

## Ongoing for Leaders 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.**

<b>Curriculum or Content Area</b>	Illustrative Math (Kendall Hunt), Grades 6–8
<b>Type of Professional Learning</b>	Ongoing for Leaders
<b>Total Cost Range<sup>1</sup></b>	<div> <input type="checkbox"/> Less than \$50,000         <input type="checkbox"/> \$500,001 – \$1,000,000       </div> <div> <input type="checkbox"/> \$50,000 – \$100,000         <input type="checkbox"/> \$1,000,000+       </div> <div> <input checked="" type="checkbox"/> \$100,001 – \$500,000       </div>
<b>District Context</b>	<p>In a medium-sized suburban public school district with approximately 27,000 students, we focus on developing 22 middle school math leaders into effective instructional coaches who can elevate teacher performance. Through continuous, hands-on professional development and leadership-focused coaching in grades 6–8, we aim to build leaders who inspire and guide teachers to excel in Illustrative Mathematics (IM) lesson delivery. Our objectives include a 10% improvement in state assessment scores in each grade after one</p>

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

	year of support, 95% of students meeting their end-of-year math goals on a benchmark assessment, and a 25% increase in teacher effectiveness as measured by a normed classroom observation system and student engagement metrics.
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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) <b>and format</b> ( Virtual, in-person, hybrid)	Description
August	Grades 6-8 school and instructional leaders	Illustrative Math as a Leader (In-Person)	<ul style="list-style-type: none"> <li>This session introduces leaders to the IM curriculum and their critical role in its implementation. Leaders engage in an immersion lesson, experiencing the curriculum as students to understand its problem-solving framework and alignment with the Common Core math shifts. They analyze the yearlong scope across Grades 6-8 to grasp coherence and progression and internalize Unit 1 using the unit launch structure they will later use</li> </ul>

			<p>with teachers.</p> <ul style="list-style-type: none"> <li>• This session ensures leaders are familiar with the materials and can address scheduling needs, equipping them to support teachers effectively.</li> </ul>
September	Grades 6–8 school and instructional leaders	Authentic Engagement in Illustrative Math (In-Person)	<ul style="list-style-type: none"> <li>• In this in-person session, school leaders learn methods to enhance student engagement in IM. Leaders analyze videos demonstrating the impact of direct instruction versus IM’s problem-solving approach, recognizing the importance of maintaining high-rigor, equitable instruction. They practice giving feedback, refining intellectual preparation protocols, analyzing student work, and planning for upcoming meetings.</li> <li>• This session reinforces the belief in all students’ success with rigorous, grade-level work and helps leaders examine and improve their instructional practices.</li> </ul>

October	Grades 6–8 school and instructional leaders	Effectively Driving Towards Outcomes in Illustrative Math (In-Person)	<ul style="list-style-type: none"> <li>• Leaders norm on a data analysis protocol, using it to develop an action plan for their schools. They review a sample instructional management plan to drive IM outcomes and collaborate to create their own plans.</li> <li>• This session grounds learning in evidence from student work and data, supporting leaders in defining and refining their vision for IM implementation and ensuring coherence across systems-level procedures.</li> </ul>
Bi-monthly	Grades 6–8 school and instructional leaders	Coaching & Planning (In-person)	<ul style="list-style-type: none"> <li>• <b>Intellectual Preparation:</b> We will develop teachers on proven structures and protocols for intellectual preparation. This strengthens and reinforces teachers' ability to effectively deliver each IM lesson.</li> <li>• We will develop leaders in leading effective intellectual preparation meetings that hone teachers' understanding of the standards and grade-level content, while</li> </ul>

			<p>also planning and practicing for how to deliver equitable instruction.</p> <ul style="list-style-type: none"> <li> <b>Data Analysis, Student Work Study, Action Planning:</b> We will introduce leaders to highly effective protocols and systems for collecting and studying data and student work. This process will include the analysis of IM-specific assessments such as cool-downs, mid-unit, and end-of-unit assessments to measure standards mastery. This will lead to action planning with school leaders to rapidly improve data.         </li> <li> <b>Classroom Coaching:</b> We will engage in walkthroughs of instruction with school leaders and math coaches, focusing on alignment with the IM instructional framework. We will provide leaders and teachers with actionable, evidence-based feedback on how to improve instruction and student         </li> </ul>
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			<p>outcomes.</p> <ul style="list-style-type: none"><li>• <b>Modeling:</b> We will model intellectual preparation meetings, data analysis, and instruction for leaders. We will then debrief so leaders are prepared to plan and lead these inputs with our guidance and feedback.</li></ul>
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