# 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.**

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| **Curriculum or Content Area** | Math |
| **Type of Professional Learning** | Adoption, Initial Implementation, Ongoing for Teachers, *or* **Ongoing for Leaders** |
| **Total Cost Range[1]** | ☐ Less than $50,000   ☐ $500,001 – $1,000,000<br>☑ $50,000 – $100,000   ☐ $1,000,000+<br>☐ $100,001 – $500,000 |
| **District Context** | **Size & Type:** Small, Rural district<br>**Number of Leaders Served:** 15+<br>**Overall Goal:** Build district and school leader capacity to continuously improve content specific professional learning practices (collaborative planning, data practices, and coaching) and conditions. |

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[1] Includes any travel related expenses, etc.

| Timing (you may choose to use specific days/months or frequency) | Participants | Name of PL (either specific workshop title, coaching, etc) and format( Virtual, in-person, hybrid) | Description |
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| August | District and school leaders | **Partnership Launch** (virtual) | Launch our collective work together including building relationships, |
| August | District and school leaders | **Introduction to the IPG** (virtual) | |
| August - September | District and school leaders | **Walkthrough** (in-person) | Conduct collaborative classrooms observations to determine trends in content instruction, engage in teacher and student focus groups, and observe PL practices. Instruction Partners facilitates an end of the day debrief and report on trends, bright spots, and opportunities. |
| August - September | District and school leaders | **School and District Action Planning** (Virtual) | Leveraging the data from walkthroughs and additional context brough by school and district leaders, conduct a root cause analysis on current state. Set goals and determine aligned action across both the year and for the first |

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| | | | short cycle of improvement. |
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| September - November | District and school leaders | **Virtual and on-site support** | Aligned to the goals of the action plan, build leader capacity through gradual release to either 1) create the conditions necessary for strong professional learning practices or 2) strengthen professional learning practices |
| November | District and school leaders | **Progress Monitoring** | Engage in a virtual session focused on reviewing progress towards goal and creating goals and aligned actions for short cycle two. |
| December - February | District and school leaders | **Virtual and on-site support** (virtual and in-person) | Aligned to the goals of the action plan, build instructional leader capacity through gradual release to either 1) create the conditions necessary for strong professional learning practices or 2) strengthen professional learning practices |
| February | District and school leaders | **Progress Monitoring** (virtual) | Engage in a virtual session focused on reviewing progress towards goal and creating goals and aligned actions for short cycle two. |
| February - April | District and school leaders | **Virtual and on-site support** (virtual and in-person) | Aligned to the goals of the action plan, build instructional leader capacity through gradual release to either 1) |

| | | | create the conditions necessary for strong professional learning practices or 2) strengthen professional learning practices |
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| April | District and school leaders | **Walkthrough** (virtual) | Conduct collaborative virtual classrooms observations to determine trends in content instruction, engage in teacher and student focus groups, and observe PL practices. Instruction Partners facilitates an end of the day debrief and report on progress across the year, bright spots, and opportunities. |
| April | District and school leaders | **District and School Action Planning** (virtual) | Leveraging the data from walkthroughs and additional context brough by school and district leaders, conduct a root cause analysis on end of year state. Set goals and determine aligned action across the spring/summer to ensure a strong start to the next school year. |
| May – July | District and school leaders | **Virtual and on-site support** (virtual and in-person) | Aligned to the goals of the action plan, build instructional leader capacity through gradual release to either 1) create the conditions necessary for strong professional learning practices or 2) strengthen professional learning practices |