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PROFESSIONAL LEARNING
P A R T N E R   G U I D E

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.

Curriculum or Content Area	Selection and Adoption for Literacy HQIM
Type of Professional Learning	Adoption
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 (urban, suburban, rural), number of teachers served, overall goal of your engagement Teaching Lab's HQIM Selection and Adoption Fellowship focused on supporting district, system, and teacher leaders across diverse educational landscapes. The goal of the

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[1] Includes any travel related expenses, etc.

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	fellowship was to support leaders with:
	- Strategizing, understanding, and communicating the importance of high-quality instructional materials; - Differentiating between aligned and unaligned instructional materials; - Developing a cohesive plan that shifts the paradigm of traditional material-adoption processes; and - Collaborating and learning with other educators to build a community of practice, reflection, and growth. In this course, leaders were equipped with downloadable tools and resources that supported them with making connections between their instructional vision, the instructional core, and HQIM aligned to the shifts. Leaders also diagnosed their current systems and structures to help cultivate their theory of change, outline key action steps, and impact goals, outcomes, and outputs. Leaders were able to monitor and self-assess their progress by attending monthly Professional Learning Communities (PLCs) that provided a collaborative space to leverage the expertise of the community, center problems of practice, gain insight, and create solutions for selection and adoption challenges.

Sample Scope and Sequence

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	District, System, and School Leaders	Introduction to Literacy HQIM In-Person Workshop	This session equipped participants with a deep understanding of the essential components of a comprehensive literacy program, grounded in key research such as the Simple View of Reading, the National Reading Panel findings, and Scarborough's Rope. Attendees explored the alignment between high-quality instructional materials (HQIM) and rigorous college and career readiness standards. They also examined patterns of inequitable access to grade-level content that have contributed to opportunity and achievement gaps. Participants leveraged data from their own local context to examine current instructional practice against the college and career readiness look-fors and their own state-level standards.
Monthly	District, System, and School Leaders	Professional Learning Communities (PLCs)	Leaders joined monthly virtual learning communities facilitated by one of Teaching Lab's expert facilitators. These virtual learning communities provided a collaborative space where participants leveraged the expertise of the group, centered on problems of practice, gained valuable insights, and developed solutions for selection and adoption challenges.
Quarterly	District, System, and School Leaders	PL	Quarterly PL sessions supported leaders in assessing and building their content knowledge and skills, mindsets and motivation, and the systems and structures needed to sustain teaching and learning of HQIM. Leaders accessed downloadable tools that offered clear guidance on the strategies and processes required for planning the HQIM selection

			team and the necessary tools for the selection review. These resources also provided space and guidance for outlining the immediate and ongoing professional support needed to launch and sustain support for all stakeholders. By the end of the course, leaders developed professional learning plans for educators that included foundational learning, such as Teaching Lab bootcamps, and plans for sustained learning through Cycles of Inquiry.