



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	English Language Arts	
Type of Professional Learning	Adoption, Initial Implementation, Ongoing for Teachers , or 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	HILL for Literacy worked with a medium-sized, suburban school district to support teachers' use of the district's core, supplemental, and intervention literacy programs strategically within a multi-tiered system of support. We accomplished this by supporting HQIM implementation through regular team meetings, in-class coaching, and the development of tools that ensure consistent, high-quality instruction.	

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
September and October	Teachers	Small Group: Independent Student Work, Virtual or In-Person	- Plan and manage independent work time: Design rotation schedules or work boards, set clear expectations, and use assessments to ensure student accountability. - Implement centers that include both decoding (phonics, fluency, high-frequency words) and language comprehension (oral language, vocabulary, critical thinking).
November and December	Teachers, District Literacy Leadership Team	Program Assessments, Virtual or In-Person	- Develop a cohesive assessment plan: Identify and organize program assessments by purpose and create a framework for consistent use across grade levels. - Use data to drive instruction: Analyze assessment results to inform

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			teaching decisions and improve instruction during implementation.
January and February	Teachers, District Literacy Leadership Team	Academic Language, Virtual or In-Person	• Differentiate and support diverse learners: Identify and apply program-recommended scaffolds and strategies to support multilingual learners' language development and comprehension. • Strengthen collaborative learning structures: Use data to form purposeful student partnerships that enhance engagement and instructional effectiveness.
March and April	Teachers, District Literacy Leadership Team	Process Writing, Virtual or In-Person	• Plan and deliver effective writing instruction: Identify the sequence of writing genres and use program guidance to implement the writing process with clear purpose and structured instruction. • Strengthen assessment and instructional practice: Apply modeling, guided and independent practice, and use rubrics to evaluate, calibrate, and inform writing instruction based on student work.

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May and June	Teachers, District Literacy Leadership Team	Glow and Grow, Virtual or In-Person	• Reflect on growth and successes: Share celebrations and areas of improvement in knowledge and instructional practice related to the new program. • Inform future planning: Gather stakeholder input to shape and enhance the scope and sequence for the upcoming school year.
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