



## Sample Scope and Sequence of Professional Learning Engagement

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| <b>Curriculum or Content Area</b>    | Foundational Skills – <i>From Phonics to Reading</i>   |  |
| <b>Type of Professional Learning</b> | Ongoing Implementation Support for Leaders   |  |
| <b>Total Cost Range<sup>1</sup></b>  | o Less than \$50,000   |  |
| <b>District Context</b>              | <p>10,600 students; 12 schools, rural, 153 teachers served, 7 principals, 7 assistant principals, English Language Arts K-5 Teaching and Learning Specialist</p> <p>The primary goal of professional development for Ongoing Implementation Support for leaders of K-3 teachers using <i>From Phonics to Reading</i> is to empower instructional leaders to sustain high-quality implementation through data-driven decision-making, targeted coaching, and continuous professional learning. Leaders will develop expertise in supporting teachers with effective instructional practices, monitoring progress, and using assessment data to drive literacy achievement. By fostering collaboration, providing strategic guidance, and ensuring program fidelity, leaders will create a culture of continuous improvement that strengthens foundational skills instruction and promotes equitable reading success for all students.</p> |  |

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

| Timing (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   | Principals, Assistant Principals, ELA K-5 Teaching and Learning Specialist<br>Selected Instructional Coaches | Introduction to <i>From Phonics to Reading</i><br>In-Person Workshop                               | <p><b>Focus: Introduction to From Phonics to Reading</b></p> <p>Time: Full Day</p> <p>Introduction</p> <ul style="list-style-type: none"> <li>○ The 7 Characteristics of Strong Phonics Instruction</li> <li>○ Unpack Your Materials</li> <li>○ Lesson Structure</li> <li>○ Getting Started</li> <li>○ Teaching the Lesson – Blended Learning</li> </ul> <p>Instruction, classroom videos with debriefing and analysis, modeling, and practice</p>  |
| September  | Principals, Assistant Principals, ELA K-5 Teaching and Learning Specialist<br>Selected Instructional Coaches | What to Look For in Key Phonics Instructional Routines – Blending<br>Virtual                       | <ol style="list-style-type: none"> <li>1. Review the look-fors for blending</li> <li>2. Review the <i>From Phonics to Reading Instructional Routines Booklet</i>'s guidance on the routine</li> <li>3. Watch excerpts from Wiley Blevin's video on blending (rationale, how-to, and model)</li> <li>4. Observe classroom video and rate</li> <li>5. Calibrate, analyze and discuss</li> <li>6. Develop action plan for classroom observations</li> <li>7. Schedule check-in call</li> </ol> |

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| <p>October</p>  | <p>Principals, Assistant Principals, ELA K-5 Teaching and Learning Specialist<br/>Selected Instructional Coaches</p> | <p>What to Look For in Key Phonics Instructional Routines – Dictation Virtual</p>              | <ol style="list-style-type: none"> <li>1. Review the look-fors for dictation</li> <li>2. Review the <i>From Phonics to Reading Instructional Routines Booklet</i>'s guidance on the routine</li> <li>3. Watch excerpts from Wiley Blevin's video on dictation (rationale, how-to, and model)</li> <li>4. Observe classroom video and rate</li> <li>5. Calibrate, analyze and discuss</li> <li>6. Develop action plan for classroom observations</li> <li>7. Schedule check-in call</li> </ol>                           |
| <p>November</p> | <p>Principals, Assistant Principals, ELA K-5 Teaching and Learning Specialist<br/>Selected Instructional Coaches</p> | <p>What to Look For in Key Phonics Instructional Routines – Reading Connected Text Virtual</p> | <ol style="list-style-type: none"> <li>1. Review the look-fors for reading connected text</li> <li>2. Review the <i>From Phonics to Reading Instructional Routines Booklet</i>'s guidance on the routine</li> <li>3. Watch excerpts from Wiley Blevin's video on reading connected text (rationale, how-to, and model)</li> <li>4. Observe classroom video and rate</li> <li>5. Calibrate, analyze and discuss</li> <li>6. Develop action plan for classroom observations</li> <li>7. Schedule check-in call</li> </ol> |
| <p>December</p> | <p>Principals, Assistant Principals, ELA K-5 Teaching and Learning Specialist<br/>Selected Instructional Coaches</p> | <p>What to Look For in Key Phonics Instructional Routines – High-Frequency Words Virtual</p>   | <ol style="list-style-type: none"> <li>1. Review the look-fors for high-frequency words</li> <li>2. Review the <i>From Phonics to Reading Instructional Routines Booklet</i>'s guidance on the routine</li> <li>3. Watch excerpts from Wiley Blevin's video on high-frequency words (rationale, how-to, and model)</li> <li>4. Observe classroom video and rate</li> <li>5. Calibrate, analyze and discuss</li> <li>6. Develop action plan for classroom observations</li> <li>7. Schedule check-in call</li> </ol>     |

