

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	K-2 Foundational Skills and Science of Reading
Type of Professional Learning	Ongoing for Leaders
Total Cost Range¹	<input type="checkbox"/> Less than \$50,000 <input checked="" type="checkbox"/> \$500,001 - \$1,000,000 <input type="checkbox"/> \$50,000 - \$100,000 <input type="checkbox"/> \$1,000,000+ <input type="checkbox"/> \$100,001 - \$500,000
District Context	<p>Size, type (urban, suburban, rural), number of teachers served, overall goal of your engagement</p> <p>Teaching Lab provided early literacy professional learning and coaching to 25 elementary schools across two districts. The professional learning aimed to:</p>

¹ Includes any travel related expenses, etc.

	<ul style="list-style-type: none"> • Deepen educators’ knowledge and understanding of the ELA CCSS Foundational Skills standards and instruction based on the science of reading. • Demonstrate how HQIM supports rigorous teaching, particularly in early literacy development, by aligning with effective and equitable teaching frameworks. • Equip educators with strategies for delivering foundational skills instruction, including a systematic approach to phonics, to meet students' diverse learning needs. <p>Teaching Lab collaborated with district leadership to align these goals with their instructional vision and improvement priorities. Throughout the engagement, Teaching Lab provided high-dosage coaching to track progress and support all stakeholders—including district leaders, school leaders, coaches, and teachers—in strengthening foundational skills instruction and driving student growth.</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
Weekly for 8 Weeks	School Leaders, District Leaders, Instructional Coaches	Virtual PL	Foundational professional learning was delivered virtually through eight 90-minute sessions, designed to deepen educators’ understanding of the ELA CCSS Foundational Skills standards and instruction grounded in the science of reading. These sessions demonstrated how HQIM support rigorous teaching, particularly in early literacy development, by aligning with effective and equitable

			teaching frameworks.
Bi-Weekly	School Leaders, District Leaders, Instructional Coaches	1:1 Coaching	Teaching Lab provided bi-weekly on-site coaching to leaders, offering targeted support to strengthen instructional leadership and drive effective implementation of HQIM. These coaching sessions focused on developing leaders' capacity to observe and provide feedback on instructional practices, analyze student learning data to inform decision-making, and establish structures for ongoing teacher professional learning. Additionally, Teaching Lab worked alongside school leaders to facilitate learning walks, model evidence-based coaching techniques, and support strategic planning to ensure sustainable improvements in literacy instruction. By embedding coaching within the school context, Teaching Lab helped leaders build systems that promoted continuous improvement and instructional coherence across classrooms.
Bi-Weekly	School Leaders, District Leaders, Instructional Coaches	PL	Once all foundational professional learning sessions were delivered, professional learning facilitation continued based on participant needs to extend and deepen their learning from the foundational sessions. These sessions were shorter in length, called "micro professional learning" – approximately 45 minutes in length – and delivered in-person by the Teaching Lab coach to school-based coaches and school leaders during the on-site coaching day. The intent of these sessions was to focus on a specific foundational literacy skills topic or instructional practice that teachers could learn, practice during the session, and then immediately apply in their

			classroom. Content of the “micro professional learning” was determined based on data collected through bi-weekly coaching by Teaching Lab coaches based on needs as evidenced through both teacher practice and student learning.
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