

# Sample Scope and Sequence of Professional Learning Engagement

**This overview represents the services for three clients of the professional learning provider.**

## District 1

<b>District Name</b>	La Joya Independent School District
<b>District Website</b>	<a href="https://www.lajoyaisd.com/">https://www.lajoyaisd.com/</a>
<b>State</b>	Texas
<b>Curriculum or Content Area</b>	Bluebonnet RLA
<b>Total Cost Range<sup>1</sup></b>	\$500,001-\$1,000,000
<b>District Context</b>	Teaching Lab is providing PL and coaching to La Joya Independent School District (large urban/suburban district) through the Strong Foundations Implementation grant to support implementation of the Bluebonnet RLA curriculum to grades K-5 in both English and Spanish. This professional learning series is designed to build teacher and coach capacity to implement the Bluebonnet RLA curriculum effectively, with a strong focus on foundational skills, knowledge-building, and instructional coaching. Across the first year of the partnership, educators and coaches will engage in a combination of structured professional learning sessions, flexible supports, and job-embedded coaching to ensure successful curriculum adoption and sustained instructional improvements. This partnership will serve approximately 480 K-5 teachers (English and Dual Language), 7 literacy specialists, 18 SPED teachers, and 6 literacy coaches.

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

## Scope & Sequence

<b>Timing</b> (you may choose to use specific days/months or frequency)	<b>Participants</b>	<b>Name of PL</b> (either specific workshop title, coaching, etc.) <b>and format</b> (virtual, in-person, hybrid)	<b>Description</b>
July 2025	Teachers	<p><b>5 Core Professional Learning Sessions:</b></p> <ol style="list-style-type: none"> <li>1. Introduction to HQIM – Building understanding of high-quality instructional materials.</li> <li>2. Deep Dive into HQIM, Part 1 &amp; Part 2 – Exploring curriculum structure, resources, and pedagogy.</li> <li>3. Unit Internalization – Unpacking upcoming units to align instructional intent and student outcomes.</li> <li>4. Lesson Internalization – Developing lesson-level expertise and planning for diverse learners.</li> </ol> <p><b>5 Flexible Supports:</b> Options include lesson rehearsals, modeling, joint observations, or RBIS training.</p>	<p>To support La Joya ISD’s implementation of the Bluebonnet RLA curriculum, Teaching Lab will deliver a comprehensive professional learning sequence. The plan begins with a robust summer launch that provides all K–5 teachers and dual language educators with targeted training in foundational skills and knowledge-building components. Over five core sessions, teachers will engage in curriculum introduction, deep dives into materials, unit and lesson internalization, and opportunities for modeling and rehearsal.</p>

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July 2025	Coaches	<p><b>6 Core Professional Learning Sessions</b> (same as teachers plus):</p> <ol style="list-style-type: none"> <li>1. Observation and Feedback – Building skills to support teachers through coaching cycles.</li> </ol> <p><b>4 Flexible Supports:</b> Focused on facilitating internalization sessions, lesson rehearsals, and supporting teacher development.</p>	<p>Coaches will receive an extended sequence of six core sessions, including a focus on observation and feedback, equipping them to lead ongoing professional learning and support teachers throughout the year. Both teachers and coaches will also participate in flexible support sessions tailored to their needs, such as lesson rehearsals, modeling, joint observations, and training on research-based instructional strategies.</p>
August 2025	Teachers and Coaches	<p><b>1 Core Professional Learning Session:</b> Deep Dive into the First Six Weeks of Curriculum</p>	<p>Teachers and coaches will come back together in August to apply their learning from the summer launch to the first six weeks of the Bluebonnet RLA curriculum.</p>

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September 2025 - June 2026	Teachers and Coaches	<b>Ongoing Supports:</b> <ul style="list-style-type: none"> <li>● <b>Instructional Coaching Cycles:</b> 6 per campus; coaches supported in facilitating lesson and unit internalization.</li> <li>● <b>Classroom Observations:</b> 4 full-day collaborative walkthroughs with La Joya ISD leaders.</li> <li>● <b>Virtual PL Sessions:</b> 6 one-hour sessions for continued learning during the year.</li> <li>● <b>Science of Reading Integration:</b> 3 in-person sessions on SOR foundations, practical application, and lesson modeling.</li> </ul>	Following the summer launch, sustained support continues during the school year through job-embedded coaching cycles, virtual professional learning sessions, and collaborative classroom observations. Coaches will engage in six coaching visits from Teaching Lab per campus to strengthen their facilitation of unit and lesson internalization and enhance their ability to provide actionable feedback. Additionally, a three-part Science of Reading series will offer teachers and coaches practical application strategies, modeling, and integration guidance.

