



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

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	Providing implementation support and professional learning for Eureka Math (2015)	
Type of Professional Learning	Ongoing for Teachers	
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	Traditional suburban district, serving a population of over 60% economically disadvantaged students.	

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 (initial planning sessions and setting up monthly check-ins with leaders)	Instructional leaders and district leaders	Needs assessment Strategic planning session Instructional mapping	To determine these goals and continually monitor progress, we engaged in close collaboration with the district involved, including identifying areas of need for teacher learning. This collaboration involved initial needs assessments and consultations to identify specific focus areas requiring support. Through dialogue with district leaders and educators, we crafted tailored plans to address their unique challenges and objectives.
Monthly	District/school leaders	Check-in meetings and feedback structures	Throughout the engagement, we employed various monitoring tools and feedback mechanisms to gauge the effectiveness of our support initiatives, including regular check-ins with school leaders, student data analysis, and feedback surveys to ensure alignment with district goals and desired outcomes.

			By maintaining open communication and flexibility, we ensured that our efforts remained responsive to evolving needs and fostered meaningful progress towards our shared educational objectives.
Quarterly	School leaders and teachers	Professional learning sessions	Typically, teachers and coaches had opportunities to participate in workshops on a quarterly basis. MGT used district-specific preferences and goals to tailor our professional learning according to our partners' needs. This professional learning series was specifically customized address the units teachers were using at this point in the school year, and provide examples of differentiation for the students within this district.
Monthly	Teachers	1:1 coaching	Coaching sessions were often scheduled monthly, with coaches providing personalized guidance and feedback to educators implementing features of the HQIM and engaging in collaborative planning and lesson internalization. MGT further customized coaching through a combination of responsive goal setting, individualized coaching, and flexible

			delivery formats. Our team facilitators specifically planned to support teachers to implement the Eureka Math curriculum using embedded differentiated instruction tools in the curriculum, practicing student data analysis tied to district planning protocols, and embodying adult learning theory to attend to educators' learning needs.
Quarterly	School leaders, and teachers	Data analysis conversations	Through quarterly data analysis sessions where MGT coaches addressed student performance data and implementation data, teachers and school leaders had the chance to reflect on instructional practice and the current state of student learning. Ongoing coaching and support provided opportunities for educators to reflect on their practice, identify areas for growth, and collaboratively problem-solve with colleagues.