinate classroom walkthroughs and schedules in partnership with all involved stakeholders. Over the course of the four days of instructional walkthroughs, instructional leaders will:
- Engage in facilitated instructional walkthroughs at X district schools across four onsite days.
- Use the *Instructional Practice Guide* (IPG) to provide content-specific feedback to educators.

*Note: Instructional walkthroughs will occur during the implementation of the Cycles of Inquiry and provide an opportunity for classroom teachers to receive an additional level of support through real-time feedback. This will also build school leaders’ instructional knowledge as they support teachers to improve their ELA instruction.*

**Virtual Classroom Observations:** Teaching Lab team members will conduct virtual classroom observations to support the implementation of Guidebooks through embedded coaching aimed at observation and feedback support for continuous improvement and literacy integration. Teaching Lab will coordinate and co-facilitate classroom observations and feedback, using the *Instructional Practice Guide*, for continued development of highly effective educators.

**Additional School Leader Support/Coaching:** Teaching Lab team members can support planning sessions for school leaders in order to build leader knowledge of Cycles of Inquiry and high-quality math instruction and to support the development of teacher-leaders and ongoing professional learning systems. This time will provide an opportunity for the school leader to connect findings from classroom walkthroughs using the Instructional Practice Guide (IPG) to plans for teacher feedback and implementation.
### Consulting & Coaching Support

Teaching Lab partners with leaders to design and manage professional learning systems. District leaders focus on supporting a long-term instructional vision, building local capacity, and ensuring all students have access to high-quality math instruction.

**Focus of Year 1:**
Ongoing support at the district level for progress monitoring, impact analysis, and professional learning strategy

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<tr>
<th>Data Service</th>
<th><strong>Data Collection:</strong> Data collection, where possible, includes surveys of participant perceptions of sessions, participant content and pedagogical content knowledge, participant mindsets and expectations of students, teacher instructional practices, student perceptions of the learning environment, and student work sample analysis.</th>
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<tr>
<td><strong>Data Reporting:</strong> Over the course of a school year, Teaching Lab will provide the following data reports, where data is available:</td>
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WESTED SUPPORT FOR ZEARN: VITAL COLLABORATION

WestEd helps teachers and leaders ensure that Zearn complements existing systems and priorities and is deeply engaging for all students, including English Learners and those with learning differences, across in-person, hybrid, and virtual learning environments.

Our Zearn implementation support leverages WestEd's VITAL Collaboration model.

Vital + Zearn Professional Learning Key Outcomes:

- Increased student math learning
- Enhanced math teaching practices
- Effective distance and hybrid learning strategies
- Stronger math instructional leadership
- A more accessible and inclusive math learning culture

What You Will Learn:

VITAL + Zearn Collaboration draws upon the research of school improvement science, visible learning, professional learning communities, lesson study, and standards-implementation to inform its approach to improving teaching and learning.

Vital Collaboration Enhances Zearn Implementation By:

- Seamlessly integrating Zearn with existing systems and priorities
- Helping educators learn to use school, classroom, and student data to set goals to optimize teaching and learning and guide math interventions
- Fostering standards-driven conversations
- Deepening professional collaboration through a proactive, intentional approach to professional learning communities (PLCs)
- Increasing leadership capacity to support and sustain meaningful collaboration among staff