



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.

Example 1: This overview represents the services for one client of the professional learning partner.

Curriculum or Content Area	Coherent Math’s personalized Kendall Hunt Illustrative Mathematics Curriculum (Integrated Math 1–3)
Type of Professional Learning	Initial Implementation
Total Cost Range¹	<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+
District Context	<ul style="list-style-type: none"> • Size of district: 2,699 students • Type of district: Rural • Number of teachers served: 8 • Overall goal of professional learning engagement: The goals of this professional learning engagement were to 1) provide a deep dive into the curriculum, problem-based learning, and math language routines and 2) partner with the district math leader to provide the individual support needed to lead their team in the initial year of implementation.

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
December	All high school (9–12) math teachers and instructional leaders	Initial Implementation “A First Glance” Virtual	Participants engaged in a two-hour virtual session to begin the discussion for why a high-quality guaranteed viable high school HQIM was needed. Participants experienced a problem-based learning task from the curriculum and also oriented themselves to the layout and components of the curriculum.
January	All high school (9–12) math teachers and instructional leaders	Initial Two-day Institute In-person	In this multiday training, participants gained an introduction to the structure of the HQIM, examined the role of the teacher and student in a problem-based curriculum, and analyzed the embedded curriculum supports for both teacher preparation and student learning. Teachers considered the diverse learners in their classrooms and analyzed curriculum supports through various lenses. Each day concluded with personal reflection, team planning, policy discussions and implications, and implementation support logistics with the facilitator serving as a sounding board to ensure alignment with the curriculum philosophy.
Weekly	District math leader	1:1 coaching Virtual	The district math leader and Coherent Math facilitator met weekly for an hour-long 1:1 virtual coaching session. Sessions focused on supporting teachers through various stages of implementation of the HQIM. Coaching

			conversations included discussions about shifting teacher mindsets and pedagogical practices, best practices around planning for instruction, and troubleshooting around specific implementation challenges.
Summer	All high school (9–12) math teachers and instructional leaders	Summer Two-day Institute In-person	This multiday training brought participants together again for an advanced Institute. Participants shared their challenges and success stories from the first semester of implementation, engaged in a full model lesson from the perspective of a student, and spent time going deeper with intentional planning processes and teacher moves. Some topics included deep dives into unit and lesson internalization, leveraging cool-down data, strengthening student discourse, and planning for individual student needs.



Example 2: This overview represents the services for one client of the professional learning partner.

Curriculum or Content Area	Coherent Math’s personalized Kendall Hunt Illustrative Mathematics Curriculum (Integrated Math 1)
Type of Professional Learning	Initial Implementation
Total Cost Range²	<input type="checkbox"/> Less than \$50,000 <input type="checkbox"/> \$50,000 - \$100,000 <input checked="" type="checkbox"/> \$100,001 - \$500,000 <input type="checkbox"/> \$500,001 - \$1,000,000 <input type="checkbox"/> \$1,000,000+
District Context	<ul style="list-style-type: none"> • Size of district: 90,450 students • Type of district: Urban • Number of teachers served in professional learning: 100+ teachers • Overall goal of professional learning engagement: The goals of this year one implementation support and professional learning engagement were to 1) provide a deep dive into the curriculum, problem-based learning, and math language routines, 2) partner with the district and school math leaders to provide the guidance and support needed to lead their teams in the initial year of implementation, and 3) gather implementation data to inform ongoing support.

² 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
Summer	All high school Integrated Math 1 teachers and instructional leaders	Two-day Institute (option of 3 session date offerings) In-person	Participants came together once over the summer to engage in a multiday initial implementation training of the HQIM. This Institute supported teachers in understanding the layout and components of the curriculum, experiencing problem-based learning from the perspective of a student, and understanding embedded teacher supports—such as instructional routines and Math Language Routines—to promote student discourse. Participants went deeper into the curricular resources on the second day, considering the diverse populations of students in their classrooms, exploring the various ways the HQIM supports teachers in addressing student needs and student data, and spending time leveraging unit and lesson internalization tools.
Summer	All high school school leaders	Two one-day School Leader Summer Institute sessions In-person	School leaders came together twice during the summer for professional learning. The first session was an introduction to the HQIM to help school leaders understand the big ideas of the curriculum, as well as the “why” behind them. Leaders spent time identifying look-fors for observing and supporting problem-based learning in the HQIM. They also learned best practices for teachers as well as techniques for supporting these best practices. In the second session, school leaders explored the components and design principles of the HQIM more thoroughly. Leaders spent time



			digging into the highest leverage moves they could make to support teachers who are implementing a new curriculum. The session concluded with reviewing a district-specific instructional walkthrough tool to support curriculum implementation and discussing how they can use the walkthrough indicators to support implementation next steps at their school.
Summer	District central office staff	Central Office Summer Institute	District Central Office staff participated in a summer professional learning session to align on their own roles in implementing the HQIM successfully. Participants engaged in numerous activities including discussing explicit goals for year 1 implementation by reviewing a district-wide implementation tool and gaining consensus and understanding regarding the HQIM and district assessment strategy. They also had an opportunity to plan a lesson using the same unit and lesson internalization tools teachers will be using. To close, time was spent understanding each participant's role and actions in supporting schools and teachers with implementing the HQIM.
Weekly	District math leaders	Hour-long district-partner check-ins Virtual	District math leaders and Coherent Math came together weekly for collaborative coaching and strategy conversations during the first year of HQIM implementation. During these virtual sessions, Coherent Math provided updates on structures and processes, and supported the district in thinking strategically about potential implementation hurdles. District math leaders also shared updates, relevant policy or district decisions, and any implementation feedback or challenges that were occurring. Coherent Math worked with the district during these sessions to problem-solve in real time.



Monthly	District math specialists	1:1 Coaching sessions Virtual	Coherent Math held virtual coaching sessions with district math specialists monthly to build their knowledge of the curriculum. This included deep dives into the HQIM, problem-based learning best practices, and implementation look-fors and aligned supports. Time was spent bringing problems of practice to the table to problem-solve challenges the math specialists were seeing or experiencing across schools or with teachers.
Quarterly	All high school Integrated Math 1 teachers and instructional leaders	Half-day workshops In-person	Teachers and instructional leaders engaged in quarterly half-day workshops throughout the first year of implementation to provide an ongoing HQIM implementation touchpoint. Session topics were developed from both research-based best practices and areas of challenge or feedback presenting themselves across the district. Some topics included 1) experiencing modeling lessons, activities, and Math Language Routines for enhanced lesson pacing and planning purposes, 2) leveraging and planning for embedded multilingual learner supports, and 3) deep dives into understanding how teacher moves/planning in a problem-based learning curriculum correlates to student-centered learning.
Winter, Spring	District math leaders, district department leaders, school leaders, and instructional coaches	Multiday Implementation/ Instructional Walkthroughs In-person	District leadership and Coherent Math came together to engage in school-based implementation walkthroughs. Seen as a learning opportunity for all participants, this experience leveraged the district implementation tool and allowed participants to interact deeply with the HQIM. Participants gathered data and insight into how implementation was going at a school as well as in the district. Coherent Math leveraged these implementation challenges and data into ongoing professional learning opportunities.