



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	Wonders (2020), ELA
Type of Professional Learning	Ongoing for Teachers, Collaborative Planning
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	Cohort of five elementary schools from a suburban district serving a population of over 60% economically disadvantaged students, working directly with approximately 80 K–5 teachers to support the implementation of high-quality instructional materials through

¹ Includes any travel related expenses, etc.

	whole group, grade-level team, or individual engagement as well as bolster collaborative planning practices with strong lesson internalization and reflective protocols grounded in student achievement.
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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 (initial planning sessions and setting up monthly check-ins with leaders)	District-level and school-level instructional leaders	Needs assessment (hybrid) Strategic planning sessions (hybrid) Instructional mapping (hybrid)	This session united district- and school-level leaders with MGT coaches to build a cohesive plan for support for K–5 Wonders ELA implementation. First, MGT conducted a needs assessment, conducting classroom observations, reviewing student data, teacher feedback, and prior implementation data to identify strengths and areas for support. Throughout strategic planning, we set priorities, clarified roles, and solidified structures to support educators throughout the year. Lastly, we aligned on an instructional map that ensures cohesion across grade levels and school sites.

District In Service	K-5 teachers	Professional Learning and Instructional Planning	Over multiple years, teachers received professional development in building and applying literacy knowledge to the Wonders curriculum. Focusing on building students' skills in areas such as morphology, writing and close reading, coaches guided teachers through a deep-dive into the curriculum design, lesson plans and resources, and opportunities for delivering differentiated instruction using curriculum-based assessment data.
Quarterly	District-level and school-level instructional leaders	Data Analysis	Each quarter, MGT coaches supported district- and school-level leaders to examine student performance and Wonders implementation data. These sessions focused on identifying trends across grade levels, schools, and the district as a whole. Leaders reviewed common assessments, student work, and observation data to surface strengths, gaps, and equity concerns. They then connected findings to instructional priorities, determining where additional support, professional learning, or resource adjustments were needed. The sessions concluded with an action plan that aligned district

			expectations with school-based coaching and teacher support, ensuring a continuous feedback loop between data and practice.
Monthly	District-level and school-level instructional leaders	Check-in meetings (virtual or in-person)	Throughout the engagement, MGT employed various monitoring tools and feedback mechanisms to gauge the effectiveness of our support initiatives. Monthly check in included time to review and analyze student data, dive into an upcoming instructional or collaborative priority, celebrate wins and problem-solve any challenges, and plan for next steps. 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
August & ongoing before each unit	School-level instructional leaders, K - 5 teachers	Professional Learning Unit Launch Sessions (in person)	With each new unit, teachers came together in collaborative planning sessions that focused on the big picture as well as the fine details of instruction. These sessions began with a shared look at the Unit Assessment, giving the team a common understanding of the expectations for reading, writing,

			<p>language, and foundational skills. By working backward from the assessment, teachers collectively clarified what mastery looks like and aligned on the most important outcomes for students.</p> <p>As a group, teachers then studied the anchor texts, paired selections, and instructional routines that structure the unit. They discussed how comprehension, vocabulary, and writing tasks progress across the weeks, and identified where students are likely to need additional support. Together, they generated scaffolds, extensions, and strategic questions, pooling their expertise to anticipate challenges and design responsive moves that will benefit all learners.</p> <p>Collaboration also ensured intentional use of Wonders' wide range of resources. Teachers explore how Differentiated Instruction supports, language development strategies, and weekly "Assess & Differentiate" tools can be used consistently across classrooms. This shared planning created coherence for</p>
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			<p>students and builds teacher confidence in delivering instruction with precision and purpose.</p> <p>By the end of a Unit Launch, the teams had not only mapped out the unit's trajectory but also built a collective vision for how to guide students toward success.</p>
Monthly	K-5 teachers in grade-level collaborative teams	Guided Data Analysis and Planning (in person)	<p>In guided data analysis sessions, MGT coaches worked with grade-level teams of teachers to connect student performance directly to Wonders instruction. Teachers brought assessment results and student work, and coaches helped them identify patterns, strengths, and areas of need. Together, they linked the data to specific Wonders texts, skills, and routines, ensuring that analysis is grounded in the curriculum. Coaches then guided collaborative problem-solving, modeling how to use Wonders' scaffolds, differentiation tools, and small-group routines to address gaps. Each session ended with teachers leaving with actionable classroom plans and a shared commitment to revisit progress in</p>

			future meetings.
Bi-monthly	K-5 teachers	Classroom Observations (in person)	Coaches observed Wonders lessons to see how teachers implement key routines, engage students with texts, and use differentiation strategies. Observations focused on instructional moves, student responses, and alignment to unit goals. Coaches captured evidence, not judgments, to guide reflective coaching conversations and identify next steps for strengthening practice.
Bi-monthly	K-5 teachers	1:1 Coaching (in person or virtual)	Teachers met individually with a coach to reflect on Wonders implementation and refine instructional practice. Sessions began with targeted feedback on classroom observations or specific Wonders routines or analysis of short-term data. Coaches and teachers then co-planned adjustments—such as scaffolds for complex texts, strategies for small-group instruction, or ways to better use differentiation tools. Each meeting ended with a focused action step, ensuring that support was personalized, practical, and directly tied to student learning.

