



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	English Language Arts	
Type of Professional Learning	Ongoing for Teachers	
Total Cost Range¹	<input type="checkbox"/> Less than \$50,000 <input type="checkbox"/> \$50,000 - \$100,000 <input checked="" type="checkbox"/> \$100,001 - \$500,000	<input type="checkbox"/> \$500,001 - \$1,000,000 <input type="checkbox"/> \$1,000,000+ Note: Relay customizes scope & pricing to meet partner needs.

¹ Includes any travel related expenses, etc.

District Context	<ul style="list-style-type: none"> • Approx 200 educators served (including teachers, leaders, coaches) • Mid-sized, urban district • Year 2 of a multiyear implementation plan • Goal: To ensure teachers make informed, data-driven instructional decisions when internalizing and implementing HQIM
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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
September	K-8 Teachers	Internalization Refresher (In Person)	Internalize Module 1 and Initial lessons using Relay's internalization protocols to implement reflections from initial implementation and ensure teachers are prepared for a strong start. New teachers have what they need to successfully launch the HQIM.
October	K-8 Teachers	Supporting MLLs in the HQIM (In Person)	Teachers ground in the SIOP model and practice how to increase access and comprehensible input for MLL students without lowering the rigor of the HQIM.

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		Classroom Observations (In Person)	<p>Coaching is customized to the unique needs of each campus.</p> <p>Observations support identifying teacher development needs.</p>
November	K-8 Teachers	Effective Scaffolding (In Person)	Teachers learn how to use data to provide appropriate scaffolds to increase access to HQIM for students in need without lowering the rigor/bar of grade level standards.
December	K-8 Teachers	Customized Coaching (In Person)	Coaching is customized to the unique needs of each campus and typically has a focus on practicing and implementing topics learned during PL sessions.
January	K-8 Teachers	Active Monitoring in HQIM (In Person)	<p>Teachers learn how to effectively plan for and monitor independent practice, and use real-time data to provide meaningful feedback for students within the HQIM.</p> <p>Observations support identifying teacher development needs.</p>
February	K-8 Teachers	Looking at Student Work (In Person)	Teachers learn to effectively analyze

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			curriculum based tasks and have clear follow up actions to support the needs of all students.
March, April, June	K-8 Teachers	Customized Coaching (In Person)	Coaching is customized to the unique needs of each campus and typically has a focus on practicing and implementing topics learned during PL sessions.