



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 two clients of the professional learning partner.

Curriculum or Content Area	Odell High School Literacy Program
Type of Professional Learning	Initial Implementation
Total Cost Range¹	<input type="checkbox"/> Less than \$50,000 <input type="checkbox"/> \$500,000 - \$1,000,000 <input type="checkbox"/> \$50,000 - \$100,000 <input type="checkbox"/> \$1,000,000+ <input checked="" type="checkbox"/> \$100,000 - \$500,000
District Context	<p>Sample District 1: Urban school district (~80 schools, ~60k students)</p> <ul style="list-style-type: none"> - Working in collaboration with the district, NTC provided support to district literacy leaders, school leaders, instructional specialists, and approximately 60 ELA teachers during the initial curriculum implementation year, utilizing 1) professional learning and coaching for teachers, 2) consultation with school-based instructional specialists and school leaders at targeted school sites, and 3) consultation with district leaders so that the knowledge and skills necessary to implement the curriculum were codified up and down the 'spine' of the schools

¹ Includes any travel related expenses, etc.

	<p>Sample District 2: Urban school district (~175 schools, ~75k students)</p> <ul style="list-style-type: none"> - Working in collaboration with the district, NTC provided professional learning and support to approximately 300 ELA teachers during the initial curriculum implementation year to build their capacity to successfully implement Odell Education (OE), including professional learning for teachers and consultation to system leaders to ensure a coherent experience for teachers
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Sample District 1 Scope and Sequence

Timing	Participants	Name of PL (either specific workshop title, coaching, etc) and format (Virtual, in-person, hybrid)	Description
Summer	ELA teachers	Professional Learning Shifting the Cognitive Lift to Students: Creating a Learner-Centered Community (In-person)	<ul style="list-style-type: none"> - Explore what an Odell classroom feels like, sounds like, and looks like, academic discussion, productive struggle, and facilitating challenging conversations
Summer	ELA teachers	Professional Learning Getting to Know Odell's Literacy Routines and Strategies (In-person)	<ul style="list-style-type: none"> - Explore questioning (text-specific, guiding, student-generated, etc.), student-led academic discussion (discussion protocols, facilitating challenging conversations, etc.), supporting the reading analysis (tools and reference guides), writing to learn and learning to write (tools, author's craft analysis, and low-stakes and high-stakes writing opportunities), and vocabulary (Tier 2 and Tier 3)

Summer	ELA teachers	Professional Learning Internalizing Units and Lessons (In-person)	<ul style="list-style-type: none"> - Unpacking and internalizing a unit and lesson in the OE curriculum
Monthly	District literacy leaders	Consultation (Virtual)	<ul style="list-style-type: none"> - (Initial) Define shared goals and metrics for the work and finalize professional learning scope and sequence - (Initial) Build district leaders' capacity as co-facilitators for the professional learning - (Ongoing) Reflect on progress in curriculum implementation efforts and make strategic decisions in the spirit of continuous improvement
Monthly	Literacy instructional specialists	In-field Coaching (In-person)	<p>During the school year, NTC staff supported curriculum-based professional learning that the school-based Instructional Specialists led with teachers, including co-facilitating certain portions of the learning, guiding small group facilitation, and/or working with the instructional specialists beforehand to design and prepare topics, including</p> <ul style="list-style-type: none"> - Effectively planning and designing lessons - Bringing your pedagogical toolkit to the Odell curriculum: making targeted instructional decisions to implement the curriculum with integrity - Differentiating units and lessons for all learners - Exploring assessment - Using the curricular support materials effectively

Every other month	Literacy instructional specialists	In-field Coaching (In-person)	<p>Conduct in-field coaching cycles with the instructional specialists, across all high schools, including</p> <ul style="list-style-type: none"> - Conducting classroom visits to observe curriculum implementation alongside the instructional specialists - Debriefing the observations, and reviewing data to plan goals for the teachers - Considering the ongoing support teachers might need during the curriculum-based professional learning time - Co-coaching with the instructional specialists, building their capacity as they engage teachers in all parts of the coaching cycle
Three times per year	District literacy leaders	Coaching and Data Collection (In-person)	<p>Learning Walks are guided by inquiry questions designed to deepen vision and consider implementation of the Odell curriculum. Sample inquiry questions include:</p> <ul style="list-style-type: none"> - How are classroom environments, materials, and schedules structured to support learning and development opportunities? - How are the OE instructional materials being implemented in alignment with the standards? - How are students and adults interacting and what does that tell us about student learning across schools? - What evidence do we see of students carrying the cognitive load of the instruction?

