INSTRUCTION PARTNERS

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**PROFESSIONAL LEARNING
PARTNER GUIDE**

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. Instruction Partners aligns work to each individual partner context.

Curriculum or Content Area	Math, Saavas
Type of Professional Learning	Adoption, **Initial Implementation**, Ongoing for Teachers, *or* Ongoing for Leaders
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	**Size & Type:** Medium sized, suburban district **Number of Teachers Served:** Planning for implementation across K-8 math **Overall Goal:** Build capacity of implementation team to plan for and launch supports that prepare teachers and instructional leaders to implement newly adopted HQIM

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[1] Includes any travel related expenses, etc.

	with integrity.

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**
Week 1	Implementation Team Leader (required if standalone, not required if Instruction Partners supported adoption)	**Partnership Launch** (virtual)	Launch partnership with identified lead including building relationships, gaining context on selection process, and building implementation team.
Week 2	Implementation Team	**Setting the Stage for Implementation** (virtual)	This virtual session is focused on building the implementation team's understanding of the work ahead and establishing initial roles, goals, and monitoring plans for implementation.
Week 3	Implementation Team	**Expectations for Use & Pacing** (in-person)	During this on-site session, we focus on determining expectations for use–identifying what will be tight and loose across new materials implementation. We do that through unit study of the materials, developing those expectations and communications plans, and beginning to consider pacing

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			supports for teachers.
Week 4	Implementation Team	**Planning for Assessments** (virtual)	The purpose of this session is to develop guidance and communications as to how the curriculum embedded assessments will be leveraged and how the data will be used. The Implementation Team will complete an assessment inventory to understand the assessments in use across the district and where tight/loose decisions need to be made. They will build on their previous communications plan to include the work of this session.
Week 4	Implementation Team Leader	**Planning for Session 4** (virtual)	One-on-one time with the Implementation Team Leader to review progress so far and plan for co-facilitation moments in Session 4.
Week 5	Implementation Team	**Establishing guidance for collaborative planning and coaching** (virtual)	Review student work, instructional implementation, and lesson adjustments based on student outcomes.
Week 5	Implementation Team Leader	**Planning for Session 5 and Progress Monitoring**	One-on-one time with the Implementation Team Leader to plan for weeks 1-2 progress monitoring and roles in addition to planning for co-facilitation in session 5.

Week 6	Implementation Team	**Develop plan to train teachers and leaders**	Determine plan for and roles across training for teachers and leaders on new materials.
Prior to school start	Instructional Leaders	**Leader Training** (in-person)	Ideally coming after a product orientation training from publishers, this session orients leaders to the new materials, the expectations for use, and their role in the new materials implementation.
Prior to school start	Teachers	**Teacher Training** (in-person)	Ideally coming after a product orientation training from publishers, teachers experience a model lesson, learn the unit and lesson internalization protocols aligned with the expectations for use, and engage in preparation for their first unit.
Week 2-3 of school	Implementation Team Leader	**Progress Monitoring** (virtual)	Review initial data from weeks 1-2 progress monitoring based on goals set forth during planning. Problem solve and identify adjustments/actions.