



## 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.**

<b>Curriculum or Content Area</b>	<i>Paths to College and Career</i> English Language Arts, Grades 9–12	
<b>Type of Professional Learning</b>	Ongoing for Teachers	
<b>Total Cost Range<sup>1</sup></b>	Less than \$50,000 \$50,000 - \$100,000 <b>\$100,001 - \$500,000</b>	\$500,001 - \$1,000,000 \$1,000,000+
<b>District Context</b>	This urban school district is the seventh largest in the United States, serving over 224,000 students and approximately 16,000 teachers.	

<sup>1</sup> Includes any travel related expenses, etc.



	<p>The district contracted with PCG to support implementation of the <i>Paths to College and Career</i> English Language Arts curriculum with 23,390 middle and high school students across 81 schools. PCG provided support to build teachers’ capacity to implement the curriculum, including monthly professional development sessions. In addition, PCG provided coaching at three high schools and eight middle schools designated as Achievement Schools, among the lowest performing schools in the district. In these schools, PCG worked directly with classroom teachers and literacy coaches to conduct side-by-side lesson planning, lead demonstration lessons, and provide reflective feedback to support classroom practices. At the end of the first year of implementation, the percentage of students scoring proficient or above on the state ELA exam increased across Grades 6, 7, and 10. The district’s gains also exceeded state-level improvements in Grades 7 and 10.</p>
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**Sample Scope and Sequence (delete the examples. You may add up to 2 samples of engagements- duplicate this table if necessary)**

<b>Timing</b> (you may choose to use specific days/months or frequency)	<b>Participants</b>	<b>Name of PL</b> (either specific workshop title, coaching, etc.) <b>and format</b> (Virtual, in-person, hybrid)	<b>Description</b>
Returning Teachers Strand (Annually)	Returning Teachers, Coaches, and Leaders	Deepening Strategies for Student Growth in <i>Paths</i> : Diving into Lesson Planning: Synchronous (in-person)	In this session, participants identify and plan for opportunities to increase bell-to-bell student engagement; focus and plan for supporting students in accountable, analytical, and academic conversations; and

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			analyze formative assessment strategies to identify areas for supporting student growth.
Returning Teachers Strand (Annually)	Returning Teachers, Coaches, and Leaders	Deeper Scaffolding in <i>Paths</i> : Synchronous (in-person)	In this session, participants plan adaptations and scaffolds to support striving learners, students with IEPs, and English learners working with the <i>Paths</i> curriculum.
Returning Teachers Strand (Annually)	Returning Teachers, Coaches, and Leaders	Using Student Data Effectively: Synchronous (in-person)	In this session, participants explain what students can and cannot do with respect to a given standard while focusing on high-impact and high-control areas for supporting student growth.
Quarterly	New and Returning Teachers and Coaches	Module-Specific Implementation Sessions: Synchronous (in-person)	These sessions prepare teachers and coaches to implement an upcoming module by unpacking module content, including texts and assessments, in preparation for instruction.
Varies (Monthly to Bimonthly)	New and Returning Teachers, Coaches, and Leaders	Coaching: Synchronous (in-person)	In these sessions, participants receive in-person coaching for schools implementing <i>Paths</i> . Grounded in the instructional coaching cycle, sessions may involve cycles

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			of goal setting, lesson modeling, observation, and feedback.
Bimonthly (or as requested)	New and Returning Teachers, Coaches, and Leaders	Demonstration Lessons: Synchronous (in-person)	As part of site-based coaching, demonstration lessons model effective <i>Paths</i> implementation techniques, including subtractive planning, pacing, and classroom engagement.