



## 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.

*For example, if you had a two year engagement that included Adoption, Initial Implementation, and Ongoing Support for Teachers with Applewhite School District, you would complete a separate template for each one of those types of professional learning, and include the scope (what you covered) and sequence (timeline).*

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

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| <b>Curriculum or Content Area</b>    | K-5 ELA Adoption  |
| <b>Type of Professional Learning</b> | Adoption  |
| <b>Total Cost Range<sup>1</sup></b>  | <input checked="" type="checkbox"/> Less than \$50,000 <input type="checkbox"/> \$500,001 - \$1,000,000<br><input checked="" type="checkbox"/> \$50,000 - \$100,000 <input type="checkbox"/> \$1,000,000+<br><input type="checkbox"/> \$100,001 - \$500,000 |
| <b>District Context</b>              | Medium-Large, small city district in the Northeast, serving 275 teachers, multi-year engagement   |

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



## Knowledge Building and Adoption Sample Year-Long Professional Learning Plan

### Phase 1: Establish Vision, Common Definitions of Evidence-Based Reading Instruction & Readiness (Summer/Fall Year 1)

*Goal: Establish a shared, content-specific, and equitable vision for K-5 ELA and equip the Literacy Leadership Team with foundational research and evaluation tools (CEGs and Accompanying Workbook)*

| Session Focus                                     | Service Format   | Intended Audience   |
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| Research Foundations for Literacy Leadership Team | <p>Clarify the "Science of Reading" (SoR) and the research-practice gap. 2. Introduce the Simple View of Reading and Reading Rope as the structural anchors for the equitable vision. 3. Discussion focuses on the administrator's role in cultural transformation</p> <p>Workbook Integration: Leaders use Workbook Section 1 to map the SoR frameworks (Reading Rope/Simple View) to the CEG's domains (Word Recognition, Language Comprehension).</p> | Full Adoption Committee: CAO, Directors (C&I, SPED, EL), Principals, Coaches, Key Teacher Leaders. (Wide variety of stakeholders) |



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| <p>Vision, Equity, and Workbook Introduction</p> | <p>Leaders reflect on biases regarding rigor, tracking, and student potential (e.g., "Misconception: Students who don't meet grade-level expectations cannot access grade-level content").</p> <p>Belief Reinforcement: Review the CEG's "Important Preliminary Statements" to affirm the belief that all students can learn to read with effective instruction.</p> <p>Workbook Integration: Committee is introduced to the TRL CEG Workbook and completes Pages 1-5 (Purpose, Preliminary Statements, Non-Negotiable Red Flags/CNRs) as the foundational commitment.</p> | <p>Full Adoption Committee</p> |
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| <p>Building Knowledge and Remediating Gaps in Word Recognition</p>                   | <p>Dive into CEG domains.</p> <p>K-2 focuses on Essentials of Phonemic Awareness (Word Recognition).</p> <p>3-5 focuses on Word Building Fluency.</p> <p>Leaders focusing on system-level barriers to equity (e.g., budget allocation for materials, policy review related to special populations).</p> <p>Workbook Integration: Leaders use Workbook Sections corresponding to their deep dive (e.g., K-2 use the Phonological and Phonemic Awareness section) to identify key instructional components that must be present in HQIM.</p> |  |
| <p>Building Knowledge and Remediating Gaps in Language and Reading Comprehension</p> |  | <p>Full Adoption Committee</p> <ul style="list-style-type: none"> <li>● Can be done virtually</li> <li>● Can be done with the entire faculty of the district to build common understandings</li> </ul> |



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| <p>Building Knowledge in Writing</p>                               |   | <p>Full Adoption Committee</p> <ul style="list-style-type: none"> <li>● Can be done virtually</li> <li>● Can be done with the entire faculty of the district to build shared understandings</li> </ul> |
| <p>Building Knowledge in Assessment</p>                            |   | <p>Full Adoption Committee</p> <ul style="list-style-type: none"> <li>● Can be done virtually</li> <li>● Can be done with the entire faculty of the district to build shared understandings</li> </ul> |
| <p>Finalize Vision &amp; Protocol for Literacy Leadership Team</p> | <p>Finalize the shared Vision for Excellent and Equitable K-5 ELA Instruction that explicitly integrates the CEG's <i>alignment to research</i>.</p> <p>Role-Play/Practice communicating the vision and the role of the</p> | <p>Full Adoption Committee</p>   |



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|  | <p>CEG/CNRs to a hypothetical staff audience.</p> <p>Adoption Plan: Finalize the protocol for the selection process, ensuring the CEG Workbook is the required evidence document for all material reviews.</p> |  |
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**Phase 2: Student Experience, Alignment, and Documenting Evidence (Winter/Spring Year 1)**

