

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	Adoption, Initial Implementation, Ongoing for Teachers , or 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	Size, type (urban, suburban, rural), number of teachers served, and overall goal of your engagement

¹ Includes any travel related expenses, etc.

22 districts with 2,876 teachers and 35,114 students. Districts vary in type

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
August	6-12 ELA Teachers	Introduction to Coaching Mode within HQIM In-person	This initial session introduces teachers to the coaching process as it relates to ongoing HQIM implementation
August	6-12 ELA Teachers	Initial Implementation of HQIM In-person	This meeting establishes a shared understanding of HQIM implementation expectations and the upcoming coaching cycle. Participants will review prior implementation successes and barriers, preview the upcoming professional development and coaching plan, and finalize a mutually agreed-upon scheduling framework.
August	6-12 ELA Teachers	Skillful Implementation of HQIM	This session connects HQIM

		In-person	implementation to standards-aligned, equitable instruction. Facilitators model key lessons, review distinguishing features of the materials, and guide annotation of upcoming lessons for student learning opportunities and rubric alignment. The session concludes with the determination of the next steps in the coaching cycle
Monthly	6-12 ELA teachers	Follow-up Coaching Cycles 1:1 and small-group: 1 On-site and virtual sessions	This phase offers differentiated coaching options based on individual teacher need, including unit internalization, lesson internalization, classroom observation with debrief and feedback, modeling, and guided peer observation 'lab' experiences