



## 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.**

<b>Curriculum or Content Area</b>	<i>Paths to College and Career</i> English Language Arts, Grades 9–12	
<b>Type of Professional Learning</b>	Initial Implementation	
<b>Total Cost Range<sup>1</sup></b>	Less than \$50,000 \$50,000 – \$100,000 \$100,001 – \$500,000	<b>\$500,001 – \$1,000,000</b> \$1,000,000+
<b>District Context</b>	This urban school district is the fourth largest in the United States, serving over 328,000 students and approximately 17,000 teachers.	

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



	<p>Over a five-year period, PCG supported the district with professional learning and site-based coaching for the <i>Paths to College and Career</i> English Language Arts (<i>Paths</i>) curriculum. This partnership began with PCG’s support for 12,000 eleventh grade students across 61 schools: These students had not yet met the state’s high school graduation requirements, and the district’s goal was to help these students build the reading, writing, and critical thinking skills needed to pass the state assessment.</p> <p>PCG provided support services to build teachers’ capacity to implement the curriculum, including an introductory institute, follow-up professional learning sessions, and classroom walkthroughs. In subsequent years, the district expanded the initiative to include professional learning and coaching for twelfth grade teachers in additional priority schools identified by the district. After the first year of Paths implementation, the graduation rate increased by five percentage points, and the number of students retaking the state assessment in twelfth grade declined. District administrators also praised Paths for strengthening the capacity of both students and teachers.</p>
--	---

**Sample Scope and Sequence (delete the examples. You may add up to 2 samples of engagements- duplicate this table if necessary)**

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
Introductory Summer Institute: Day 1	New Teachers, Coaches, and Leaders	Getting Started with the <i>Paths</i> Curriculum: Synchronous (in-person)	In this session, participants learn about the structure of the <i>Paths</i> curriculum; explore key components of a module, unit, and lesson; and locate key information to support implementation.
Introductory Summer Institute: Day 1	New Teachers, Coaches, and Leaders	Understanding <i>Paths</i> Design Principles: Synchronous (in-person or virtual)	In this session, participants build a deep understanding of how and why <i>Paths</i> was built. They explore how it aligns to standards, models the instructional shifts, and helps close opportunity gaps for striving readers.
Introductory Summer Institute: Day 1	New Teachers, Coaches, and Leaders	Building Strong Readers: Synchronous (in-person or virtual)	In this session, participants learn how <i>Paths</i> supports students in becoming powerful readers. They develop a shared definition of powerful reading, examine the purpose and structure of reading lessons, and engage with texts from the curriculum.
Introductory Summer Institute: Day 2	New Teachers, Coaches, and Leaders	Building College and Career Ready Writers: Synchronous (in-person or virtual)	In this session, participants learn <i>Paths'</i> approach to integrated writing instruction by examining the writing standards and sample lesson plans for each text type and analyzing tools and rubrics.

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
Introductory Summer Institute: Day 2	New Teachers, Coaches, and Leaders	Building Academic Vocabulary: Synchronous (in-person or virtual)	In this session, participants learn how <i>Paths</i> builds academic language through high-quality texts, broad independent reading, and text-based vocabulary instruction.
Introductory Summer Institute: Day 2	New Teachers, Coaches, and Leaders	Planning For <i>Paths</i> Implementation: Synchronous (in-person or virtual)	In this session, participants learn a process for planning with the <i>Paths</i> curriculum and begin planning for Module 1.
Quarterly	New Teachers and Coaches	Module-Specific Implementation Sessions: Synchronous (in-person or virtual)	These sessions prepare teachers and coaches to implement an upcoming module by unpacking module content, including texts and assessments, in preparation for instruction.
Varies (Monthly to Bimonthly)	New Teachers, Coaches, and Leaders	Coaching: Synchronous (in-person)	In these sessions, participants receive in-person coaching for schools implementing <i>Paths</i> . Grounded in the instructional coaching cycle, sessions may involve cycles of goal setting, lesson modeling, observation, and feedback.
Bimonthly (or as requested)	New Teachers, Coaches, and Leaders	Demonstration Lessons: Synchronous (in-person)	As part of site-based coaching, demonstration lessons model effective <i>Paths</i> implementation techniques, including

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
			subtractive planning, pacing, and classroom engagement.