

High-Quality Instructional Materials Professional Learning Plan Template



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Overview

Providing teachers and school leaders with the initial and ongoing support they need to implement their high-quality instructional materials (HQIM) skillfully requires a professional learning plan encompassing the components of **curriculum-based professional learning**. Effective professional learning plans are created using three key steps:

1. **Pre-Planning**
2. **Creating a scope and sequence**
3. **Revisiting**

This document includes guidance and examples for meeting each criterion to support efforts to create a curriculum-based professional learning plan.

Need additional support? **Contact** Rivet Education.

Step 1: Pre-Planning

Pre-planning takes place in the spring and summer of the previous school year and entails three key actions.

- Gather data to inform your content**
- Employ structures that improve practice**
- Identify the experts**

Gather data to inform your content

- Use the **Instructional Materials Implementation Tool** to determine your implementation phase and identify your strengths and areas for growth.
- Solicit input from teachers and leaders about what they need to support HQIM implementation.
- Review other implementation data, such as walkthroughs and HQIM-embedded assessment data.
- Account for the number of teachers and leaders by HQIM experience and grade band
 - Teachers new to the HQIM by grade level
 - Teachers' level of experience with the HQIM by grade level
 - Leaders new to the HQIM by grade band or school level
 - Leaders' level of experience with the HQIM by grade band or school level

Employ structures that improve practice

High-quality, curriculum-based professional learning is ongoing and job-embedded. It should be delivered using various **structures**, depending on the professional learning's content, audience, and objective.

- Review and adjust your district or school schedule to ensure you have the recommended frequency for each structure.
 - District-wide professional learning days/workshops (recommended 10–20% of teachers' professional learning time)
 - School-based professional learning days/workshops (recommended 10–20% of teachers' professional learning time)
 - Collaborative planning structures (recommended 50–60% of teachers' professional learning time)
 - Observation and feedback opportunities (recommended 20–30% of teachers' professional learning time)
 - Opportunities for school and district instructional leaders to consult with **HQIM experts**

A sample **overview of a district's structures** can be found in the appendix.

Identify the experts

Curriculum-based professional learning must be led by educators with deep knowledge of the content area and HQIM.

- Identify the internal team members with HQIM and content expertise and confirm their availability for leading professional learning.
- If you do not have internal team members at the district or school level with content and HQIM expertise, partner with an external professional learning provider.
 - Search the **Professional Learning Partner Guide (PLPG)** to identify potential providers.
 - If necessary, **draft a request for proposals** and encourage providers to apply.
 - Interview professional learning providers using the **Professional Learning Partner Playbook**.

Step 2: Creating a Scope and Sequence

Create a monthly scope and sequence for teachers and leaders to ensure your curriculum-based professional learning is continuous and job-embedded. Your scope and sequence should include the following details:

- Audience: Did you differentiate by role and experience?
- Objective: Does it align with teacher and leader needs?
 - Teachers and leaders new to the HQIM will need **Initial Implementation** professional learning.
 - Teachers experienced with the HQIM will need **Ongoing Implementation Support for Teachers** professional learning.
 - Leaders will need **Ongoing Support for Leaders** professional learning.
- Structure:** Is it appropriate to the content and audience?
- Owner: Who is the expert responsible for leading the professional learning?

A **sample scope and sequence** can be found in the Appendix.

Step 3: Revisiting

Successfully implementing HQIM often requires a pronounced shift in approach and sustained effort from educators at all system levels. While pre-planning helps you create an initial plan aligned with teacher and leader needs, the dynamic nature of implementing HQIM requires you to revisit your plan throughout the school year to ensure the plan continues to meet teacher and leader needs.

- We have a system to collect regular feedback from teachers and leaders to inform our professional learning plans.
- We periodically review our professional learning plan during the school year and adjust based on teacher and leader feedback and implementation data.

Appendix A: Sample District Overview of Structures

Structure	Participants	Duration	Frequency
District Workshops	Teachers School leaders	6 hours	7 days per year Aug 5–8, Oct 11, Jan 17, Mar 21
School-based professional learning (workshops or PLCs)	Teachers School leaders	2 hours	Third Wednesday of each month
PLCs	Teachers	<ul style="list-style-type: none"> • K–5: 45 minutes • 6–8: 50 minutes • 9–12: 90 minutes 	<ul style="list-style-type: none"> • Weekly for K–5 and 6–8 • Every other week for 9–12
Consultations	School leaders District leaders	2 hours	Quarterly for district leaders Monthly for school leaders
Coaching	Teachers	Teacher prep period	Weekly to three times per year, depending on teacher's need

Appendix B: Sample Scope and Sequence

District Context

The school district has 84 teachers across 12 elementary schools and is in its first year implementing the EL Education K–5 Language Arts curriculum. To support teachers and leaders throughout the year, the district is partnering with an external professional learning provider with deep expertise in EL Education K–5 Language Arts. The professional learning provider will facilitate the initial sessions and prepare school leaders to lead sessions as the year progresses. As part of this preparation, school leaders will co-lead some early sessions with the professional learning provider.

