



## 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>                | Vallejo City Unified School District (VCUSD)   |
| <b>District Website</b>             | <a href="https://www.vcusd.org/">https://www.vcusd.org/</a>  |
| <b>State</b>                        | California   |
| <b>Curriculum or Content Area</b>   | Mathematics  |
| <b>Total Cost Range<sup>1</sup></b> | Less than \$50,000   |
| <b>District Context</b>             | VCUSD serves approximately 12,000 students and has a staff of 1,200 teachers. The district participated in UnboundEd’s Curriculum Adoption and Launch Cohort during the 2024-2025 school year and will continue to receive launch support through the 2025-2026 school year. VCSD started receiving curriculum adoption support in September 2024, and the district adopted new materials in April 2025. |

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

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## Scope & 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 2024   | District Adoption Leadership Team (District Sponsor, Driver, Professional Learning Lead, Principal Supervisor, Expert in Multilingual Learner Support, Expert in Supporting Students in Special Populations) | Onboarding Session<br>Virtual   | Districts in the Curriculum Adoption and Launch Cohort discussed the importance of high-quality instructional materials (HQIM), reflected on past experiences with instructional materials adoption, and identified district guardrails and non-negotiables. |
| September 2024   | District Adoption Leadership Team (District Sponsor, Driver, Professional Learning Lead, Principal Supervisor, Expert in Multilingual Learner Support, Expert in Supporting Students in Special Populations) | Phase I: Know Your Needs<br>Virtual   | During the Phase I session, districts developed an instructional vision and conducted a needs assessment to determine their priorities for adopting instructional materials.   |
| October 2024   | District Adoption Leadership Team (District Sponsor, Driver, Professional Learning   | Phase II: Recruit and Prepare Your Adoption Team<br>Virtual   | During the Phase II session, districts planned to recruit and select their District Adoption Committees.   |

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| 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   |
|--|--|---|---|
|  | Lead, Principal Supervisor, Expert in Multilingual Learner Support, Expert in Supporting Students in Special Populations)  |   |   |
| October 2024   | District Adoption Leadership Team (District Sponsor, Driver, Professional Learning Lead, Principal Supervisor, Expert in Multilingual Learner Support, Expert in Supporting Students in Special Populations) | Phase III: Rubric Creation and Practice<br>In-Person  | In the Phase III session, the VCUSD Adoption Leadership Team reviewed exemplar rubrics and state-specific criteria to develop a district-specific rubric. The district then practiced using the first draft of the rubric to identify ways to improve it. Subsequently, the District Adoption Leadership Team outlined the tasks for their District Adoption Committee. |
| November 2024  | District Adoption Leadership Team (District Sponsor, Driver, Professional Learning Lead, Principal Supervisor, Expert in Multilingual Learner Support, Expert in Supporting Students in Special Populations) | Phase III: Rubric Scoring of Instructional Materials<br>In-Person                                   | During this stage of Phase III, the District Adoption Committee, comprising teachers and site leaders from throughout the district, gathered to evaluate the refined selection of instructional materials using the district-developed rubric. The district then further narrowed its list of materials to consider for the pilot.                                      |

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| 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  |
|--|--|---|--|
| December 2024  | District Adoption Leadership Team (District Sponsor, Driver, Professional Learning Lead, Principal Supervisor, Expert in Multilingual Learner Support, Expert in Supporting Students in Special Populations) | Phase IV: Materials Discovery and Investigation<br>Virtual  | The District Adoption Leadership team planned their materials investigation. VCUSD planned its district pilot and ways to engage its shareholders across the district (community members, students, all teachers, etc.). The district began piloting its first instructional materials in December 2024. |
| February 2025  | District Adoption Leadership Team (District Sponsor, Driver, Professional Learning Lead, Principal Supervisor, Expert in Multilingual Learner Support, Expert in Supporting Students in Special Populations) | District Cohort Networking<br>Virtual   | All three Curriculum Adoption and Launch Cohort districts met to participate in a Critical Friends Consultancy and share their learnings and best practices. The districts reflected on the Hexagon Tool from the perspective of their narrowed list of materials.                                       |
| April 2025   | District Adoption Leadership Team (District Sponsor, Driver, Professional Learning Lead, Principal Supervisor, Expert in   | Pilot Data Analysis and Final Recommendation<br>In-Person   | The District Adoption Committee and Leadership Team met to analyze data from the district pilots, including teacher surveys, student surveys, and community member surveys. They answered reflection questions about the Hexagon Tool and used a   |

