



Because reading is believing.



Sample Scope and Sequence of Professional Learning Engagement

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

Curriculum or Content Area	English Language Arts
Type of Professional Learning	Ongoing Implementation for Leaders
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	<p>Lit partnered with an urban charter management organization to support implementation across 17 campuses serving ~5,000 students K-8. Through the work, Lit and the CMO team collaborated to:</p> <ul style="list-style-type: none"> • Design and implement the first year of a literacy priority plan aimed at establishing a highly effective and lasting literacy instructional strategy; • Design, pilot, and implement a coherent and aligned reading assessment strategy, including regular cycles of assessment analysis and data-responsive instruction;

¹ Includes any travel related expenses, etc.



Because reading is believing.

	<p>and</p> <ul style="list-style-type: none"> • Launch and drive toward implementation fidelity of a new K-8 reading comprehension curriculum, ensuring alignment with the system’s existing foundational skills curriculum and the wider literacy ecosystem.
--	--

Sample Scope and Sequence

Timing	Participants	Name of PL and format	Description
Weekly (60 minutes)	System Literacy Leader (e.g. Director of Literacy, CAO)	1:1 System Literacy Leader Instructional Coaching Meetings (virtual)	<p>During virtual coaching meetings, Lit coaches support system literacy leader(s) to coach other building and instructional leaders and teachers using layers of student assessment, teacher, and coach data. Lit supports the system literacy leader(s) to:</p> <ul style="list-style-type: none"> • Build leader knowledge of the science of reading and deepen understanding of selected curricula; • Build leader skill around coaching leaders to support strong teacher implementation of the curriculum



Because reading is believing.

			<p>(e.g. designing and leading protocols for coach check-ins, academic team meetings, unit internalization, lesson internalization, assessment administration and analysis);</p> <ul style="list-style-type: none"> • Build leader skill around gathering and analyzing data to determine next steps for teachers and leaders; • Plan 6-8 week implementation cycles with measurable goals for teacher, coach, and leader practice; and, • Evaluate the impact of ongoing implementation cycles to adjust course as needed.
Monthly (90 minutes)	Senior System Leaders (e.g. Executive Director, CEO, Superintendent)	1:1 Senior System Leader Instructional Coaching Meetings (virtual)	<p>In these monthly coaching meetings, Lit coaches directly coach senior-level leaders to support system-wide changes to accelerate literacy progress through all layers of the system. Lit supports the senior system leader to:</p> <ul style="list-style-type: none"> • Identify bright spots and areas of opportunity in system-level data



Because reading is believing.

			<p>and mine for root causes;</p> <ul style="list-style-type: none"> • Provide feedback on artifacts (e.g. coaching videos, meeting agendas, data tools) designed to develop knowledge and skill for teachers, building level, and system level leaders; • Action plan to address school and system-wide trends and accelerate progress with and impact of ongoing implementation cycles; and, • Determine how to allocate or adjust time and resources to ensure success at each layer of the system each cycle.
<p>Quarterly (1 pre- and 1 post-visit meeting; 90 minutes)</p>	<p>Senior System and System Leaders (e.g. Executive Director, Director of Academics, Director of Literacy)</p>	<p>Instructional Coaching Visit (ICV) Pre- and Post- Meetings (virtual)</p>	<p>Pre-Instructional Coaching Visit (ICV) Meeting: Lit coaches support system leaders to collaboratively:</p> <ul style="list-style-type: none"> • analyze the current implementation cycle's data to determine whether cycle goals are met (if applicable); • triangulate any recent student, teacher, and coach data to align on



Because reading is believing.

			<p>bright spots and areas of opportunity across system and schools; and,</p> <ul style="list-style-type: none"> • review and refine proposed foci and observation schedule for a system-wide walkthrough. <p>Post-ICV Meeting: Immediately following the instructional coaching visit, Lit coaches support system leaders to:</p> <ul style="list-style-type: none"> • finalize a implementation cycle plan (based on outcomes of the ICV) that names what needs to change across the school/school system for students, teachers, coaches, school leaders, and system leaders and how change will be measured; and, • determine next steps to launch the plan, including any system-level adjustments to structures and processes.
Quarterly (2 days per visit)	System leaders, school leaders, and literacy coaches	Instructional Coaching Visits (ICVs) (In-person)	During Instructional Coaching Visits on-site, Lit coaches train client leaders to facilitate classroom observations using an



Because reading is believing.

			<p>observation protocol that includes examining the curricular lesson plans against grade-level expectations, recent student data from curriculum-embedded assessments and progress monitoring, and high-leverage instructional practices. This is an opportunity for system and building leaders to norm on what excellent instruction looks like and also hone their teacher coaching skills in delivering real-time feedback and crafting bite-sized action steps. Lit coaches develop senior leaders by modeling Progress Walkthroughs and then gradually releasing responsibility for leadership of components of the system-wide walkthrough over the course of a series of visits.</p>
--	--	--	---