



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	<i>Paths to College and Career</i> English Language Arts, Grades 9–12	
Type of Professional Learning	Ongoing for Leaders	
Total Cost Range¹	Less than \$50,000 \$50,000 - \$100,000 \$100,001 - \$500,000	\$500,001 - \$1,000,000 \$1,000,000+
District Context	This urban school district is the fourth largest in the United States, serving over 328,000 students and approximately 17,000 teachers.	

¹ 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 <i>Paths</i> 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 <i>Paths</i> 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
Returning Leaders Strand (Annually)	Returning Teachers, Coaches, and Leaders	Deepening Strategies for Student Growth in <i>Paths</i> : Diving into Lesson Planning: Synchronous (in-person or virtual)	In this session, participants identify and plan for opportunities to increase bell-to-bell student engagement; focus and plan for supporting students in accountable, analytical, and academic conversations; and analyze formative assessment strategies to identify areas for supporting student growth.
Returning Leaders Strand (Annually)	Returning Teachers, Coaches, and Leaders	Deeper Scaffolding in <i>Paths</i> : Synchronous (in-person or virtual)	In this session, participants plan adaptations and scaffolds to support striving learners, students with IEPs, and English learners working with the <i>Paths</i> curriculum.
Returning Leaders Strand (Annually)	Returning Teachers, Coaches, and Leaders	Using Student Data Effectively: Synchronous (in-person or virtual)	In this session, participants explain what students can and cannot do with respect to a given standard while focusing on high-impact and high-control areas for supporting student growth.
Varies (Monthly to Bimonthly)	New and Returning 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

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
			of goal setting, lesson modeling, observation, and feedback.
Bimonthly (or as requested)	New and Returning 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 subtractive planning, pacing, and classroom engagement.