LAVINIA GROUP™

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PROFESSIONAL LEARNING
PARTNER GUIDE

Adoption 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.

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

Curriculum or Content Area	Literacy
Type of Professional Learning	Adoption
Total Cost Range[1]	☐ Less than $50,000 ☐ $500,001 – $1,000,000 ☐ $50,000 – $100,000 ☐ $1,000,000+ ☑ $100,001 – $500,000
District Context	Medium-sized suburban school district with ~17,000 students. Our support and guidance equip districts with the tools, knowledge, and collaborative structures necessary to adopt HQIM that best meet their educational goals and improve student outcomes. **Quantitative Goals:** 1. Alignment with Standards:

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[1] Includes any travel related expenses, etc.

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- 95% - 100% alignment of the materials to the state or national educational standards. A common benchmark might be 90-100% alignment.
2. Adoption Rate:
   - 80% of teachers fully adopt the materials into their curriculum (including all components).
3. Improvement in Assessment Scores
   - Measure the change in student assessment scores (LEA and/or state) before and after the implementation of the instructional materials.
   - Establish a clear goal for end of year learning outcomes: i.e. Increase proficiency on state assessments by 10%.
   - Track the percentage of students reaching proficiency levels on standardized assessments before and after using the materials.

Qualitative Goals:

1. Content Quality:
   - Assess whether the content is engaging, challenging, and appropriate for the intended grade level and subject.
   - Evaluate how well the materials reflect diverse perspectives and are inclusive of all students.
2. Teacher and Student Feedback:
   - Gather feedback from teachers on how useful and effective the materials are in meeting instructional goals.
   - Assess student interest and engagement with the materials through surveys, interviews, or observational data.

	3. Pedagogical Effectiveness: ○ Evaluate how well the materials support various teaching strategies, including differentiation for diverse learners. ○ Determine whether the materials encourage higher-order thinking skills such as analysis, synthesis, and evaluation.

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**
1 day	Superintendent, CAO, key points of contact/decision makers.	Introductory Meeting (Virtual)	● Discuss reasons for wanting (new) HQIM, LEA context, unique needs, goals, and/or requirements with Superintendent, CAO, and key points of contact/decision makers ● Review plan, determine what the LEA already has and what needs to be planned for (e.g., committee

			members, vetting process, etc) ● Map out timeline and milestones
1 day	Select Committee of Teachers, instructional coaches, school leaders, and community members	Visioning Process #1	● *Getting Started with Visioning* sets the tone and develops a collective vision for HQIM. This protocol engages key stakeholders—teachers, instructional coaches, and school leaders—to collaboratively define HQIM. It clarifies assumptions about access for all students, ensuring shared understanding and commitment to equity. By addressing biases, it reinforces the belief that all students can thrive with challenging, grade-level work.
30 days (Survey) 15 days (Analysis / Results)	Staff, students, families	Administer Survey & Analyze Results	● Survey staff, students, and families about their experiences with, and strengths and weaknesses of, the current curriculum, the importance of key features, and the desired state of content area teaching and learning.

			• Review and synthesize feedback for committee review and application to the vision and framework.
1 day	Select Committee of Teachers, instructional coaches, school leaders, and community members	Committee Meeting #1	• Involves discussing high-quality instruction and planning for HQIM acquisition and dissemination with key stakeholders. • Establish protocols for ongoing reflection and feedback, ensuring the implementation aligns with a commitment to equitable access. • Structured discussions ensure that chosen materials support rigorous, grade-level appropriate work for all students.
1.5 days	Select Committee of Teachers, instructional coaches, school leaders, and community members	Visioning Process #2	• *Drafting an Instructional Vision* uses a protocol that includes instructional vision calibration and a rubric, allowing stakeholders to evaluate and reflect on the alignment between the LEA's instructional vision and student outcomes. The rubric

			provides a structured framework for assessment, ensuring clarity and consistency. Referencing student work throughout this process shows how instructional practices impact learning, fostering a shared understanding of educational goals and enhancing instructional strategies.
½ day	Select Committee of Teachers, instructional coaches, school leaders, and community members	Committee Meeting #2	• This meeting provides professional learning on evidence-based instructional practices, content area shifts, and state standards, equipping members to evaluate and select HQIM that align with their instructional vision and meet rigorous academic standards.
1 day	Select Committee of Teachers, instructional coaches, school leaders, and community members	Committee Meeting #3	• This meeting not only focuses on the creation of an instructional vision but also a content area instructional framework, both of which guide HQIM selection and adoption and reflect diverse

			stakeholder insights.
1 day	Select Committee of Teachers, instructional coaches, school leaders, and community members	Committee Meeting #4	• This meeting focuses on the thorough vetting of HQIM identified by resources like What Works Clearinghouse and EdReports. Vetting criteria compare HQIM materials to the instructional vision, ensuring selected materials support the district's goals for excellent and equitable instruction.
1 day	Select Committee of Teachers, instructional coaches, school leaders, and community members	Committee Meeting #5	• This meeting continues the work started in meeting #4. The committee will continue to focus on thorough vetting of HQIM.
1 day	Select Committee of Teachers, instructional coaches, school leaders, and community members	Committee Meeting #6	• This meeting will feature demonstrations from the final 2-3 HQIM candidates, followed by a vote to select the HQIM that will be field-tested.
½ day	Select Committee of Teachers, instructional coaches, school	Committee Meeting #7	• This meeting will include a review of the field test results and community feedback,

	leaders, and community members		culminating in a final vote on the HQIM selection.