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|--|---|---|--|
|  | Multilingual Learner Support, Expert in Supporting Students in Special Populations) |   | consensus process to finalize their recommendation. This meeting led to the district making a final decision on curriculum adoption. |

## District 2

|                                     |  |
|-------------------------------------|--|
| <b>District Name</b>                | San Antonio Independent School District  |
| <b>District Website</b>             | <a href="https://www.saisd.net/">https://www.saisd.net/</a>  |
| <b>State</b>                        | Texas  |
| <b>Curriculum or Content Area</b>   | ELAR Curriculum Implementation   |
| <b>Total Cost Range<sup>2</sup></b> | \$50,000 - \$100,000   |
| <b>District Context</b>             | San Antonio Independent School District serves about 45,000 students in grades K-12. As part of a comprehensive set of initiatives designed to improve teaching and learning, the district adopted and implemented the Amplify Texas Elementary Literacy Program for literacy and reading instruction in |

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

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grades K-5 during the 2024–2025 school year. UnboundEd provided training for district and school leaders on academic standards and instructional leadership, as well as comprehensive planning assistance and leader support for their Amplify implementation. Below is the scope and sequence for the 2024–2025 school year.

## Scope & 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 2024   | Principals, Assistant Principals, District Curriculum Directors, and Other District Leaders | UnboundEd Leadership Summit: Introduction to ELAR Standards and Instructional Leadership Routines<br>In-Person | In this full-day professional learning, school and district leaders understand the fundamental features of ELAR state standards and basic observation look-fors for the ELAR Tier 1 instructional block. |
| September 2024   | Principals, Assistant Principals, District Curriculum Directors, and Other District Leaders | UnboundEd Leadership Summit: Introduction to Math Standards and Instructional Leadership Routines<br>In-Person | In this full-day professional learning, school and district leaders understand the fundamental features of math state standards and basic observation look-fors for the math Tier 1 instructional block. |
| October 2024   | School Leadership Teams and Principal Supervisors   | Implementation Onboarding and Initial Planning<br>In-Person  | During their launch session, leaders explore six key lessons for implementing high-quality instructional materials and reflect on their current implementation stage.                                    |
| November 2024  | School Leadership Teams and Principal Supervisors   | HQIM Instructional Design<br>In-Person   | Leaders understand the essential components of UnboundEd’s Lesson Study  |

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| 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  |
|--|---|---|--|
|  |   |   | Look-For Guide to understand their adopted curriculum.   |
| December 2024  | School Leadership Teams and Principal Supervisors | Implementation Walkthrough #1<br>In-Person  | During walkthroughs, leaders use implementation indicators to gather data on the amount and quality of implementation, synthesize trends, and set next steps for the following continuous improvement cycle.                         |
| January 2025   | School Leadership Teams and Principal Supervisors | Implementation Walkthrough #2<br>In-Person  | During walkthroughs, leaders use implementation indicators to gather data on the amount and quality of implementation, synthesize trends, and set next steps for the following continuous improvement cycle.                         |
| March 2025   | School Leadership Teams and Principal Supervisors | Developing an Implementation Problem of Practice<br>In-Person                                       | During this session, principals learn about the Seven Principles of the Instructional Core and how they guide improving the quality and level of student learning in preparation for developing implementation problems of practice. |
| April 2025   | School Leadership Teams and Principal Supervisors | Implementation Walkthrough #3<br>In-Person  | During walkthroughs, leaders use implementation indicators to gather data on the amount and quality of implementation, synthesize trends, and set next steps for the following continuous improvement cycle.                         |

