

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	ELA Tier 1 Curriculum Implementation of EL Education K-5 Language Arts
Type of Professional Learning	Ongoing for Teachers
Total Cost Range¹	☐ Less than \$50,000 ☐ \$500,001 - \$1,000,000 ☐ \$50,000 - \$100,000 ☒ \$1,000,000+ ☐ \$100,001 - \$500,000
District Context	Size, type (urban, suburban, rural), number of teachers served, overall goal of your engagement Teaching Lab provided coaching and professional learning (PL) across 153 K-5 schools in a large urban district to support ELA tier 1 curriculum implementation of EL Education

¹ Includes any travel related expenses, etc.

	K-5 Language Arts (EL Education). The partnership aimed to develop and execute district implementation plans for high-quality instructional materials, providing intensive job-embedded support for teachers. The goal was to increase student achievement by offering coaching and professional learning focused on high-leverage instructional practices aligned with the district's research-based literacy shifts. Additionally, the partnership worked to build systems and structures of support within schools and across the district, ensuring coherence and sustainability beyond the duration of the partnership.
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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
Summer prior to partnership	District Central Office Team	Planning Meeting	These meetings focused on developing a plan to coordinate across participating schools.
August-September	School Leaders	PL and Learning Walks	Teaching Lab partnered with school leadership teams to develop year-long implementation plans. Together, they aligned on what excellent curriculum-based instruction looked like through learning walks and used data to monitor implementation. Teaching Lab also supported school leadership teams in designing programming and structuring school time to create systems that sustained teachers' ongoing professional learning, ensuring the effective implementation of EL Education in their classrooms.

Bi-weekly	Teachers and Leaders	Coaching	Teaching Lab provided full-day coaching sessions for teachers and school leaders, building the knowledge, skills, and structures necessary to sustainably and effectively implement foundational skills and HQIM, aligned with District Literacy Shifts. Teaching Lab provided side-by-side coaching and co-taught with teachers in K-5 classrooms to develop deep expertise in EL Education. We also conducted demonstration lessons, modeling both partial and complete lessons for the EL Education curriculum and facilitated peer observations and modeling within a cycle of development. For leaders, Teaching Lab held debrief sessions with school leaders and leadership teams at the end of each coaching day to provide updates and preview upcoming support.
Monthly	Teachers and Leaders	PL	Teaching Lab's PL cycles allowed teachers to engage in collaborative, out-of-classroom learning to prepare for in-classroom practice. Over the course of the year, Teaching Lab supported teachers in implementing EL Education through a series of activities aligned with the implementation plan. These included unpacking and understanding the components of the curriculum, preparing units and modules through lesson planning and internalization, facilitating professional learning sessions to build content knowledge and instructional skills, and conducting lesson studies to refine teaching practices and ensure sustainable HQIM implementation.