



## ORIGO Education Response to Hillsborough County Public Schools Implementation Plan for K-5 Math Materials

### Proposed Professional Development/Implementation Plan

ORIGO Education is committed to working with the Hillsborough County Public Schools, District Superintendents, and Building Principals to create an implementation training plan that is designed to improve teacher competence in mathematics, promote instructional shifts, promote rigor, and provide an environment and resources where all students can experience success and enjoy mathematics. It is our commitment to support your goal to prepare all students to face the rigors of middle school mathematics.

*Stepping Stones Florida* is built on a research base which recognizes the value of classroom language and discourse, the power of multiple models for mathematics, and the importance of spaced practice in learning. These principles are shown to significantly impact student achievement in the Visible Learning research led by Dr. John Hattie. ORIGO's Director of Professional Learning, Sara Delano Moore, is an author of *Visible Learning for Mathematics*; she will lead the planning for implementation in Hillsborough County Public Schools.

ORIGO Education's implementation plan for *Stepping Stones* follows the principles of [Implementation Science](#). This research-based approach to educational change supports the implementation of the new program at all levels. Implementation teams are identified at each level of the organization; this work often folds into the work of school improvement teams. These teams review implementation data on a regular basis and work to respond to obstacles and challenges identified by the data. This continuous feedback loop smooths the path to effective implementation, ensuring teachers are able to implement the program successfully. ORIGO Education will collaborate with HCPS to use this approach to support implementation. This collaboration includes an implementation science handbook and regular webinars with Dr. Jennifer Dale of The Johns Hopkins University, our implementation science specialist.

### Approach

ORIGO uses a train-the-trainer model for initial implementation of the program across a large adoption. This develops local capacity and expertise in each building to support a strong implementation over time. Mentor teachers (often one primary and one intermediate teacher) are selected for each school and these mentors typically receive two full-day training sessions during the summer.

- The first session educates the mentors about the program;
- The second session prepares them to turn around and train their colleagues.

In addition, ORIGO provides training about the program for administrators and works intensively with district coaches and math leaders to ensure they are knowledgeable about the program. The chart below summarizes the approach we propose for Hillsborough. We will, of course, partner with the district to finalize an appropriate and personalized plan.

## PROPOSED HILLSBOROUGH IMPLEMENTATION PLAN

Participant	Initial Implementation			Ongoing Support	
	Spring 2019	Back to School 2019	2019-2020	Years 2+ (new)	Years 2+ (returning)
<b>Building &amp; Central Administrators</b>	• 1 hour orientation	• 90 minute training	• 90 minute refresher @ midyear	• Two 90 minute sessions	• 60 minute back-to-school refresher
<b>Math Leaders &amp; Coaches</b>	• 6 hour initial training	• 3 hour follow-up training	• Quarterly 3 hour update sessions	• Initial training & follow-up then join returning leaders	• Semi-annual 3 hour refresh meetings
<b>Building Mentors</b>	• 12 hour training	• Deliver training to teachers	• 6-12 hours follow-up training	• Ongoing training led by math leaders and district coaches	
<b>Teachers</b>		• 3 hour initial training from peer mentor	• 3 hour follow-up training from peer mentor	• 3 hour initial training by ORIGO then join building follow-up	• Refresh meetings led by coaches or additional paid session led by ORIGO team

**STEPPING STONES** FLORIDA

### Partnership

ORIGO will **partner** with the HCPS District Office, Mathematics Leaders and Coaches, and Building Principals to establish model school sites throughout the district in year 1. While every school will implement the materials, we find it is more practical to focus attention on these model sites so that the implementation teams can have a more detailed view of the process and use the learning from these model sites to support all schools. ORIGO provides additional professional learning support to model school sites during the first year of implementation.

### Support

In addition to the included implementation support described above, ORIGO Education will work with the district and/or each interested building principal to create a plan for job-embedded professional learning for their faculty through quarterly on-site coaching visits when desired. This begins with an on-site classroom walkthrough visit to assess implementation and identify needs. Ongoing support might include planning support, the provision of model lessons, or instructional rounds. Content-specific professional learning can also be provided as part of this process as needed.

ORIGO Education understands that successful implementation of any program requires ongoing collaboration between the company and the schools or districts who adopt our resources. By focusing our program development efforts on research-based best practices, supporting these same effective practices in our implementation training and professional learning, and collaborating with schools & districts to take a research-informed approach to rigorous implementation, we demonstrate our commitment to our mission:

To make mathematics meaningful, enjoyable, and accessible to all students and their teachers. We achieve this with four very strong beliefs.

- **Learning** is a social process that requires language and discourse
- **Students** who develop strong thinking, problem-solving, and communication skills grow into productive, innovative members of society
- **Content** taught conceptually, and in a logical, learner-friendly sequence develops deep understanding and success
- **Technology** empowers rather than replaces educators