## District 2

District Name	NYC District 9
District Website	<a href="https://bronxdistrict9.org/">https://bronxdistrict9.org/</a>
State	New York

<b>Curriculum or Content Area</b>	HMH Into Reading
<b>Total Cost Range<sup>2</sup></b>	\$100,001 - \$500,000
<b>District Context</b>	<p>Teaching Lab provided coaching and PL across 153 K-5 schools in a large urban district to support ELA tier 1 curriculum implementation of HMH Intro Reading. The partnership aimed to develop and execute district implementation plans for high-quality instructional materials, providing intensive job-embedded support for teachers. The goal was to increase student achievement by offering coaching and professional learning focused on high-leverage instructional practices aligned with the district's research-based literacy shifts. Additionally, the partnership worked to build systems and structures of support within schools and across the district, ensuring coherence and sustainability beyond the duration of the partnership.</p>

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<sup>2</sup> Includes any travel related expenses, etc.

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Summer prior to partnership	District Central Office Team	Planning Meeting	These meetings focused on developing a plan to coordinate across participating schools.
August-September	School Leaders	PL and Learning Walks	Teaching Lab partnered with school leadership teams to develop year-long implementation plans. Together, they aligned on what excellent curriculum-based instruction looked like through learning walks and used data to monitor implementation. Teaching Lab also supported school leadership teams in designing programming and structuring school time to create systems that sustained teachers' ongoing professional learning, ensuring the effective implementation of HQIM in their classrooms.
Bi-weekly, September - June	Teachers and Leaders	Coaching	Teaching Lab provided full-day coaching sessions for teachers and school leaders, building the knowledge, skills, and structures necessary to sustainably and effectively implement foundational skills and HQIM, aligned with District Literacy Shifts. Teaching Lab provided side-by-side coaching and co-taught with teachers in K-5 classrooms to develop deep expertise in HQIM. We also conducted demonstration lessons, modeling both partial and complete lessons for the Foundational Skills and Knowledge Building curricula and facilitated peer observations and modeling within a cycle of development.

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			For leaders, Teaching Lab held debrief sessions with school leaders and leadership teams at the end of each coaching day to provide updates and preview upcoming support.
Monthly, September - June	Teachers and Leaders	PL	Teaching Lab's PL cycles allowed teachers to engage in collaborative, out-of-classroom learning to prepare for in-classroom practice. Over the course of the year, Teaching Lab supported teachers in implementing HQIM through a series of activities aligned with the implementation plan. These included unpacking and understanding the components of the curriculum, preparing units and modules through lesson planning and internalization, facilitating professional learning sessions to build content knowledge and instructional skills, and conducting lesson studies to refine teaching practices and ensure sustainable HQIM implementation.

## District 3

<b>District Name</b>	NYC District 11
<b>District Website</b>	<a href="https://nycdistrict11.org/">https://nycdistrict11.org/</a>
<b>State</b>	New York
<b>Curriculum or Content Area</b>	Illustrative Mathematics Algebra 1
<b>Total Cost Range<sup>3</sup></b>	\$500,001 - \$1,000,000
<b>District Context</b>	<p>Teaching Lab partnered with a large urban school district to support 150 teachers and leaders to develop and execute comprehensive Algebra I curriculum implementation plans by applying research-based curricula and providing intensive, job-embedded support for educators. This work improved teaching and learning for hundreds of teachers and thousands of students. Additionally, Teaching Lab monitored data to assess the initiative's impact, ensuring significant gains in teacher practice and student learning, with a focus on English language learners and students with disabilities.</p>

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Spring prior to the partnership	District Central Office Leaders	Collaborative Planning	Met to identify the districts and schools implementing 9th-grade Algebra 1 and developed comprehensive, year-long curriculum implementation and job-embedded support plans. Ensured data-sharing agreements were secured with the central office, if necessary.
August	District and School Leaders	School and Data Review	Conducted an asset and needs assessment by analyzing student learning data, teacher practice data, and factors enabling effective curriculum implementation. Used the findings to develop year-long or multi-year district-wide curriculum implementation plans, along with targeted plans for specific schools.
September	Teachers and School Leaders	Coaching and PL	Launched a teacher teaming, professional learning, and coaching initiative, providing intensive support for teachers along with complementary support for school leaders, instructional leaders, and other coaches.
Monthly, September - June	Teachers and School Leaders	Coaching	Teaching Lab coaches modeled lessons and provided real-time coaching to teachers. While onsite, they delivered “micro-PL” sessions—short, targeted professional learning lasting 30 minutes or less—tailored to specific needs. They invited local instructional leaders to shadow them, demonstrating how to apply an evidence-based coaching

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			model. Coaches also facilitated debrief sessions to reflect on observational and feedback data with school leaders and ensured they had the capacity to sustain implementation when Teaching Lab was not present.
On-Going, September - June	School and District Leaders	Data Analysis and Action Planning	Collected data in alignment with the evaluation plan and produced monthly reports. Continuously synthesized data and insights, sharing key findings with school, district, and central office leaders. Facilitated discussions to refine and improve curriculum implementation plans based on emerging lessons learned.
June	School and District Leaders	Reflection and Action Planning	Analyzed data and produced an end-of-year report, including case studies. Disseminated results to support the continued scaling of the high-impact model in the district and beyond. Discussed findings with district and central office leaders and developed plans for the following year.