

**SCALING  
LEARNING**



**Curriculum Based  
Professional Learning**

# LEA Case Study Site Package

LEA Case Study Site Package is for LEAs considering or have committed to participating in Scaling CBPL Learning Agenda

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# Overview of the Scaling Curriculum Based Professional Learning Project

## Project Description

Scaling Curriculum Based Professional Learning project aims to increase the availability and access to high-quality instructional materials (HQIM) with aligned professional learning within our districts and schools to improve outcomes for students. To address this aim, we are investing in the development of partnerships between creators and providers of high quality content, materials and aligned professional learning.

Our primary goals include:

- **Develop** partnerships to innovate and scale high quality products and services to leverage and meet local context specific assets and needs.
- **Increase** adoption of high quality instructional materials and curriculum aligned professional learning services, particularly within the focus states of New York, California, Texas, and Florida, through the establishment of effective and sustainable partnerships.
- **Sustain** engagements between partners to continue offering joint products/services beyond the life of the project.
- **Generate** actionable insights and recommendations for the field.
- **Improve** math learning outcomes for students experiencing poverty, Black, Latino/a, and/or multilingual students.

## Our Why

Despite the availability of HQIM and professional learning (PL) services, local and state education agencies face significant barriers in accessing and scaling these resources effectively. Key challenges include:

1. **Resource Constraints:** Scaling professional learning services requires substantial human resources and expertise, which are often limited and costly.
2. **Incentives:** Organizations often focus on adoption and early successes, thus limiting motivation to invest in resource intensive professional learning services.
3. **Quality Indicators:** There is a lack of clear indicators to guide the selection of professional learning providers and often over reliance on peer recommendation.
4. **Procurement Processes:** School districts' procurement processes often favor incumbent providers and their complexity challenges the securing of the needed professional learning services in addition to the high quality instructional materials.

## How

Partners are engaging in discussions to learn about each other's services and determine a shared value proposition for a mutually beneficial partnership. Publishers and professional learning providers may decide to participate in one of three potential business configurations reflecting increasing levels of cohesiveness and understanding of each other's products and capabilities. The partnerships are operationalized within business agreements around revenue sharing, licensing, data sharing and intellectual property (IP) management and a formal business strategy for the partnership (i.e., a Go to Market plan) is developed.

- **Type 1: Lead Generation:** The publishers and professional learning providers share leads with each other for potential new customers (i.e., school districts). With those shared leads each entity may try to independently market and sell to that district. This partnership requires some understanding of each other's offerings.
- **Type 2: Cross-Marketing/Selling:** The partners identify that they possess complementary products and services, have an understanding of what each offers, have mutual trust to represent those offerings accurately, and agree to promote each other's offerings. In this type of partnership, the marketing and sales teams within both entities work together to design a plan to market and sell complementary services. However, there is no single point of access for education entities to purchase these complementary services in one bundle
- **Type 3: Co-Marketing/Selling Co-Branded Bundled Offerings:** The partners collaboratively develop and co-brand a new bundle of HQIM products and PL services as a single point of access for education entities, where each entity of the partnership can market/sell bundles. This represents the ideal type of relationship hypothesized to yield the greatest market impact, while also bolstering local professional learning capacity and student outcomes.

# Learning Agenda

To accomplish the goal of generating actionable insights for the field, the project seeks to gather and analyze information through multiple methods and from multiple sources. An exploratory study design is being used to yield descriptive findings and illustrative case studies to address the following overarching Learning Questions.

- ➔ What factors and processes facilitate the development of partnerships between publishers and PL providers?
- ➔ What factors and processes facilitate the health of the partnerships?
- ➔ How do publisher-PL provider partnerships contribute to increased reach of HQIM-aligned professional learning?
- ➔ What drives purchasing decisions in the professional learning market?
- ➔ What are educators' experiences with and perceptions of co-branded bundled offerings?
- ➔ How do feedback loops function within co-branded bundled offering partnerships to drive improvement?

## Additional Resources

[Overview of the Research and Learning Plan](#)

[Scaling CBPL Website](#)

## Learn with Us!

**Join the Scaling Curriculum Based Professional Learning (CBPL) Project**

### Project Overview

Scaling CBPL project aims to increase the availability and access to high quality math instructional materials with aligned professional learning within our districts and schools to improve outcomes for students. To address this aim, we are investing in the development of partnerships between creators and providers of high quality content, materials and aligned professional learning.

We are seeking districts to participate as a case study site in 2025-2026 (with an opportunity to engage through 2027-2028).



### Expectations for Case Study Sites

School/district participation in data collection activities include:

- ➔ District/school leader interviews/focus groups
- ➔ Teacher survey and focus groups
- ➔ Sharing teacher practice data (e.g., learning walk data)
- ➔ Sharing student survey administration/data
- ➔ Sharing formative and summative student mathematics assessment data

District/school leader interviews/focus groups and teacher survey/focus groups will be collected directly by RTI International, the research and learning partner for the project.

For other activities, RTI will minimize the burden of data collection by using any existing instruments and data already available in your district or produced while partnering with the curriculum or professional learning providers. For the student survey, RTI may need to (a) add items to your existing student survey or (b) administer an additional, stand-alone student survey. Additionally, school/district representatives may be asked to participate in product/service feedback sessions hosted

### How will you be supported?

- ➔ Access up to \$20,000 a year in incentives to support data collection!
- ➔ Professional Learning for up to 4 for schools at a significantly reduced cost!
- ➔ Access to a designated data liaison to support data collection.

# Why We Need a Data Sharing Agreement



Data is a foundational component to understanding how to improve educational outcomes, classroom instructional practices and implementation of policies, programs and interventions.

A data sharing agreement is a formal, legally binding document that outlines the terms, conditions, and safeguards under which data is shared between organizations to ensure privacy, security, and appropriate use. A DSA typically includes:

- ➔ Details of the data/information to be discussed
- ➔ Protections/security procedures for disclosed data
- ➔ IRB review/approval
- ➔ Description of the purpose, scope, duration of the study being conducted (optional depending on LEA requirements)

## Importance of a Data Sharing Agreement

### Protects Student and Staff Privacy

- Establishes clear boundaries and safeguards around personally identifiable information (PII).

### Ensures Legal Compliance

- Prevents unintentional violations of Family Educational Rights and Privacy Act (FERPA) or state data protection laws.
- Provides a record of due diligence and responsible data governance.

### Clarifies Expectations

- Prevents misunderstandings or scope creep.
- Helps involved parties stay focused on agreed-upon goals.

### Supports Transparency and Trust

- Demonstrates to interest holders(e.g., parents, school boards) that data is handled responsibly.
- Builds trust with the community and staff.

### Improves Data Quality and Utility

- Standardizes the data shared to ensure it is useful for valid, reliable analysis.
- Facilitates better research and insights to inform decision-making.

### Manages Risk

- Minimizes reputational and legal risk from misuse or misinterpretation of data.
- Offers recourse in case of data breaches or agreement violations.

Executing a DSA ensures LEAs as owners of data and researchers as users of data are in agreement about what data is to be used, how it will be used, by whom it will be used, and how data security will be maintained throughout the project.