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PROFESSIONAL LEARNING
PARTNER GUIDE

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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 two clients of the professional learning partner.

Curriculum or Content Area	Odell High School Literacy Program
Type of Professional Learning	Ongoing for Teachers
Total Cost Range[1]	☐ Less than $50,000 ☐ $500,001 – $1,000,000 ☐ $50,000 – $100,000 ☐ $1,000,000+ ☐ **$100,001 – $500,000**
District Context	Sample District 1: Urban school district (~80 schools, ~60k students) - Working in collaboration with the district, NTC provided professional learning and support to district literacy leaders, instructional coaches, and teachers during second and third curriculum implementation years, building off of the work in the initial implementation year

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[1] Includes any travel related expenses, etc.

	Sample District 2: Urban school district (~175 schools, ~75k students)
	- Working in collaboration with the district, NTC provided professional learning and support to approximately 300 ELA teachers during the initial curriculum implementation year to build their capacity to successfully implement Odell Education, including professional learning for teachers and consultation to system leaders to ensure a coherent experience for teachers.

Sample District 1 Scope and Sequence

Timing	Participants	Name of PL (either specific workshop title, coaching, etc) and format(Virtual, in-person, hybrid)	Description
Summer	Literacy instructional specialists	Consultation (In-person)	- Collaboratively designing and planning for the summer training for instructional coaches - Planning for intensive coaching, slated for the fall
Summer	ELA teachers	Professional Learning Shifting the Cognitive Lift to Students: Creating a Learner-Centered Community Using the Odell Curriculum (In-person)	- Introduce the Guiding Principles of the curriculum - Through demo lessons, consider the teacher role and the students' role in Odell lessons - Explore important literacy routines including reading complex text, facilitating academic discussion, and instructing text-based writing activities - Discuss mindset and beliefs about students in order to ensure that we address the idea of productive struggle and rigor, as needed to effectively implement the curriculum

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Summer	ELA teachers	Professional Learning Going Deeper with Odell's Literacy Routines and Strategies (In-person)	- Dive deeper into Odell's key literacy routines including questioning (text-specific, guiding, student-generated, etc.), student-led academic discussion (discussion protocols, facilitating challenging conversations, etc.), supporting independent reading analysis (tools and reference guides), writing to learn and learning to write (tools, author's craft analysis, and low-stakes and high-stakes writing opportunities), conventions, and vocabulary (Tier 2 and Tier 3)
Summer	ELA teachers	Professional Learning Unit Unpacking (In-person)	- Participants will participate in unpacking the first unit of fall semester by analyzing assessments, key texts, and lesson internalization. This process is similar to the process that teachers will then experience during the school year in their respective curriculum based professional learning sessions (CBPLs)
Summer	Literacy instructional specialists	Professional Learning A Deep Dive into the ELA Coaching Playbook (In-person)	- Practice the district coaching model by learning how to set goals with teachers and use coach modalities to improve teacher practice
Summer	Literacy instructional specialists	Professional Learning How to Coach Teachers in Creating a Learner-Centered Community Part 1 (In-person)	- Review the Guiding Principles of the curriculum and how we can coach teachers to meet these principles through their classroom instruction and implementation of the curriculum - Learn how to coach teachers on close reading of complex texts, how to facilitate academic discussion, and how to teach writing in the curriculum

