



rivet education's
**PROFESSIONAL LEARNING
PARTNER GUIDE**

Sample Scope and Sequence of Professional Learning Engagement

This overview represents the services for one client of the professional learning partner.

Curriculum or Content Area	Literacy, 3 different curricula
Type of Professional Learning	Ongoing for Teachers
Total Cost Range¹	<input type="checkbox"/> Less than \$50,000 <input type="checkbox"/> \$500,001 - \$1,000,000 <input checked="" type="checkbox"/> \$50,000 - \$100,000 <input type="checkbox"/> \$1,000,000+ <input type="checkbox"/> \$100,001 - \$500,000
District Context	Rural district, K-12 educators, 3 elementary schools, 1 middle school, 1 high school

¹ Includes any travel related expenses, etc.



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	<p>K-5 ELA/Literacy teachers and K-5 school and instructional leaders</p> <p>Grades 6-8 ELA/Literacy teachers and Grades 6-8 school and instructional leaders</p> <p>Grades 9-12 ELA/Literacy teachers and Grades 9-12 school and instructional leaders</p>	<p>Understanding and Implementing the Intellectual Preparation Cycle: Summer Launch with Unit Internalization and Lesson Internalization</p> <p>In Person</p> <p>Full Day (6 Hours)</p> <p>Learn by Doing</p>	<p>This intensive summer launch is designed to ground educators in the Intellectual Preparation Cycle, a critical process for effectively delivering high-quality instructional materials (HQIM). Participants will engage in "Unit Internalization" and "Lesson Internalization," moving beyond simple "lesson planning" to deeply understand the standards, goals, and intent of their specific curriculum.</p> <ul style="list-style-type: none"> • For teachers: This session provides a collaborative space to dive into upcoming units, anticipate student misconceptions, and practice key instructional moves before they reach the classroom. • For leaders: The workshop focuses on how to support and sustain this cycle throughout the



			<p>school year, ensuring that professional learning translates directly into improved student outcomes.</p> <p>Goal: To ensure every educator feels confident and prepared to launch their literacy curriculum with a clear vision of excellence for every student.</p>
August	<p>K-5 ELA/Literacy teachers and K-5 school and instructional leaders</p> <p>Grades 6-8 ELA/Literacy teachers and Grades 6-8 school and instructional leaders</p> <p>Grades 9-12 ELA/Literacy teachers and Grades 9-12 school and instructional leaders</p>	<p>The Science of Reading and Writing in Your HQIM</p> <p>In Person</p> <p>Full Day (6 Hours)</p> <p>Learn by Doing</p>	<p>This session bridges the gap between foundational research and daily practice by exploring how the Science of Reading and Writing is uniquely brought to life within your specific High-Quality Instructional Materials (HQIM). This workshop will deepen your understanding of how evidence-based practices, including systematic phonics, vocabulary development, and knowledge-building, are structured within your resources.</p> <ul style="list-style-type: none">● For teachers: Participants will engage in hands-on activities to identify where these scientific principles live in their lessons, ensuring they can deliver



			<p>instruction that is both research-aligned and impactful for students.</p> <ul style="list-style-type: none"> • For leaders: The session provides a framework for recognizing effective, evidence-based literacy instruction during classroom observations and supporting teachers in the transition to HQIM-aligned practices. <p>Goal: To empower educators to see their curriculum not just as a set of materials, but as a powerful tool for implementing the Science of Reading and Writing to improve student literacy outcomes.</p>
<p>Three times a Year</p>	<p>K - 5 teachers</p> <p>Grades 6-8 teachers</p> <p>Grades 9-12 teachers</p>	<p>On Site Unit Internalization and Student Work Analysis led by EPIC Coaches</p> <p>In Person</p> <p>Full Day (6 Hours)</p> <p>Learn by Doing</p>	<p>These midyear touchpoints provide a critical "pit stop" for educators to ensure curriculum implementation stays on track and responsive to student needs. These collaborative sessions are split into two high-impact phases:</p> <ol style="list-style-type: none"> 1. Student Work Analysis: Teachers bring authentic samples from their current units. With the guidance of EPIC Coaches, teams analyze this evidence to identify



			<p>trends in student understanding, common misconceptions, and areas of strength.</p> <p>2. Responsive Unit Internalization: We use the data from the analysis to inform the internalization of the <i>next</i> unit. Instead of a "one-size-fits-all" approach, teachers will design intentional scaffolds and instructional adjustments tailored specifically to the needs identified in their students' recent work.</p> <p>Goal: To move beyond simply "covering the material" by using real-time student data to refine instructional delivery and ensure every student has the support they need to succeed in the upcoming unit.</p>
Three Times a Year: Summer, November, and February	District and School Administrators	Executive Coaching ½ Day (3 hours) Hybrid—Some in person and some virtual	Leading a transition to high-quality instructional materials (HQIM) requires a specialized skillset that is rarely covered in traditional principal preparation programs. These Executive Coaching sessions are designed to bridge that gap, providing leaders with a confidential

			<p>space to navigate the complexities of curriculum-based professional learning. We dive deep into two primary areas:</p> <ul style="list-style-type: none">● The Technical Side: Understanding the "nuts and bolts" of implementation, including scheduling for collaborative planning, monitoring the fidelity of the curriculum, and aligning resources to support teacher growth.● The Human Side: Navigating the "change management" aspect of implementation. We focus on building buy-in, managing the emotional shifts that come with new instructional expectations, and fostering a school culture that embraces continuous improvement. <p>Goal: To equip leaders with the vision and tactical tools necessary to drive a successful, sustainable curriculum implementation that results in measurable student achievement.</p>
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Twice Yearly	District and School Administrators	Learning Walks In Person Full Day at 5 Schools 3 elementary, 1 middle, 1 high	<p>These sessions move beyond traditional observation by taking a systems-level view of curriculum implementation. We work alongside district and school leaders to analyze the direct connection between instructional inputs and student outcomes. During these walks, we will:</p> <ul style="list-style-type: none">● Analyze Inputs: Observe how high-quality instructional materials (HQIM) are being utilized in the classroom and identify the specific instructional moves teachers are employing.● Evaluate Outcomes: Examine the student experience in real-time to determine if the intended learning goals are being met.● Inform Future PL: Use these observations to identify systemic trends, celebrate "bright spots," and pinpoint specific gaps. This data becomes the foundation for planning future, targeted professional learning that addresses the actual needs of teachers and students. <p>Goal: To shift from evaluation to a</p>
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			collaborative learning model, providing leaders with the data-driven insights necessary to calibrate their vision and strategically plan for long-term instructional success.
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