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	Literacy (*Benchmark Advance*)	
Type of Professional Learning	Initial Implementation	
Total Cost Range[1]	✓ **Less than $50,000** $50,000 – $100,000 $100,001 – $500,000	$500,001 – $1,000,000 $1,000,000+
District Context	142 K–5 elementary schools Urban setting 5,900 teachers served	

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[1] Includes any travel related expenses, etc.

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	District aimed to provide intense support for K-5 teachers transitioning to the new core ELA curriculum. The primary goals were to deepen teachers' understanding of evidence-based literacy practices and the Science of Reading (SOR) in the use of the new Benchmark Education literacy program. Benchmark's Professional Development team partnered with the district to identify key outcomes for the initial training. Together, we defined specific training learning objectives and developed a tailored Professional Learning plan, which included district expectations for key stakeholders, a communication plan, and logistics. To ensure the project stayed on track, weekly meetings were held for ongoing communication and planning. Both Benchmark and the district created exit tickets to evaluate training objectives and identify next steps. This continuous feedback loop allowed for adjustments and ensured the training met its goals.

==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
May	K-5 school and instructional leaders	Introduction to HQIM In-Person Workshop	Benchmark Education delivered 2-day onsite professional development workshop built to specifically deepen instructional leaders' understanding of what and how to teach through a strong introduction of resources built on the Science of Reading research. This initial training was based on theoretical frameworks, including the Simple View of Reading and Scarborough's Reading Rope.

June-August	K - 5 teachers and literacy instructional leaders	Introduction to HQIM In-Person Workshop	Benchmark Education delivered 2-day onsite professional development workshop built to specifically deepen teacher understanding of what and how to teach through a strong introduction of resources built on the Science of Reading research. This initial training was based on theoretical frameworks, including the Simple View of Reading and Scarborough's Reading Rope. Sessions specifically highlighted where the program supports both competencies (Word Recognition and Language Comprehension) and how the resources address and meet the individual strands within each competency. This includes how resources support background knowledge, vocabulary, language structure, verbal reasoning, literacy knowledge, phonological awareness, decoding, and sight word recognition.
September	K - 5 teachers and literacy instructional leaders	Introduction to HQIM Virtual Workshop	Benchmark Education delivered half-day virtual professional development workshop built to specifically deepen teachers' understanding of what and how to teach through a strong introduction of resources built on the Science of Reading research. This initial training was based on theoretical frameworks, including the Simple View of Reading and Scarborough's Reading Rope. Sessions specifically highlighted where the program supports both competencies (Word Recognition and

			Language Comprehension) and how the resources address and meet the individual strands within each competency.