*Goal: Provide the Adoption Committee with immersive opportunities to examine student experiences within the curriculum across all ELA domains, using the CEGs and Workbook to explicitly connect material content to the equitable vision.*

| Session Focus | Service Format | Intended Audience |
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| <p>Experiencing Word Recognition and Foundational Skills</p> | <p>Committee members participate in a simulated lesson from a candidate HQIM's Word Recognition domain. They actively execute the explicit, systematic, and cumulative instructional sequence (Phonics, Phonemic Awareness, etc.) as a student would experience it.</p> <p>Vision Alignment: They use the CEG Workbook (Word Recognition/Phonology sections) to document the student experience and determine if the tasks align with the vision for high-quality, equitable instruction.</p> <p>Modeling: The facilitator models how to use the TRL CEG Workbook for evaluation, specifically scoring the Word Recognition domain of a sample curriculum.</p> <p>Collaborative Practice: Teams work together, using a second section of the Workbook (e.g., Foundational Skills/Phonics), to review and score a different material, practicing the skills of reviewing materials and aligning evidence to the CEG's research criteria.</p> | <p>Full Adoption Committee</p> <p>Differentiated by <b>Grade Band:</b> K-2 focus vs. 3-5 focus.<br/> <b>(Specific to Content Area/Grade-Level)</b></p> |
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| <p>Deep Dive into Language Comprehension Tasks &amp; Texts</p> | <p>Experience the Curriculum: Focus shifts to the Language Comprehension domain. Leaders analyze a unit, executing a key lesson component (e.g., close reading of a complex text, vocabulary instruction). 2. They assess the student experience of the knowledge-building text sets and the rigor of the tasks. 3.</p> <p>Vision Alignment: They use the CEG Workbook (Language Comprehension/Text Domain sections) to evaluate the equitable instruction: is the rigor appropriate? Does the material ensure each and every student can access the grade-level content through its scaffolds and knowledge-building approach?</p> <p>Collaborative Practice: Teams work together to review and score different materials, practicing the skills of reviewing materials and aligning evidence to the CEG's research criteria.</p> | <p><b>Full Adoption Committee</b><br/>Differentiated by <b>Grade Band</b> (e.g., K-2 Text Access, 3-5 Complex Text Analysis).</p> |
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| <p>Integrating Fluency, Writing and Assessment</p> | <p>Review the HQIM's Fluency, Writing, and Assessment components as a total student experience.</p> <p>Leaders analyze the types of tasks students perform (e.g., writing tasks, fluency practice) and the assessments used.</p> <p>Review the HQIM's differentiated instruction suggestions and analyze whether they perpetuate the misconception that certain students cannot access grade-level content</p> <p>Leaders evaluate how the material's assessment components align with the district's overall data collection needs and how the embedded assessment components complement existing assessment practices and protocols.</p> | <p>Full Adoption Committee</p> |
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| <p>Evaluation Synthesis &amp; Consensus Protocol</p> | <p>Teams present their compiled evidence and final scores from their CEG Workbooks.</p> <p>Use a Consensus Protocol to reconcile scores and ensure the final decision is grounded in the collaborative evidence gathered on student experience.</p> <p>A structured reflection activity documents how their personal experience with the materials challenged their initial assumptions about student capabilities or instructional design.</p> | <p>Full Adoption Committee</p> |
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### Phase 3: Final Decision, Communication, and Execution Plan (Spring)

**Goal:** Synthesize evidence from the CEG Workbooks, finalize the HQIM selection, develop the comprehensive change management and communication strategy, and consider Year 2 implementation support.

| Session Focus                                      | Service Format  | Intended Audience              |
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| <p>Final Workbook Review and Decision Protocol</p> | <p>Protocol Implementation:<br/>Implement a Final Workbook Review Protocol where teams present a synthesis of their evidence from the CEG Workbooks</p> <p>The focus is on <i>documented evidence</i> from the student experience analysis.</p> <p>Equity Check: Explicitly review the CNRs and the Equitable Vision to ensure the decision is not swayed by opinion but is grounded in which material best supports access to rigorous, grade-level content for every student.</p> | <p>Full Adoption Committee</p> |
| <p>Change Management Strategy for Leaders</p>      | <p>Focus on the skills leaders need.</p> <p>Analyze case studies of successful/unsuccessful HQIM adoptions.</p> <p>Executing Adoption: Strategy session on <i>anticipating</i></p>  | <p>Targeted Leader Cohort</p>  |



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|  | <p><i>logistical issues</i> (purchasing, distribution, staffing) and developing the execution timeline.</p> <p>Discuss strategies for managing resistance to the change, grounding all justifications in the ethical, equitable necessity of the chosen HQIM.</p>   |                                  |
| <p>Communicating Vision and Adoption Decisions</p> | <p>Practice the Skills: Leaders engage in role-play scenarios (e.g., presenting to the School Board, responding to a skeptical teacher).</p> <p>The core message must clearly link the selection of the HQIM to the district's defined equitable vision.</p> <p>Practice: Committee members practice crafting and delivering messages that are clear, concise, and focused on student outcomes.</p> | <p>Full Adoption Committee</p>   |
| <p>Planning for Sustainability</p>                 | <p>Execution: Finalize the Year 1 Adoption Plan details (budget, logistics, PD schedule).</p> <p>Structure Implementation Phase Professional Learning: Consider planning for TRL Implementation Support Visits (for coaching) and Virtual Coaching (for sustained fidelity support). Reflection: Review the entire process and reflect on lessons learned for future adoptions.</p>                 | <p>Executive Leadership Team</p> |