

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	HMH IntoReading, Grades PreK-5
Type of Professional Learning	Ongoing for Leaders
Total Cost Range¹	<input type="checkbox"/> Less than \$50,000 <input type="checkbox"/> \$500,001 - \$1,000,000 <input type="checkbox"/> \$50,000 - \$100,000 <input type="checkbox"/> \$1,000,000+ <input checked="" type="checkbox"/> \$100,001 - \$500,000
District Context	<p>For over two years, an Education First coach worked with this small suburban district of 8,000 racially, economically, and linguistically diverse students. The goal was to improve student literacy outcomes by supporting the implementation of HMH IntoReading in their seven elementary schools and one early learning center. The coach focused on supporting the development of systems and supports to ensure the leadership at the district and school level had the knowledge and skill to lead</p>

¹ Includes any travel related expenses, etc.

	<p>this significant change. Our short-term objectives were to increase the leaders' understanding of the new materials and why it was vital for them to support their teachers' use of these materials to provide high-quality grade-level instruction. Our longer-term objective was to see an increase in student literacy scores through increased access to quality instruction. Education First tailors every engagement to meet the specific needs of any client. In this example, the district adopted HMH IntoReading before the COVID-19 pandemic but did not support implementation. Post-COVID, we engaged with the district to step back and work to ensure leaders and teachers understood why these materials were essential and what structures needed to be put into place to support implementation.</p>
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Sample Scope and Sequence

Timing	Participants	Topics Covered and Format	Description
Bi-Weekly	Administrative Team	Planning (Virtual)	The coach met with the administrative team bi-weekly to plan for and lead this effort. This executive coaching also helped ensure that the district's instructional leaders increased their knowledge to lead this initiative.
Beginning, Middle, End of Year	All elementary schools	Site Visits (in Person)	The coach walked through each elementary school with the leaders and observed literacy instruction, collected data on instruction and IntoReading implementation. This process helped the leaders to identify quality, proper grade

			level lessons, and implementation levels of HMH IntoReading.
Monthly	<u>Pre-K-5 school and instructional leaders</u>	<u>Principal and Instructional Coach Professional Learning Community</u>	<u>The coach led a Professional Learning Community of school leaders and their instructional coaches throughout the school year, covering various instructional topics. These meetings were intended to support the learning and the leadership of the district and school leaders.</u>
	September	Overview of the year: the importance of HQIM, acceleration vs. remediation, review of district data and walk-through results, and goal setting. (In-Person)	
	October	Importance of grade-level texts, review of leader survey data, why HQIM matters. (Hybrid)	
	November	Classroom observation (video) to determine the grade level of a lesson, acceleration vs. remediation (Hybrid)	
	December	Walk through data, science of reading with HMH Into Reading, scaffolding, unit internalization (In Person)	
	February	Achievement data review, teacher survey review, principal and instructional coach survey review, learning how to analyze an assessment for quality and text complexity with HMH IntoReading.	

	<p>March</p> <p>May</p>	<p>(Hybrid)</p> <p>Review of foundational skills and text complexity with HMH IntoReading, knowledge coherence with HMH IntoReading, shifting structures–PLC moving from lesson creation to lesson study (Hybrid)</p> <p>Acceleration strategies with HMH IntoReading, text-based responses with HMH IntoReading, HMH IntoReading Connected PL for teachers (In Person)</p>	
Quarterly	Acceleration Team	Data review and monitoring (Virtual)	This team was created to ensure coherence in expectations, understanding and language across the district. It included representatives from academics, assessment, special education, ELs, and assessment leadership. We reviewed the goals, the data, and what the principals and coaches were learning.