



Sample Scope and Sequence of Professional Learning Engagement

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| Curriculum or Content Area | Foundational Skills – <i>From Phonics to Reading</i> | |
| Type of Professional Learning | Initial Implementation | |
| Total Cost Range¹ | ○ Less than \$50,000 | ○ |
| District Context | <p>10,600 students; 12 schools, rural, 153 teachers served</p> <p>The initial goal of implementation professional development for K-3 teachers using <i>From Phonics to Reading</i> was to build educator capacity to deliver explicit, research-based foundational literacy instruction by deepening their understanding of the program’s structure, instructional routines, and assessment tools.</p> | |

| Timing (you may choose to use specific days/months) | Participants | Name of PL (either specific workshop title, coaching, etc) and format (Virtual, in-person, hybrid) | Description |
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¹ Includes any travel related expenses, etc.



| or frequency) | | | |
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| August | K-3 elementary classroom teachers, instructional coaches, and K-3 school and instructional leaders | Introduction to <i>From Phonics to Reading</i> In-Person Workshop | <p>Focus: Introduction to From Phonics to Reading Time: Full Day</p> <p>Introduction</p> <ul style="list-style-type: none"> ○ The 7 Characteristics of Strong Phonics Instruction ○ Unpack Your Materials ○ Lesson Structure ○ Getting Started ○ Teaching the Lesson – Blended Learning <p>Instruction, classroom videos with debriefing and analysis, modeling, and practice</p> |
| September | K - 3 teachers Instructional coaches | Beating the Learning Curve Virtual Workshop | <p>Focus: Check-in to Determine Staff Needs and Reinforce Program Goals Time: 90 minutes +</p> <p>(Prior to this session, the Sadlier team collected survey information from the district's administrators and teachers to determine focus.)</p> <p>Introduction</p> <p>Beating the Learning Curve</p> <ul style="list-style-type: none"> • Identify Key District Implementation Issues (Consultant used the PD Video and Instructional Guide resources to revisit and dig deeper on selected issues.) • Discuss Schedule Modifications (Variations to the standard schedule were reviewed.) |

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| | | | <ul style="list-style-type: none"> • Check on Cumulative Assessment Administration and Next Steps (Consultant modeled for using Cumulative Assessments to determine skill mastery, identify decayed learning, and plan next steps.) Review PD Video Schedule • Modified first year PD schedule based on district needs. • Review PD Video Study Guides and implementation. |
| Monthly | Coaches and instructional leaders K-3 teachers and coaches | Monthly Virtual | <ul style="list-style-type: none"> ○ Check-in and calibration ○ Deeper dives into high-impact routines and troubleshooting |
| January | K-3 teachers and coaches | Data-informed differentiation Virtual | <p>Focus: Assessment and Differentiation</p> <p>Time: 90 minutes +</p> <p>Introduction</p> <p>Assessment Overview</p> <ul style="list-style-type: none"> • Mid- and End-of-Year Assessments (Participants will review the assessment schedule and next steps documents.) <p>Focus on Expectations and Next Steps (Benchmark Assessment Instructional Guide)</p> <p>Differentiation</p> <ul style="list-style-type: none"> • Participants will mark up sample weekly lesson with supports, identify students who |

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| | | | <p>need supports and determine when/how supports will be delivered.</p> <p>Plan Summer Book Study</p> <ul style="list-style-type: none"> • Focus: Phonics Basics, Maximizing Instructional Routines, Decodable Text, Syllabication and Word Study |
| 2 nd Semester | K-3 teachers and coaches | Coaching In-person | Classroom observations, debriefs by role 1:1 coaching |