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| 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   |
|--|---|---|---|
| May 2025   | School Leadership Teams and Principal Supervisors | Planning for SY25-26<br>In-Person   | Leaders use a data analysis protocol to synthesize their walkthrough data and finalize Problems of Practice to drive their implementation efforts in the coming year.               |
| Recurring Meeting Every Two Weeks                                | Executive Director and Assistant Superintendent   | Sponsor/Driver Meetings for Project Management and Planning<br>Virtual                              | These project check-ins with a district executive (the sponsor) and/or a designated manager (the driver) focus on managing practical tasks and troubleshooting unexpected problems. |
| Recurring Monthly Meeting  | Executive Director and Assistant Superintendent   | District Implementation Team Meetings for Planning and Continuous Improvement<br>Virtual            | These formal meetings with a cross-functional implementation team establish the initial implementation plan, monitor data, and set near-term goals.                                 |

## District 3

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|-------------------------|---|
| <b>District Name</b>    | Springfield Public Schools  |
| <b>District Website</b> | <a href="https://www.springfieldpublicschools.com/">https://www.springfieldpublicschools.com/</a> |
| <b>State</b>            | Massachusetts   |

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|-------------------------------------|---|
| <b>Curriculum or Content Area</b>   | Math HQIM Implementation  |
| <b>Total Cost Range<sup>3</sup></b> | \$100,001 - \$500,000   |
| <b>District Context</b>             | Springfield Public Schools serves approximately 24,000 students in grades K-12. During the 2023-2024 school year, Springfield adopted and implemented the Agile Mind math curriculum as part of a set of initiatives to improve math outcomes across the district. UnboundEd provided comprehensive planning assistance and leader-level support for their HQIM implementation. During the 2024-2025 school year, the district opted to continue partnering with UnboundEd for a second year of implementation; that scope and sequence is below. |

## 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>  |
|---|---|---|---|
| October 2024  | School Leadership Teams and Principal Supervisors | Year 2 Onboarding and Planning<br>In-Person   | During the Year 2 launch session, leaders plan strategies to address their problems of practice from Year 1 and reflect on the difference between school administration and instructional leadership. |
| October 2024  | School Leadership Teams and Principal Supervisors | Using HQIM to Anchor Teacher Feedback, Part 1<br>In-Person  | During this professional learning session, leaders examine four foundational skills for giving teacher feedback and practice  |

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| 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  |
|--|---|---|--|
|  |   |   | strategies for providing feedback in the context of their HQIM.  |
| November 2024  | School Leadership Teams and Principal Supervisors | Implementation Walkthrough #1<br>In-Person  | During walkthroughs, leaders use implementation indicators to gather data on the amount and quality of implementation, synthesize trends, and set the next steps for the following continuous improvement cycle. |
| January 2025   | School Leadership Teams and Principal Supervisors | Implementation Walkthrough #2<br>In-Person  | During walkthroughs, leaders use implementation indicators to gather data on the amount and quality of implementation, synthesize trends, and set next steps for the following continuous improvement cycle.     |
| February 2025  | School Leadership Teams and Principal Supervisors | Using HQIM to Anchor Teacher Feedback, Part 2<br>In-Person  | During this professional learning session, leaders learn five best practices for having feedback conversations and structuring feedback meetings.  |
| April 2025   | School Leadership Teams and Principal Supervisors | Implementation Walkthrough #3<br>In-Person  | During walkthroughs, leaders use implementation indicators to gather data on the amount and quality of implementation, synthesize trends, and set next steps for the following continuous improvement cycle.     |
| May 2025   | School Leadership Teams                           | Planning for SY25-26  | Leaders use a data analysis protocol to  |

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| 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   |
|--|---|---|---|
|  | and Principal Supervisors                       | In-Person   | synthesize their walkthrough data and finalize Problems of Practice to drive their implementation efforts in the coming year.   |
| Recurring Meeting Every Two Weeks                                | Executive Director and Assistant Superintendent | Sponsor/Driver Meetings for Project Management and Planning<br>Virtual                              | These project check-ins with a district executive (the sponsor) and/or a designated manager (the driver) focus on managing practical tasks and troubleshooting unexpected problems. |
| Recurring Monthly Meeting  | Executive Director and Assistant Superintendent | District Implementation Team Meetings for Planning and Continuous Improvement<br>Virtual            | These formal meetings with a cross-functional implementation team establish the initial implementation plan, monitor data, and set near-term goals.                                 |