



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.

Curriculum or Content Area	English Language Arts	
Type of Professional Learning	Initial Implementation	
Total Cost Range¹	<input type="checkbox"/> Less than \$50,000 <input type="checkbox"/> \$50,000 - \$100,000 <input type="checkbox"/> \$100,001 - \$500,000	<input checked="" type="checkbox"/> \$500,001 - \$1,000,000 <input type="checkbox"/> \$1,000,000+ Note: Relay customizes scope & pricing to meet partner needs.

¹ Includes any travel related expenses, etc.

District Context	<ul style="list-style-type: none"> • Approx 200 educators served (including teachers, leaders, coaches) • Mid-sized, urban district • Year 1 of a multiyear implementation plan • Goal: To effectively launch implementation of the curriculum, grounding in the purpose of the curricular design, to ensure all ELA classrooms implement curricular materials with fidelity and authenticity.
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Sample Scope and Sequence

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
July	District Leaders	Strategic Planning (Virtual)	Leaders set a clear vision and implementation plan
August	District Leaders & Principals	Module Internalization (In Person) Lesson Internalization (In Person) Systems & Structures to Support Internalization (In Person)	Leaders engage with HQIM materials by following internalization protocols teachers will use and reflect on the experience as they vet and establish their school-wide systems and structures of support for the year.
September	K-8 Teachers &	Module Internalization PLCs (In Person)	Learn to internalize the HQIM using

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	Instructional Coaches	Lesson Internalization PLCs(In Person)	Relay's Internalization Protocols
October	District Leaders & Principals K-8 Teachers Principals	Observation & Feedback Pt. 1 (In Person) Lesson Practice Labs PLCs (In Person) Classroom Observations (In Person)	Leaders learn how to observe and offer high-leverage feedback, grounded in the HQIM Teachers practice annotating and teaching key portions of upcoming lessons and receive feedback from coaches and peers. Classroom observations support leader reflection and strategic school planning.
December	K-8 Teachers Principals	Supporting MLLs in the HQIM (In Person) Customized Coaching (In Person) Classroom Observations (In Person)	Teachers ground in the SIOP model and practice how to increase access and comprehensible input for MLL students without lowering the rigor of the HQIM. Coaching is customized to the unique needs of each campus. Observations support leader reflection and strategic school planning.
January	District Leaders & Principals	Observation & Feedback Pt.2 (In Person)	Leaders dive deeper into how to observe and offer high-leverage feedback,

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	K-8 Teachers	Effective Scaffolding (In Person)	<p>grounded in the HQIM by practicing feedback sessions and receiving feedback from coaches and peers.</p> <p>Teachers learn how to use data to provide appropriate scaffolds to increase access to HQIM for students in need without lowering the rigor/bar of grade level standards.</p>
March	K-8 Teachers & Principals	Customized Coaching (In Person)	Coaching is customized to the unique needs of each campus.
April	K-8 Teachers & Principals	Customized Coaching (In Person)	Coaching is customized to the unique needs of each campus.
June	K-8 Teachers & Principals	Classroom Observations (In Person) Reflections & Planning (In Person)	<p>Observations support leader reflection and strategic school planning.</p> <p>Reflections from Year 1 support goal setting and strategy for Year 2.</p>
Bi-monthly	District leaders	Check Ins (Virtual)	<p>Check ins involve, but are not limited to:</p> <ul style="list-style-type: none"> • Data analysis & action planning • Strategic Planning • Content/Capacity Building • Strengths/Barrier analysis