**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.

|  |  |  |  |
| --- | --- | --- | --- |
| **Curriculum or Content Area** | Providing implementation support and professional learning for Eureka Math (2015) | | |
| **Type of Professional Learning** | Ongoing for Teachers | | |
| **Total Cost Range[[1]](#footnote-1)** | * Less than $50,000 * $50,000 - $100,000 * $100,001 - $500,000 |  | * $500,001 - $1,000,000 * $1,000,000+ |
| **District Context** | Traditional suburban district, serving a population of over 60% economically disadvantaged students. | | |

|  |  |  |  |
| --- | --- | --- | --- |
| **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** |
| August (initial planning sessions and setting up monthly check-ins with leaders) | Instructional leaders and district leaders | Needs assessment  Strategic planning session  Instructional mapping | To determine these goals and continually monitor progress, we engaged in close collaboration with the district involved, including identifying areas of need for teacher learning. This collaboration involved initial needs assessments and consultations to identify specific focus areas requiring support. Through dialogue with district leaders and educators, we crafted tailored plans to address their unique challenges and objectives. |
| Monthly | District/school leaders | Check-in meetings and feedback structures | Throughout the engagement, we employed various monitoring tools and feedback mechanisms to gauge the effectiveness of our support initiatives, including regular check-ins with school leaders, student data analysis, and feedback surveys to ensure alignment with district goals and desired outcomes. By maintaining open communication and flexibility, we ensured that our efforts remained responsive to evolving needs and fostered meaningful progress towards our shared educational objectives. |
| Quarterly | School leaders and teachers | Professional learning sessions | Typically, teachers and coaches had opportunities to participate in workshops on a quarterly basis. MGT used district-specific preferences and goals to tailor our professional learning according to our partners’ needs. This professional learning series was specifically customized address the units teachers were using at this point in the school year, and provide examples of differentiation for the students within this district. |
| Monthly | Teachers | 1:1 coaching | Coaching sessions were often scheduled monthly, with coaches providing personalized guidance and feedback to educators implementing features of the HQIM and engaging in collaborative planning and lesson internalization. MGT further customized coaching through a combination of responsive goal setting, individualized coaching, and flexible delivery formats. Our team facilitators specifically planned to support teachers to implement the Eureka Math curriculum using embedded differentiated instruction tools in the curriculum, practicing student data analysis tied to district planning protocols, and embodying adult learning theory to attend to educators’ learning needs. |
| Quarterly | School leaders, and teachers | Data analysis conversations | Through quarterly data analysis sessions where MGT coaches addressed student performance data and implementation data, teachers and school leaders had the chance to reflect on instructional practice and the current state of student learning. Ongoing coaching and support provided opportunities for educators to reflect on their practice, identify areas for growth, and collaboratively problem-solve with colleagues. |

1. Includes any travel related expenses, etc. [↑](#footnote-ref-1)