



Sample Scope and Sequence of Professional Learning Engagement

Curriculum or Content Area	English Language Arts
Type of Professional Learning	Adoption
Total Cost Range¹	☒ Less than \$50,000 ☐ \$500,001 - \$1,000,000 ☒ \$50,000 - \$100,000 ☐ \$1,000,000+ ☒ \$100,001 - \$500,000
District Context	Size & Type: Mid-size district with multiple elementary schools Number of Teachers Served: K-5 classroom teachers (plus coaches and administrators, as applicable) Overall Goal: Implement HQIM with integrity by aligning curriculum and high-impact instructional practices through classroom modeling, job-embedded coaching, and leadership systems (walkthrough look-fors, feedback routines, and data-to-action cycles).

¹ Includes any travel related expenses, etc.



	• Job-embedded cycles that strengthen daily HQIM delivery and differentiation • Internalization, rehearsal, and planning routines embedded into PLC structures • Student work/assessment review to plan reteach, regrouping, and supports • Classroom modeling to maintain tight alignment between practices and curriculum
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Scope and Sequence: There are 4-5 visits planned for each school year. Each visit follows the 3 day pattern described below.

Timing 5 Visits 3 Days each Visit	Participants	Name of PL (either specific workshop title, coaching, etc) and format(Virtual, in-person, hybrid)	Description
Each cycle/visit	K-5 Teams	Internalization + Planning	Prepare upcoming lessons; anticipate misconceptions; plan scaffolds and success criteria.
Each cycle/visit	K - 5 teachers	Rehearsal + Feedback (in-person/virtual)	Practice key lesson moments; refine prompts, CFUs, feedback, and routines.
Each cycle/visit	K - 5 teachers	Instructional Studio: Model: Classroom Lessons	Demonstration lessons with students; observation + debrief tools; optional co-teaching.
Each cycle/visit	Coaches	Check-in + Support (virtual)	Review evidence, remove barriers, adjust supports, and plan next cycle focus.

