

## Sample Scope and Sequence of Professional Learning Engagement

In this document, you will provide information on a sample scope and sequence of a professional learning engagement. This engagement should represent work done with a past client.

*For example, if you had a two year engagement that included Adoption, Initial Implementation, and Ongoing Support for Teachers with Applewhite School District, you would complete a separate template for each one of those types of professional learning, and include the scope (what you covered) and sequence (timeline).*

**This overview represents the services for one client of the professional learning partner.**

<b>Curriculum or Content Area</b>	EL Education K-8 Language Arts Curriculum Odell Education HSLP (9-12)
<b>Type of Professional Learning</b>	Launch
<b>Total Cost Range<sup>1</sup></b>	<input type="checkbox"/> Less than \$50,000 <input type="checkbox"/> \$500,001 - \$1,000,000 <input checked="" type="checkbox"/> \$50,000 - \$100,000 <input type="checkbox"/> \$1,000,000+ <input type="checkbox"/> \$100,001 - \$500,000
<b>District Context</b>	Traditional Public District, Suburban, ~10,000 students <ul style="list-style-type: none"> <li>Greater than 20% of English Language Learners</li> </ul>

<sup>1</sup> Includes any travel related expenses, etc.

	<ul style="list-style-type: none"> <li>• Greater than 20% Students with Disabilities</li> <li>• Greater than 60% Economically Disadvantaged Students</li> <li>• Greater than 30% Students of Color</li> </ul> <p>Goals: The primary goal of this professional learning engagement was to ensure a smooth and effective implementation of the EL Education and Odell Education curricula by building educator capacity and leadership support structures.</p> <p>Through a yearlong cycle of in-person workshops, virtual coaching, and leadership learning walks, teachers developed a deep understanding of instructional best practices, curricular components, and assessment-driven planning. Lead teachers and instructional leaders received targeted coaching to strengthen their ability to support colleagues, manage instructional shifts, and sustain high-quality curriculum implementation across schools.</p> <p>By the end of the year, educators were equipped with the knowledge, skills, and collaborative structures needed to drive student-centered literacy instruction with confidence and fidelity.</p>
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### Sample Scope and Sequence

Timing (you may choose to use specific days/months or frequency)	Participants	Name of PL (either specific workshop title, coaching, etc) <b>and</b> format ( Virtual, in-person, hybrid)	Description

Summer	K-8 ELA Teachers 9-12 English Teachers	In-person Teacher Workshops	Educators participated in in-person workshops focused on launching the EL Education and Odell Education curricula. Workshops included introductions to all curricular components, best practices, procedures and routines, and materials.
Monthly	K - 12 Lead Teachers	1:1 Virtual Coaching	Lead teachers at each grade level participated in personalized, 1:1 virtual coaching sessions to address curriculum-related challenges, instructional planning, and differentiated instruction.
Monthly	K - 12 Instructional and School Leaders	1:1 Virtual Coaching	School and Instructional leaders participated in personalized, 1:1 virtual coaching sessions to support them in implementing school-wide structures for supporting curriculum implementation..
Quarterly	K-12 Instructional and School Leaders	In-Person Learning Walks	School and Instructional leaders participated in full day, in-person learning walks. Each learning walk included classroom visits to observe instruction, identify trends, and support continuous improvement.

Quarterly	K-8 ELA Teachers 9-12 English Teachers	In-person Teacher Workshops	Educators participated in full day, in-person workshops to dig deeper into instructional practices and how to support students through strategic planning of the curriculum, deepening their understanding of curricular components and how to plan backwards using assessments.
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