



## Sample Scope and Sequence of Professional Learning Engagement

<b>Curriculum or Content Area</b>	ELA HQIM Implementation
<b>Type of Professional Learning</b>	Ongoing for Teachers
<b>Total Cost Range<sup>1</sup></b>	Less than \$50,000
<b>District Context</b>	<p>This district includes urban and suburban areas serving approximately 23,000 students from PK-12 across 57 schools. There are 1,457 full-time teachers and 108 administrators across the district. Of those schools, 1 elementary school has been selected as a focus school and 1 teacher as a "labsite" teacher.</p> <p>Throughout our partnership teachers will:</p> <ul style="list-style-type: none"><li>- Build their knowledge of curriculum design, the science of reading, and research-based instructional practices that support equitable learning outcomes</li><li>- Engage in 1:1 and collaborative lesson planning and unit planning to understand the</li></ul>

<sup>1</sup> Includes any travel related expenses, etc.



	<p>connection between literacy standards, tasks, and assessments throughout the curriculum</p> <ul style="list-style-type: none"> <li>- Engage in observation and feedback cycles designed to increase the effective use of HQIM to meet the learning needs of all students</li> <li>- Receive 1:1 coaching aligned to their personal development goals and student work/assessment data</li> </ul>
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**Sample Scope and Sequence**

Timing	Participants	Name of PL	Description
Launch of Partnership	K-5 Instructional Leaders and K-5 Labsite Teacher	Advising Session (virtual or in person)	In this session school leaders and the labsite teacher meet to share their experiences with the materials and goals for student learning and their development. The review is designed to help us identify and/or refine focus areas for our partnership that are aligned to school and district goals. During this meeting we will set priorities and outcomes for our work together, align on key activities that will support teacher development, and outline a tailored scope and sequence of our engagements throughout the year.



<p>Monthly (8 visits during school year)</p>	<p>K-5 Labsite Teacher, Focus Teachers, and K-5 Instructional Leaders</p>	<p>1:1 and Team Coaching (in-person)</p>	<p>L. Hickman Education Consulting will lead teacher observation and feedback cycles with individual teachers and grade teams. Instructional leaders will be invited to join and engage in debrief sessions with teachers. On-site teacher coaching will consistently include:</p> <ul style="list-style-type: none"> <li>- Pre-observation meetings to identify the planned activities and student learning for the observed lesson</li> <li>- Observations using a selected tool or approach aligned to school/district teacher development</li> <li>- Feedback meetings where teachers reflect on student learning and challenges during the observed lesson</li> <li>- Student work analysis to identify student strengths and errors/misconceptions</li> <li>- Actionable feedback that builds teacher and leader capacity to use curriculum effectively to serve all students</li> </ul>
<p>Weekly (3-4 hourlong sessions each)</p>	<p>K-5 Labsite Teacher</p>	<p>1:1 Coaching (virtual)</p>	<p>The selected labsite teacher will receive tailored coaching aligned to their personal professional development goals and learning outcomes of their students. Coaching activities will consistently</p>



month)			include: <ul style="list-style-type: none"><li>- Unit and lesson study</li><li>- Lesson internalization and rehearsal</li><li>- Student work analysis and planning for differentiation strategies</li><li>- Data analysis for formative tasks and end of unit assessments</li><li>- Review of curriculum design and resources to support teacher development and student learning</li></ul>
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