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| January  | Principals, Assistant Principals, ELA K-5 Teaching and Learning Specialist<br>Selected Instructional Coaches | What to Look For in Key Phonics Instructional Routines – Word Awareness Activities<br>Virtual                                      | <ol style="list-style-type: none"> <li>1. Review the look-fors for word awareness activities</li> <li>2. Review the <i>From Phonics to Reading Instructional Routines Booklet</i>'s guidance on the routine</li> <li>3. Watch excerpts from Wiley Blevin's video on word awareness activities (rationale, how-to, and model)</li> <li>4. Observe classroom video and rate</li> <li>5. Calibrate, analyze and discuss</li> <li>6. Develop action plan for classroom observations</li> <li>7. Schedule check-in call</li> </ol> |
| February | Principals, Assistant Principals, ELA K-5 Teaching and Learning Specialist<br>Selected Instructional Coaches | What to Look For in Key Phonics Instructional Routines – Readiness Skills (Phonemic Awareness and Alphabet Recognition)<br>Virtual | <ol style="list-style-type: none"> <li>1. Review the <i>From Phonics to Reading Instructional Routines Booklet</i>'s guidance for phonemic awareness routines 7-12.</li> <li>2. Watch excerpts from Wiley Blevin's video on phonological awareness (rationale, how-to, and model)</li> <li>3. Observe classroom video and rate</li> <li>4. Calibrate, analyze and discuss</li> <li>5. Develop action plan for classroom observations</li> <li>6. Schedule check-in call</li> </ol>  |
| March    | Principals, Assistant Principals, ELA K-5 Teaching and Learning Specialist<br>Selected Instructional         | Assessment<br>Virtual  | <ol style="list-style-type: none"> <li>1. Review the <i>From Phonics to Reading Instructional Routines Booklet</i>'s guidance for phonemic awareness routines 7-12.</li> </ol>  |

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|       | Coaches  |                                       | <ol style="list-style-type: none"> <li>2. Watch excerpts from Wiley Blevin’s videos on assessment (rationale, administration, next instructional steps)</li> <li>3. Observe assessment administration videos and debriefs</li> <li>4. Analyze and discuss</li> <li>5. Develop action plan for classroom and PLC observations</li> <li>6. Schedule check-in call</li> </ol>  |
| April | Principals, Assistant Principals, ELA K-5 Teaching and Learning Specialist<br>Selected Instructional Coaches | Differentiated Instruction<br>Virtual | <ol style="list-style-type: none"> <li>1. Watch excerpts from Wiley Blevin’s video and webinar on differentiated instruction; Reference Wiley’s professional book, <i>Differentiating Phonics Instruction for Maximum Impact: How to Scaffold Whole-Group Instruction So All Students Can Access Grade-Level Content</i></li> <li>2. Observe assessment administration videos and debriefs</li> <li>3. Analyze and discuss</li> <li>4. Develop action plan for classroom and PLC observations</li> <li>5. Schedule check-in call</li> </ol> |
| May   | Principals, Assistant Principals, ELA K-5 Teaching and Learning Specialist<br>Selected Instructional Coaches | Putting It All Together               | Partner reviews of K-3 foundational skills classroom observations, collaboration and debriefing, identification of targets for focused learning for instructional leaders and for teachers, as well as additional supports, action planning for next year’s initial observations  |



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| June | Principals, Assistant Principals, ELA K-5 Teaching and Learning Specialist<br>Selected Instructional Coaches | Planning for Continuous Improvement and Ongoing Professional Learning | Use identified learning targets as focal points for continuous improvement and ongoing professional learning; develop two-year plan; reflect on what worked and what needs improvement in the professional learning process |
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