The district and professional learning provider worked together over the summer to design this scope and sequence through December. A step-back meeting is scheduled for December to plan the remainder of the year based on teacher feedback and needs.

Month	Objective Does it align to teacher and leader needs?	Audience Differentiated by experience	Structure Appropriate to the content and audience	Owner Responsible for leading
August	Introduction to EL Education K–5 Language Arts (Teachers in grade-band groups)	Teachers School leaders	Workshop (District workshop days, Aug 5–6)	Professional learning provider
	Planning for Module 1 in EL Education K–5 Language Arts (Teachers in grade-band groups)	Teachers	Workshop (District workshop days, Aug 7–8)	Professional learning provider
	Preparing for Leading PLCs	School leaders	Workshop (District workshop day, Aug 7)	Professional learning provider
	Preparing for the first days of instruction with EL Education K–5 Language Arts	Teachers	PLCs (Weekly)	School leaders

Appendix B: Sample Scope and Sequence continued

Month	Objective Does it align to teacher and leader needs?	Audience Differentiated by experience	Structure Appropriate to the content and audience	Owner Responsible for leading
September	Lesson internalization: Focus on Module Lessons in EL Education K–5 Language Arts	Teachers	PLCs (Weekly)	School leaders
	Lesson internalization: Focus on Skills Block (K–2) or ALL Block (3–5) in EL Education K–5 Language Arts	Teachers School leaders	PLCs (Monthly school-based time)	Professional learning provider
	Planning for instructional walkthroughs (focus on observation and feedback Module Lessons in EL Education K–5 Language Arts)	School leaders District leaders	Consultation (Combined school leader monthly meeting and district leader quarterly meeting)	Professional learning provider
	Observation and feedback focused on Module Lessons in EL Education K–5 Language Arts	Teachers	Coaching (Ongoing throughout the month)	Professional learning provider (with school and district leaders)
October	Lesson internalization: Skills Block	K–2 Teachers	PLCs (Weekly)	School leaders
	Lesson Internalization: ALL Block	3–5 Teachers	PLCs (Weekly)	School leaders
	Planning for Module 2 in Education K–5 Language Arts	Teachers School leaders	Workshop (District workshop day, Oct 11)	Professional learning provider

Appendix B: Sample Scope and Sequence continued

Month	Objective Does it align to teacher and leader needs?	Audience Differentiated by experience	Structure Appropriate to the content and audience	Owner Responsible for leading
October	Using additional supports in EL Education K–5 Language Arts to support struggling readers	Teachers School leaders	Workshop (School-based professional learning)	Professional learning provider
	Planning for instructional walkthroughs (focus on observation and feedback Skills Block)	School leaders	Consultation (Monthly meeting)	Professional learning provider
	Observation and feedback on Skills Block	K–2 Teachers	Coaching (Ongoing throughout the month)	Professional learning provider (with school leaders)
November	Student work analysis: Extended Writing Tasks in EL Education K–5 Language Arts	Teachers	PLCs (Weekly)	Professional learning provider
	Planning for instructional walkthroughs (focus on observation and feedback ALL Block)	School leaders	Consultation (Monthly meeting)	Professional learning provider
	Observation and feedback on implementing ALL Block	3–5 Teachers	Coaching (Ongoing throughout the month)	Professional learning provider (with school leaders)

Appendix B: Sample Scope and Sequence continued

Month	Objective Does it align to teacher and leader needs?	Audience Differentiated by experience	Structure Appropriate to the content and audience	Owner Responsible for leading
December	Lesson Internalization: Module 2 in Education K–5 Language Arts	Teachers	PLCs (Weekly)	School leaders
	Focus on the Read-Think-Talk-Write Cycle in EL Education K–5 Language Arts	Teachers School leaders	Workshop (School-based professional learning)	Professional learning provider
	Mid-year step-back and planning scope and sequence for January – May	School leaders District leaders	Consultation (Combined school leader monthly meeting and district leader quarterly meeting)	Professional learning provider
	Observation and feedback on their implementation of the Read-Think-Talk-Write Cycle	Teachers	Coaching	Professional learning provider (with school leaders)