rivet education's
PROFESSIONAL LEARNING
PARTNER GUIDE

Ongoing for Teachers 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	
Type of Professional Learning	Ongoing for Teachers
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	Small Urban Charter School Network, with 16 middle school math teachers & leaders. We provide ongoing job-embedded professional development and targeted math coaching

[1] Includes any travel related expenses, etc.

	to sustain high-quality implementation of Illustrative Math. Our goal is to ensure consistent, standards-aligned instruction that promotes student discourse and problem-solving and to drive continuous growth in state assessment outcomes by at least 15% in each grade after one year of support.

Sample Scope and Sequence

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	Grades 6–8 math teachers	Deepening Practice: Illustrative Math Curriculum Planning & Student Engagement (In-Person)	At the start of the school year, Lavinia Group provides a full-day professional learning experience for teachers and leaders focused on refining IM implementation. This session supports experienced IM teachers in going beyond basic curriculum delivery by honing instructional practices that drive deep student thinking and engagement. Participants reflect on lessons learned from the prior year, study trends in student work and data, and identify priority instructional moves for the year ahead. They will also revisit the curriculum's year-long coherence, review critical

			grade-level content progressions, and collaboratively refine the launch of the year's first unit.
August & Ongoing Before Each Unit	Grades 6–8 math teachers	Unit Launch Sessions (Virtual or In-Person)	Before the start of each new unit, teachers engage in focused planning sessions designed to build deep understanding of the unit's trajectory and key instructional goals. To anchor their preparation, teachers begin by taking the end-of-unit assessment to experience the cognitive demand and clarity of the learning outcomes. This backward planning approach helps them internalize where students are headed and what success looks like. Teachers then examine cool-downs from key lessons across the unit to identify the essential learning targets and assess how each lesson builds toward the unit goals. They analyze the structure of tasks, anticipate common misconceptions, and plan scaffolds and strategic questions to support all learners. Unit Launch sessions ensure that teachers are instructionally ready to deliver lessons with precision, confidence, and a clear vision of student success.

Bi-monthly	Grades 6–8 math teachers	Intellectual Preparation & Data Analysis (In-Person)	**Intellectual Preparation:** As part of ongoing professional learning, we will continue to develop teachers on proven structures and protocols for intellectual preparation. This ongoing work strengthens and reinforces teachers' ability to effectively deliver each IM lesson with clarity and purpose. During intellectual preparation meetings, teachers deepen their understanding of the standards and grade-level content, while also planning and practicing how to deliver equitable instruction to meet student needs. Teachers will plan and rehearse strategic questions that promote student thinking, encourage rich mathematical discussions, and foster deeper student reasoning and understanding. **Data Analysis, Student Work Study, Action Planning**: We will continue reinforcing highly effective protocols and systems for collecting and analyzing student data and work. This includes the regular analysis of IM-specific assessments such as cool-downs, mid-unit, and end-of-unit assessments to measure progress toward standards mastery. These ongoing data cycles lead to collaborative action planning, allowing teachers to make

			timely instructional adjustments that drive rapid improvement in student understanding and outcomes.
Bi-monthly	Grades 6–8 math teachers	1:1 Coaching (In-Person)	Teachers receive individualized, job-embedded coaching that is tailored to their professional growth goals and the specific instructional demands of each unit. Coaching sessions may include co-planning, lesson rehearsal, side-by-side real-time coaching, and post-observation feedback. Coaching is anchored in the IM instructional framework and focused on strengthening lesson delivery, discourse facilitation, and student engagement with key mathematical concepts.
	Grades 6–8 math teachers	Coaching (In-Person)	**Classroom Coaching:** As part of our ongoing professional development support, we will provide immersive, side-by-side coaching to strengthen teacher practice in real time, with a focus on the effective facilitation of an IM lesson. This ongoing coaching helps teachers refine instructional delivery, facilitate deeper student discourse, and foster a classroom environment where students actively engage in problem-solving and articulate their

			mathematical thinking. **Model Lessons:** We will also frequently model IM lessons for teachers in the classroom. During the lesson, teachers observe and document key instructional moves using an observation tool aligned with the IM framework. These modeled lessons serve as a foundation for reflection, discussion, and transfer to the teacher's practice. **Labsites:** Lavinia Group will facilitate labsite experiences that take teachers through the full cycle of professional learning: intellectual preparation, live model lessons, real-time classroom coaching, feedback, and debrief. These highly interactive sessions provide teachers with a clear vision of what high-quality instruction looks like. Additionally, labsites provide opportunities for teachers to immediately refine their practice based on direct observation, coaching, and targeted feedback. Labsites foster collective learning and build shared ownership of instructional excellence across the teaching team.
Monthly	Grades 6-8	Coaching (In-Person)	Lavinia Group partners with school leaders

	School Leaders and Math Coaches		and coaches to conduct monthly instructional walkthroughs that align to the IM framework. These visits help calibrate expectations for high-quality math instruction and support leaders in identifying patterns across classrooms. School leaders receive coaching on how to deliver evidence-based, actionable feedback to teachers and plan follow-up support that builds instructional capacity.
Quarterly	Grades 6-8 math teachers	Math Content Labs (Virtual)	Our math content labs offer ongoing opportunities for teachers to deepen their understanding of middle school math concepts and strengthen their ability to teach for conceptual understanding. Sessions revisit key grade-level content strands, such as Ratios and Proportional Reasoning, Rational Numbers, and Equations and Expressions. Teachers explore common student misconceptions and practice strategies for addressing them through discourse and modeling, with a focus on maintaining coherence across the curriculum.
November	Grades 6–8 math teachers	Diagnosing Student Gaps & Misconceptions (In-Person)	Lavinia Group will facilitate a professional learning session focused on diagnosing student gaps in understanding and

			addressing misconceptions in real time. Using the Diagnosing Student Gaps framework, teachers will engage in a structured process for analyzing student work to identify gaps in conceptual understanding, procedural fluency, and application. Teachers will study trends in student responses from IM assessments—including cool-downs and end-of-unit assessments —to surface patterns in student thinking and inform planning for targeted support. This session emphasizes supporting instruction in ways that expand access to IM's complex tasks. Teachers will develop intervention strategies that align with the IM instructional approach and support equitable, inclusive instruction for all learners.
January	Grades 6–8 math teachers	Deepening Student Discourse & the Student Work Cycle (In-Person)	To launch the second half of the year, this professional learning session helps teachers elevate their instructional practice by deepening student discourse and refining their use of the student work cycle. Teachers will engage in collaborative protocols for sorting and studying student work, identifying trends in reasoning, and planning instructional adjustments. This process reinforces

			instructional flexibility and promotes deeper analysis of how students are making sense of mathematical ideas. Integrated throughout the session are IM's discourse strategies—such as debate-worthy questions, use of manipulatives, and structured routines—that help all students access and engage in rigorous, grade-level mathematics. Together, these strategies ensure consistent, inclusive implementation of IM and push classrooms toward even stronger student thinking and ownership of learning.