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PROFESSIONAL LEARNING
P A R T N E R   G U I D E

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.

This overview represents the services for one client of the professional learning partner.

Curriculum or Content Area	Middle School Math - Eureka
Type of Professional Learning	Ongoing for Teachers
Total Cost Range[1]	☐ Less than $50,000 ☐ $500,001 - $1,000,000 ☑ $50,000 - $100,000 ☐ $1,000,000+ ☐ $100,001 - $500,000
District Context	Small Suburban Public School District Pilot: 6 teachers (3 pairs of co-teachers), 1 Principal, 1 District Leader **Goal**: Provide direct teacher support to build capacity in the ongoing implementation

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[1] Includes any travel related expenses, etc.

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	of HQIM to meet the needs of all learners by supporting effective co-planning and creating a proof point for effective inclusive instruction when using Eureka Math.

Sample Scope and Sequence

Timing	Participants	Name of PL and format	Description
August	School & District Leaders	Partnership Kick-off & Classroom Walkthrough (In-Person)	**Kick-Off:** A "Welcome" and alignment meeting ensures a successful partnership launch. Blue Engine and the partner district build shared context and alignment on partnership goals, finalize content pathway selection, and plan partnership logistics (including dates, participants, etc.) **Classroom Walkthrough:** Blue Engine facilitates a lesson plan and classroom practice analysis, culminating in a guided data reflection and action planning session. At the close of the walkthrough, the team confirms partnership goals grounded in current instructional data. Blue Engine and leaders select the Development Pathway: Leveraging Effective Co-Teaching Models in this partnership.

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August	Cohort Participants (3 co-teaching pairs)	Cohort Onboarding (In-Person)	During this introductory PD session for all cohort participants, teachers: • build shared **language** • internalize key **tools** • and begin solving their highest-leverage co-teaching **dilemmas**. To support year-long growth, teachers: • share baseline **data** • align on **expectations** and **logistics** for the coming months • and establish a **relationship** with their dedicated coach.
September	Cohort Participants (3 co-teaching pairs)	Community of Practice (Virtual) 1:1 Coaching (In-Person)	Aligned to the selected learning pathway of Leveraging Effective Co-Teaching Models, teachers engage in a Community of Practice and 1:1 Coaching to meet the following outcome: • Teachers will plan for and execute differentiated small groups with a co-teacher. **Community of Practice**: The BE Coach models planning for and executing differentiated small groups within the curriculum while co-teaching pairs apply the learning to an upcoming Eureka lesson plan. **1:1 Coaching Cycle:** The BE Coach meets with each

			co-teaching pair individually to co-plan for an upcoming Eureka lesson, observe instruction, and debrief the impact of their planning - all aligned to the cycle outcome above. During the 1:1 coaching cycle, the BE coach can differentiate and adapt content to the teacher's specific needs.
October	Cohort Participants (3 co-teaching pairs)	Community of Practice (Virtual) 1:1 Coaching (In-Person)	The BE Coach continues to build teacher capacity through a Community of Practice and 1:1 Coaching to meet the following outcome in the pathway: • Teachers will establish classroom routines and logistics for high-leverage co-teaching models.
October	School & District Leaders	Progress Monitoring	The BE Coach meets with school and district leaders to provide an update on each co-teaching team's progress and solve any immediate challenges.
November	Cohort Participants (3 co-teaching pairs)	Community of Practice (Virtual) 1:1 Coaching (In-Person)	The BE Coach continues to build teacher capacity through a Community of Practice and 1:1 Coaching to meet the following outcome in the pathway: • Teachers will implement a parallel teaching model
November	School & District Leaders	Progress Monitoring	The BE Coach meets with school and district leaders to provide an update on each co-teaching team's progress and solve any immediate challenges.

December	School & District Leaders	Classroom Walkthrough (In-Person)	Blue Engine facilitates a lesson plan and classroom practice analysis to understand the change in practice, student impact, and progress toward partnership goals. At the close of the walkthrough, the team decides to improve the quality of small group instruction by shifting to a new pathway focus: Grade Level Access for All Students. Leaders also decided to add Strategic Planning support to prepare for the upcoming school year.
January - April	Cohort Participants	Community of Practice (Virtual) 1:1 Coaching (In-Person)	The BE Coach continues to build teacher capacity through monthly Communities of Practice and 1:1 Coaching to meet the following pathway outcomes: ● Teachers will integrate a scaffold or accommodation to ensure rigor and access for all students. ● Teachers will diagnose misconceptions or prerequisite gaps to determine necessary scaffolds or accommodations. ● Teachers will match a scaffold to a need to increase student access to grade-level work.

January - April	School Leader	Strategic Planning	The Principal identifies leadership team inconsistency as a significant barrier to communicating shared expectations about co-teaching when implementing Eureka. Blue Engine facilitates four monthly strategic planning sessions with the Principal to develop a clear vision for effective coaching, a plan for engaging stakeholders in the development and messaging of that vision, and to build walkthrough and coaching tools that align with the vision.
May	School & District Leaders	Classroom Walkthrough (In-Person)	Blue Engine facilitates a lesson plan and classroom practice analysis to understand change in practice, student impact, and progress toward the partnership goals. The team celebrates successes from the year and looks ahead to ensure a strong start to the upcoming school year, identifying key next steps for summer planning.