

Sample Scope and Sequence of Professional Learning

Ongoing Support for Leaders

Math Example

Overall Goal: Build district and school leader capacity to continuously improve content specific professional learning practices (collaborative planning, data practices, and coaching) and conditions.

Timing	Participants	Name of PL and Format	Description
August	District and school leaders	Partnership Launch (virtual)	Launch our collective work together including building relationships,
August	District and school leaders	Introduction to the IPG (virtual)	This session introduces school and district leaders to the Instructional Practice Guide (IPG) as a tool for observing, analyzing, and supporting high-quality instruction aligned to HQIM. Leaders will explore the structure and purpose of the IPG, develop a shared understanding of what strong instructional practice looks like, and discuss how to use the tool to drive consistent, content-specific feedback and support. The session also includes opportunities for reflection and planning around how the IPG will be used during classroom walkthroughs and professional learning observations.
August - September	District and school leaders	Walkthrough (in-person)	Conduct collaborative classroom observations to determine trends in content instruction, engage in teacher and student focus groups, and observe PL practices. Instruction Partners facilitates an end of the day debrief and report on trends, bright spots, and opportunities.
August -	District and school	School and District Action	Leveraging the data from walkthroughs and additional context



September	leaders	Planning (Virtual)	brought by school and district leaders, conduct a root cause analysis on current state. Set goals and determine aligned action across both the year and for the first short cycle of improvement.
September - November	District and school leaders	Virtual and on-site support	Aligned to the goals of the action plan, build leader capacity through gradual release to either 1) create the conditions necessary for strong professional learning practices or 2) strengthen professional learning practices
November	District and school leaders	Progress Monitoring	Engage in a virtual session focused on reviewing progress towards goal and creating goals and aligned actions for short cycle two.
December - February	District and school leaders	Virtual and on-site support (virtual and in-person)	Aligned to the goals of the action plan, build instructional leader capacity through gradual release to either 1) create the conditions necessary for strong professional learning practices or 2) strengthen professional learning practices
February	District and school leaders	Progress Monitoring (virtual)	Engage in a virtual session focused on reviewing progress towards goal and creating goals and aligned actions for short cycle two.
February - April	District and school leaders	Virtual and on-site support (virtual and in-person)	Aligned to the goals of the action plan, build instructional leader capacity through gradual release to either 1) create the conditions necessary for strong professional learning practices or 2) strengthen professional learning practices
April	District and school leaders	Walkthrough (virtual)	Conduct collaborative virtual classroom observations to determine trends in content instruction, engage in teacher and student focus groups, and observe PL practices. Instruction Partners facilitates an end of the day debrief and report on progress across the year, bright spots, and opportunities.



April	District and school leaders	District and School Action Planning (virtual)	Leveraging the data from walkthroughs and additional context brought by school and district leaders, conduct a root cause analysis on end of year state. Set goals and determine aligned action across the spring/summer to ensure a strong start to the next school year.
May - July	District and school leaders	Virtual and on-site support (virtual and in-person)	Aligned to the goals of the action plan, build instructional leader capacity through gradual release to either 1) create the conditions necessary for strong professional learning practices or 2) strengthen professional learning practices