Summer	Literacy instructional specialists	Professional Learning How to Coach Teachers in Creating a Learner-Centered Community through Curriculum-Based Professional Learning Part 2 (In-person)	- Consider teacher mindset and how mindset impacts the concepts of productive struggle and rigor - Deeply explore questioning (text-specific, guiding, student-generated, etc.), student-led academic discussion (discussion protocols, facilitating challenging conversations, etc.), supporting reading analysis (tools and reference guides), writing to learn and learning to write (tools, author's craft analysis, and low-stakes and high-stakes writing opportunities), and vocabulary (Tier 2 and Tier 3) - Unpack and internalize a unit and lesson in Odell High School Literacy Program (HSLP) - Practice how to coach teachers on effectively doing these same processes through CBPL and coaching
October	ELA teachers	Professional Learning Student Ownership: How do we enable students to productively struggle in a supportive way? (In-person)	- Identify productive struggle and student ownership in an Odell classroom - Analyze their own mindset regarding productive struggle and student ownership - Learn strategies to enable productive struggle and student ownership using the Odell curriculum - Practice facilitating strategies that enable students to productively struggle and own their learning through Odell curriculum materials
December	ELA teachers	Professional Learning How to Teach Writing Using the Odell Curriculum (In-person)	- Learn the convention instruction that Odell HSLP uses - Compare background knowledge of writing instruction to how the Odell HSLP teaches writing - Practice facilitating Odell HSLP writing instruction - Practice feedback to students on text-based writing

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February	ELA teachers	Professional Learning Ongoing Unit Unpacking and Internalization (In-person)	- Participants will continue to unpack units by analyzing assessments, key texts, and lesson internalization. This process is similar to the process that teachers will then experience during the school year in their respective CBPLs
April	ELA teachers	Professional Learning Ongoing Unit Unpacking and Internalization (In-person)	- Participants will continue to participate in unpacking units by analyzing assessments, key texts, and lesson internalization. This process is similar to the process that teachers will then experience during the school year in their respective CBPLs
Monthly	District literacy leaders	Consultation (Virtual)	- (Ongoing) Reflect on progress in curriculum implementation efforts and make strategic decisions in the spirit of continuous improvement
Monthly	Literacy instructional specialists	In-field Coaching (In-person)	During the school year, NTC staff supported CBPL that the school-based Instructional Specialists led with teachers, including co-facilitating certain portions of the learning, guiding small group facilitation, and/or working with the instructional specialists beforehand to design and prepare topics, including - Effectively planning and designing lessons - Bringing your pedagogical toolkit to the Odell curriculum: making targeted instructional decisions to implement the curriculum with integrity - Differentiating units and lessons for all learners - Exploring Assessment - Using the curricular support materials effectively

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| Three times per year | District literacy leaders | Coaching and Data Collection

(In-person) | Learning Walks are guided by inquiry questions designed to deepen vision and consider implementation of the Odell curriculum. Sample inquiry questions include:
- How are classroom environments, materials, and schedules structured to support learning and development opportunities?
- How is Odell HSLP being implemented in alignment with the actual curriculum and the standards?
- How are students and adults interacting and what does that tell us about student learning across schools?
- What evidence do we see of students carrying the cognitive load of the instruction?
- How are teachers implementing their learning from CBPL's in their individual practice? |

Sample District 2 Scope and Sequence

Timing	Participants	Name of PL (either specific workshop title, coaching, etc) and format(Virtual, in-person, hybrid)	Description
September, November	School leaders	Professional Learning Observing Odell HSLP Instruction (In-person)	- Deeply understanding the look-fors during classroom observations that align to grade-level standards and fidelity to implementation of the Odell curriculum

September, December, February	Teacher leaders	Professional Learning (In-person)	- Explore ways to support effective implementation of the Odell curriculum - Identify the conditions needed for successful classroom implementation - Continue to develop an understanding of what an Odell classroom looks, sounds, and feels like in order to support teacher's instructional practice - Understand and utilize effective coaching best practices, such as coaching language and stances and delivering high quality feedback through coaching conversations, in order to maximize impact on student learning through support for teachers
January	ELA teachers	Professional Learning	NTC and district leaders co-present professional learning - Explore how the curriculum aligns to the standards, what Odell classrooms look like and sound like, and with what supports teachers need to be successful.
Monthly	District leaders	Consultation (Virtual)	- (Ongoing) Reflect on progress in curriculum implementation efforts and make strategic decisions in the spirit of continuous improvement
Three times per year	District literacy leaders	Coaching and Data Collection (In-person)	Learning Walks are guided by inquiry questions designed to deepen vision and consider implementation of the Odell curriculum.