



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	Math and RLA
Type of Professional Learning	Ongoing Support 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	The partnership is with a mid-sized district classified as suburban, serving roughly 16,780

¹ Includes any travel related expenses, etc.

	students across 31 schools. The HQIM engagement is part of the district’s years-long partnership with e2L, which started in 2012 with a community-built learning framework and has since included coaching, leadership development, and strategic design work. The current chapter is funded through the state’s HQIM grant (May 2024–June 2025) and targets K–5 teachers, instructional coaches, principals, and curriculum and instruction teams as they roll out Amplify Reading and Eureka Math Edition. The overall goal: help educators implement these HQIM with fidelity, sustainably improving K–5 literacy and math performance districtwide.
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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
Initial Project Launch	Campus Instructional Leadership Team	A Project Launch for Instructional Transformation (virtual)	Key Supports • Identify and shift limiting beliefs • Analyze how expectations influence student outcomes



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			Align their mindsets with instructional decisions that promote equity and are aligned with a high-quality curriculum.
Bi-Weekly	District Project Leads	Project Progress Collaboratives (virtual)	Key Supports - Biweekly Strategic Alignment - Agile Decision-Making - Impactful Progress Monitoring
August	K-5 math teachers and K-5 RLA teachers and instructional leaders	Introduction to HQIM (In-Person) Training/Workshop	Key Supports - Alignment between the RBIS and the specific HQIM - Modeling and practice - Common language and instructional framework - Time and sequencing
Monthly	K - 5 math and RLA teachers	1:1 coaching, small group/PLC coaching, modeling and observation/feedback sessions (In-person)	Key Supports - Deep knowledge of the specific curriculum - Lesson internalization support - PLCs supporting implementation, collaboration, and early student

			impact • Model lessons and demonstration teaching • Coaching on embedded formative assessment practices
Quarterly	School leaders and instructional coaches	K-5 RLA and Math professional learning sessions	Key Supports • Protocols for analyzing campus and district assessment data • HQIM Systems and Implementation • School-wide routines • Performance Management
Progress Monitoring through GroweLab (Ongoing)	District and campus leadership teams, along with instructional coaches and teachers	GroweLab Platform (virtual)	Key Supports: • Real-time Data • Strategic Decisions • Accountability & Improvement