



### 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>    | Really Great Reading Foundational Skills Suite (Countdown, Blast Foundations, HD Word) |   |
| <b>Type of Professional Learning</b> | Ongoing Implementation Support   |   |
| <b>Total Cost Range<sup>1</sup></b>  | Less than \$50,000<br><b>\$50,000 - \$100,000</b><br>\$100,001 - \$500,000             | \$500,001 - \$1,000,000<br>\$1,000,000+ |

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



|                         |   |
|-------------------------|---|
| <b>District Context</b> | Mid-to-large LEA in Year 1 or Year 2 of implementing Really Great Reading’s Foundational Skills Suite. The district’s goal was to strengthen fidelity of implementation, deepen teacher expertise, and use student performance data to drive instructional refinement and acceleration. |
|-------------------------|---|

**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>  |
|---|-----------------------------------|---|---|
| Fall  | Teachers<br>Coaches<br>Principals | Triannual Data Meeting # 1<br>In-Person Workshop  | Review placement data, early mastery indicators, and fidelity patterns. Identify implementation strengths and priority skill gaps. Establish coaching focus areas aligned to student performance data.  |
| Fall  | Teachers                          | Coaching Session # 1<br>In-Person   | On-site observation, modeling, and feedback grounded in RGR’s fidelity indicators. Focus areas include pacing, clarity of instructional routines, student response opportunities, and alignment to program design. Each cycle includes reflection and action planning tied to |

|        |                                   |                                       |  |
|--------|-----------------------------------|---------------------------------------|--|
|        |                                   |                                       | student performance data.  |
| Winter | Teachers<br>Coaches<br>Principals | Triannual Data Meeting # 2<br>Virtual | Mid-year analysis of mastery growth and usage data. Participants compare fall-to-winter trends, evaluate implementation consistency, and adjust grouping, pacing, and coaching priorities to support acceleration. |
| Winter | Teachers                          | Coaching Session # 2<br>In-Person     | Refinement-focused coaching to strengthen small-group differentiation and responsiveness to skill-level data. Emphasis on maintaining fidelity while increasing instructional precision and efficiency.            |
| Spring | Teachers<br>Coaches<br>Principals | Triannual Data Meeting # 3<br>Virtual | End-of-cycle review of student mastery trends and implementation integrity. Identify system-level strengths and areas requiring reinforcement prior to the next school year.                                       |
| Spring | Teachers                          | Coaching Session # 3<br>In-Person     | Final coaching cycle designed to solidify high-leverage routines, strengthen teacher independence in data interpretation, and ensure sustained, high-quality implementation across classrooms.                     |