

## 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.

<b>Curriculum or Content Area</b>	English Language Arts
<b>Type of Professional Learning</b>	Ongoing Implementation Support for Leaders
<b>Total Cost Range<sup>1</sup></b>	<input checked="" type="checkbox"/> Less than \$50,000 <input type="checkbox"/> \$50,000 - \$100,000 <input type="checkbox"/> \$100,001 - \$500,000 <input type="checkbox"/> \$500,001 - \$1,000,000 <input type="checkbox"/> \$1,000,000+
<b>District Context</b>	<p>Under 10,000 students in a rural school district with 50 ELA teachers K-5, 12 school/district leaders</p> <p><b>Overall Goal:</b> Build leadership capacity to effectively support HQIM implementation and foster a culture of continuous improvement.</p>

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

Timing	Participants	Name of PL and format	Description
<b>August</b> (Prior to school starting)	Teacher Leaders, Instructional Coaches, Administrators	<b>Defining the Why &amp; Vision Setting</b> (In-person)	Participants explore personal and collective beliefs about literacy and align on a shared vision.
<b>September</b>	Instructional Coaches	<b>Successful Coaching Practices</b> (In-person)	Coaches engage in role-based scenarios to refine their coaching conversations and strategies.
<b>October</b>	School Leaders & Instructional Coaches	<b>Data-Based Decision-Making Workshop</b> (In-person)	Participants analyze assessment data and develop protocols for using data to drive instruction.
<b>November</b>	Teacher Leaders, Instructional Coaches	<b>Facilitating Effective PLCs</b> (In-person)	Hands-on practice for leading PLCs, including using the Student Work Analysis Protocol.
<b>January</b>	School Leaders, Literacy Teams	<b>Cross-School Walkthroughs</b> (In-person)	Leaders from both schools conduct classroom walkthroughs and debrief together.
<b>February/ March</b>	School Leaders & Instructional Coaches	<b>Principal-Coach Partnership Building</b> (In-person)	Participants engage in paired dialogues and case studies to strengthen principal-coach collaboration.
<b>April/May</b>	School Leaders, Literacy Teams	<b>End-of-Year Reflection &amp; Next Steps Planning</b> (In-person)	Participants review outcomes, share best practices and plan for next year's literacy goals.