

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.

Curriculum or Content Area	Implementation Support for Illustrative Mathematics Algebra I Curriculum
Type of Professional Learning	Initial Implementation
Total Cost Range¹	<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
District Context	Size, type (urban, suburban, rural), number of teachers served, overall goal of your engagement Teaching Lab partnered with a large urban school district to support 150 teachers and leaders to develop and execute comprehensive Algebra I curriculum

¹ Includes any travel related expenses, etc.

	<p>implementation plans by applying research-based curricula and providing intensive, job-embedded support for educators. This work improved teaching and learning for hundreds of teachers and thousands of students. Additionally, Teaching Lab monitored data to assess the initiative's impact, ensuring significant gains in teacher practice and student learning, with a focus on Multilingual Learners, Students with Disabilities, and other students historically marginalized by the education system.</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) and format (Virtual, in-person, hybrid)	Description
Spring prior to the partnership	District Central Office Leaders	Collaborative Planning	Met to identify the districts and schools implementing 9th-grade Algebra 1 and developed comprehensive, year-long curriculum implementation and job-embedded support plans. Ensured data-sharing agreements were secured with the central office, if necessary.
August	District and School Leaders	School and Data Review	Conducted an asset and needs assessment by analyzing student learning data, teacher practice data, and factors enabling effective curriculum implementation. Used the findings to develop year-long or multi-year district-wide curriculum implementation plans, along with targeted plans for specific schools.

September	Teachers and School Leaders	Coaching and PL	Launched a teacher teaming, professional learning, and coaching initiative, providing intensive support for teachers along with complementary support for school leaders, instructional leaders, and other coaches.
Monthly	Teachers and School Leaders	Coaching	Teaching Lab coaches modeled lessons and provided real-time coaching to teachers. While onsite, they delivered “micro-PL” sessions—short, targeted professional learning lasting 30 minutes or less—tailored to specific needs. They invited local instructional leaders to shadow them, demonstrating how to apply an evidence-based coaching model. Coaches also facilitated debrief sessions to reflect on observational and feedback data with school leaders and ensured they had the capacity to sustain implementation when Teaching Lab was not present.
On-Going	School and District Leaders	Data Analysis and Action Planning	Collected data in alignment with the evaluation plan and produced monthly reports. Continuously synthesized data and insights, sharing key findings with school, district, and central office leaders. Facilitated discussions to refine and improve curriculum implementation plans based on emerging lessons learned.
June	School and District Leaders	Reflection and Action Planning	Analyzed data and produced an end-of-year report, including case studies. Disseminated results to support the continued scaling of the high-impact model in the district and beyond. Discussed findings with district and central office leaders and developed plans for the following year.