Sample District 2 Scope and Sequence

Timing	Participants	Name of PL (either specific workshop title, coaching, etc) and format (Virtual, in-person, hybrid)	Description
Summer	ELA teachers	Professional Learning Harnessing the Power of the Curriculum to Reach All Learners (In-person)	<ul style="list-style-type: none"> - Dive into the Odell High School Literacy Program (HSLP) and arc of learning for the year, along with its guiding philosophy and principles - Navigate the online materials as well as understand the structure of the curriculum in order to make strategic decisions about unit selection - Deep dive into curriculum-embedded supports for struggling readers, as well as students ready for more advanced work, so educators understand the various curricular choices that can support them in differentiating their practice
September	School leaders	Professional Learning Introduction to Odell HSLP (In-person)	<ul style="list-style-type: none"> - Ground campuses in the Odell HSLP, its unique attributes and benefits, and how the Odell curriculum supports standards-based instruction - Build school leaders capacity in conducting effective ELA walkthroughs and identifying the look-fors in classrooms where the Odell HSLP is being implemented
September	ELA teachers	Professional Learning Shifting the Cognitive Lift to Students: Creating a Learner-Centered Community (In-person)	<ul style="list-style-type: none"> - Explore important literacy routines including reading complex text, facilitating academic discussion, and instructing text-based writing activities - Discuss mindset and beliefs about students to ensure teachers address the idea of productive struggle and rigor to effectively implement the curriculum

September	Implementation team (teacher leaders and supporting district personnel)	Consultation (In-person)	<ul style="list-style-type: none"> - Collaborate to plan for and structure district-wide professional learning with a focus on lesson internalization, connections to state standards, culturally and linguistically-relevant instruction, and supporting teachers serving students with diverse learning needs and abilities
October, December	Implementation team (teacher leaders and supporting district personnel)	Professional Learning Deepening Vision of High Quality ELA Instruction	<ul style="list-style-type: none"> - Deepen understanding of highly effective ELA instruction and how that is achieved through Odell implementation - Build capacity in providing effective support for classroom teachers implementing the Odell curriculum
October	ELA teachers	Professional Learning Unit Unpacking and Internalization (In-person)	<ul style="list-style-type: none"> - Unpacking and internalizing units by analyzing assessments, key texts, and lesson internalization.
January	ELA teachers	Professional Learning Going Deeper with Odell's Literacy Routines and Strategies (In-person)	<ul style="list-style-type: none"> - Dive deeper into Odell's key literacy routines including questioning (text-specific, guiding, student-generated, etc.), student-led academic discussion (discussion protocols, facilitating challenging conversations, etc.), supporting independent reading analysis (tools and reference guides), writing to learn and learning to write (tools, author's craft analysis, and low-stakes and high-stakes writing opportunities), conventions, and vocabulary (Tier 2 and Tier 3)

Monthly	District leaders	Consultation (Virtual)	<ul style="list-style-type: none"> - (Initial) Establishing district-wide goals for both ELA and Odell curriculum implementation ensures alignment between ongoing support and target outcomes. This will also include time to develop a curriculum implementation plan that includes a professional learning plan to support all leaders and teachers in Year 1 of implementation - (Ongoing) Reflect on progress in curriculum implementation efforts and make strategic decisions in the spirit of continuous improvement - ELA classroom walkthroughs throughout the year. Strategically scheduled throughout the school year, these walkthroughs will determine progress towards goals and help district leaders make any necessary shifts to the curriculum implementation plan
Monthly	Teacher leaders	In-field Coaching (In-person)	<p>Monthly one-on-one coaching at leaders' respective school sites. Coaching sessions meet the teacher leaders where they are and can support in any of the following areas:</p> <ul style="list-style-type: none"> - Co-planning and co-teaching Odell lessons in order to internalize the content and pedagogical strategies embedded in the lessons - Visit classes to provide constructive feedback on the curriculum implementation and plan next steps for instruction - Plan upcoming collaboration time based on teacher needs with the curriculum

Monthly	ELA teachers	Podcast	As a complement to the professional development, NTC provided a podcast series of short audio and/or video tips that support Odell curriculum implementation in classrooms. The following are some sample topics: literacy tool highlights, quick navigation tips, Odell resource highlights, unit spotlights, etc.
Three times per year	District literacy leaders	Coaching and Data Collection (In-person)	Learning Walks are guided by inquiry questions designed to deepen vision and consider implementation of the Odell curriculum. Sample inquiry questions include: <ul style="list-style-type: none"> - How are classroom environments, materials, and schedules structured to support learning and development opportunities? - How are the OE instructional materials being implemented in alignment with the standards? - How are students and adults interacting and what does that tell us about student learning across schools? - What evidence do we see of students carrying the cognitive load of the instruction?