

Sample Scope and Sequence of Professional Learning Engagement

This document provides information on a sample scope and sequence of a professional learning engagement. This engagement represents work done with a past client.

This overview represents the services for one client of the professional learning partner.

Curriculum or Content Area	HMH <i>Into Literature</i> (6-12 English Language Arts)
Type of Professional Learning	Ongoing for Leaders
Total Cost Range¹	☐ Less than \$50,000 ☐ \$500,001 – \$1,000,000 ☒ \$50,000 – \$100,000 ☐ \$1,000,000+ ☐ \$100,001 – \$500,000 Note: Attuned Education Partners customizes scope & pricing to meet partner needs.
District Context	The district serves a culturally and linguistically diverse community of students (more than 6,000) and families in its state. In recent years, the district has taken a number of important steps to strengthen equitable access to rigorous academic content. As a few examples, the district has refreshed and begun to implement its multi-year strategic plan, including through adoption and implementation of high-quality instructional materials as well as launching and strengthening instructional enabling systems.

¹ Includes any travel related expenses, etc.

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
September	High School Leaders	Setting the Stage for the Year / Virtual	Leaders reflected on successes, lessons learned, and areas of opportunity from 22-23 ELA implementation and affirm vision for school year 23-24; built off the work of synergistic district PD with a particular focus on observations in ELA classrooms; and aligned on strong instructional practices in an area of need identified from 22-23 walkthroughs and other data points.
October	High School Leaders, District Leaders	Classroom Observations / In-person	First (Beginning-of-year) round of progress monitoring walkthroughs with onsite debriefs with school and district leaders
November	High School Leaders	BOY (Beginning-of-year) Walkthrough Debrief and Action Steps / Virtual	Leaders reflected on BOY walkthroughs and hone in on a few high leverage areas of opportunity, and identified next steps to support teachers in an area of opportunity identified during

			walkthroughs
January	High School Leaders, District Leaders	Classroom Observations / In-person	Second (Middle-of-year) round of progress monitoring walkthroughs with onsite debriefs with school and district leaders
February	High School Leaders	MOY (Middle-of-year) Walkthrough Debrief and Action Steps / Virtual	Leaders reflected on MOY walkthroughs and hone in on a few high leverage areas of opportunity; practiced scripting feedback for the area of opportunity based on common misconceptions demonstrated during walkthroughs; and, engaged in a problem of practice to discuss how to support teachers who are resistant to feedback and shifting their practice.
April	High School Leaders, District Leaders	Classroom Observations / In-person	Third (End-of-year) round of progress monitoring walkthroughs with onsite debriefs with school and district leaders
May	High School Leaders	EOY (End-of-year) Walkthrough Debrief and Action Steps / Virtual	Leaders reflected on EOY walkthroughs and hone in on a few high leverage areas of opportunity; practiced scripting feedback for the area of opportunity based on common misconceptions demonstrated during walkthroughs; and, engaged in a problem of practice to discuss how to support teachers who are

			resistant to feedback and shifting their practice.
Monthly	Secondary District Leaders and High School Leaders including Department Head	Project management check-ins / Virtual	Provided thought partnership to district lead(s) for high school ELA
Bi-monthly	District Project Leads	Project management check-ins / Virtual	Provided thought partnership through twice-monthly, focused on the implementation of the strategic plan initiatives and any change management and other barriers the team may be facing.