

### 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>	IM K-12 Math
<b>Type of Professional Learning</b>	Ongoing for Teachers
<b>Total Cost Range<sup>1</sup></b>	<input type="checkbox"/> Less than \$50,000 <input type="checkbox"/> \$500,001 - \$1,000,000 <input type="checkbox"/> \$50,000 - \$100,000 <input type="checkbox"/> \$1,000,000+ <input checked="" type="checkbox"/> \$100,001 - \$500,000
<b>District Context</b>	Traditional Public District, Urban, 35,000+ students <ul style="list-style-type: none"> <li>• 30% English Language Learners</li> <li>• 15% Students with Disabilities</li> </ul>

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

	<ul style="list-style-type: none"> <li>• 80% Economically Disadvantaged Students</li> <li>• Greater than 90% Students of Color</li> </ul> <p><b>Goal:</b> The goal of this professional learning engagement was to deepen teachers’ and leaders’ ability to implement IM K–12 Math with fidelity while refining instructional practices that support all learners.</p> <p>Through a combination of in-person workshops, virtual coaching, and targeted learning walks, educators strengthened their use of instructional routines, differentiated instruction, and problem-based learning strategies. Sessions focused on integrating language supports, leveraging formative assessments, and applying Universal Design for Learning (UDL) principles to increase student access and engagement.</p> <p>By the end of the year, participants had enhanced their capacity to facilitate rigorous, student-centered math instruction and sustain long-term curriculum success.</p>
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**Sample Scope and Sequence**

<b>Timing</b> (you may choose to use specific days/months or frequency)	<b>Participants</b>	<b>Name of PL</b> (either specific workshop title, coaching, etc) <b>and format</b> ( Virtual, in-person, hybrid)	<b>Description</b>
Summer	K–12 Math Teachers	In-Person Teacher Workshops	Educators engaged in full day in-person workshops to strengthen their understanding of IM K–12 Math, instructional routines, and problem-based learning strategies.

Monthly	Select K–12 Teachers	1:1 Virtual Coaching	Select teachers engaged in personalized, 1:1 virtual coaching to address curriculum implementation challenges, instructional planning, and differentiation strategies within their classrooms.
Quarterly	K–12 Math Teachers	Virtual Teacher Workshops	Educators engaged in 2-hour virtual workshops to support their ongoing implementation of the curriculum. Areas of focus included: facilitating Math Language Routines, planning activities with The 5 Practices, and facilitating discourse with selecting, sequencing, and connecting.
Quarterly	K–12 Math Instructional Leaders	1:1 Virtual Coaching	Math Instructional Leaders engaged in personalized, 1:1 virtual coaching to develop school-wide structures that support effective curriculum implementation.
Quarterly	K–12 Math Instructional & 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.