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 two clients of the professional learning partner.

Curriculum or Content Area	Math
Type of Professional Learning	Ongoing for Leaders
Total Cost Range[1]	☐ Less than $50,000 ☐ $50,000 - $100,000 ☐ **$100,001 - $500,000** ☐ $500,001 - $1,000,000 ☐ $1,000,000+
District Context	Sample District: Large urban school district (~100 schools, ~50k students) - Working in collaboration with the district, NTC provided support to district leaders and 150 coaches over the course of four years through a gradual release model to build district capacity, utilizing 1) professional learning for coaches, 2) in-field coaching for coaches, and 3) consultation with district leaders to implement and sustain a curriculum-focused coaching model - providing differentiated supports to new teachers in addition to support for all teachers across the district.

[1] Includes any travel related expenses, etc.

Sample District Scope and Sequence

Timing	**Participants**	**Name of PL** (either specific workshop title, coaching, etc) **and format**(Virtual, in-person, hybrid)	**Description**
Year 1 Summer	Math coaches	Professional Learning Math Foundational Institute for Coaches (In-person)	Day 1 - Explore the purpose of coaching and the opportunity it provides to create optimal learning environments for students through the lens of DPSCD's Vision of Excellent Instruction Framework - Use coaching tools, protocols, and language throughout the Teaching and Coaching Cycle to accelerate teacher practice and student learning while building trusting relationships
			Day 2 - Practice effective planning conversations to support teachers in their intellectual preparation for math lessons
			Day 3 - Explore the coaching cycle, including pre-observation conversation, observation, and post-observation co-analysis
			Day 4 - Practice analyzing student learning to prioritize feedback - Practice effective feedback conversations
Year 1 Monthly	Math coaches	Practice Forum Problem of Practice (In-person)	- (Initial) Explore the purpose of practice forums and the opportunity its provides to create a community of practice - (Ongoing) Reflect on strengths and challenges of building trust and providing feedback and coaching to teachers aligned to math implementation

Year 1 Monthly	Math coaches	Content Forum Deep Dive into Coaching Practices (Virtual)	- Explore high leverage coaching practices such as communicating with administrators, observation and feedback cycle, effective feedback delivery, analyzing student learning, utilizing observation tools, and self-assessment of effectiveness
Year 1 Monthly	District leaders	Consultation (Virtual)	- (Initial) Define shared goals and metrics for the work and finalize professional learning scope and sequence - (Initial) Build district leaders' capacity as co-facilitators for the professional learning - (Ongoing) Reflect on progress in curriculum implementation efforts and make strategic decisions in the spirit of continuous improvement
Year 1 Monthly	Math coaches	In-field Coaching (In-person)	Conduct in-field coaching cycles, including: - Conduct classroom visits to observe curriculum implementation alongside the instructional coaches - Debrief the observations, and reviewing data to plan goals for the teachers - Consider the ongoing support teachers might need during the curriculum-based professional learning time - Co-coach with the instructional coaches, building their capacity as they engage teachers in all parts of the coaching cycle
Year 1 Two times per year	District leaders	Coaching and Data Collection (In-person)	Learning Walks are guided by inquiry questions designed to deepen vision and consider implementation of the math curriculum. Sample inquiry questions include: - How are classroom environments, materials, and schedules structured to support learning and development opportunities? - How are the math instructional materials being implemented in alignment with the standards? - How are students and adults interacting and what does that tell us about student learning across schools? - What evidence do we see of students carrying the cognitive load of the instruction?

Year 2 Summer	Math coaches	Professional Learning Math Advanced Institute for Coaches (In-person)	- Revisit the purpose of coaching and the opportunity it provides to create optimal learning environments for students through the lens of DPSCD's Vision of Excellent Instruction Framework - Develop and deepen coach skills and practice to support teachers to implement the math curriculum
Year 2 Monthly	Math coaches	Practice Forum Problem of Practice (Virtual)	- (Ongoing) Reflect on strengths and challenges of building trust and providing feedback and coaching to teachers aligned to math implementation
Year 2 Monthly	District leaders	Consultation (Virtual)	- (Initial) Define shared goals and metrics for the work and finalize professional learning scope and sequence - (Initial) Build district leaders' capacity as co-facilitators for the professional learning - (Ongoing) Reflect on progress in curriculum implementation efforts and make strategic decisions in the spirit of continuous improvement
Year 2 Every other month	Math coaches	In-field Coaching (In-person)	Conduct in-field coaching cycles, including: - Conduct classroom visits to observe curriculum implementation alongside the instructional coaches - Debrief the observations, and reviewing data to plan goals for the teachers - Consider the ongoing support teachers might need during the curriculum-based professional learning time - Co-coach with the instructional coaches, building their capacity as they engage teachers in all parts of the coaching cycle

Year 2 Two times per year	District leaders	Coaching and Data Collection (In-person)	Learning Walks are guided by inquiry questions designed to deepen vision and consider implementation of the math curriculum. Sample inquiry questions include: - How are classroom environments, materials, and schedules structured to support learning and development opportunities? - How are the math instructional materials being implemented in alignment with the standards? - How are students and adults interacting and what does that tell us about student learning across schools? - What evidence do we see of students carrying the cognitive load of the instruction?
Year 3 Monthly	District leaders	Consultation (Virtual)	- (Initial) Define shared goals and metrics for the work - (Ongoing) Reflect on progress in curriculum implementation efforts and make strategic decisions in the spirit of continuous improvement
Year 3 Two times per year	District leaders	Coaching and Data Collection (In-person)	Learning Walks are guided by inquiry questions designed to deepen vision and consider implementation of the math curriculum. Sample inquiry questions include: - How are classroom environments, materials, and schedules structured to support learning and development opportunities? - How are the math instructional materials being implemented in alignment with the standards? - How are students and adults interacting and what does that tell us about student learning across schools? - What evidence do we see of students carrying the cognitive load of the instruction?
Year 4 Monthly	District leaders	Consultation (Virtual)	- (Initial) Define shared goals and metrics for the work - (Ongoing) Reflect on progress in curriculum implementation efforts and make strategic decisions in the spirit of continuous improvement

Year 4 Two times per year	District leaders	Coaching and Data Collection (In-person)	Learning Walks are guided by inquiry questions designed to deepen vision and consider implementation of the math curriculum. Sample inquiry questions include: - How are classroom environments, materials, and schedules structured to support learning and development opportunities? - How are the math instructional materials being implemented in alignment with the standards? - How are students and adults interacting and what does that tell us about student learning across schools? - What evidence do we see of students carrying the cognitive load of the instruction?