

CURRICULUM SUPPORT — GUIDE —

W O R K B O O K

Key Action II.1: Set Goals, Roles, and Monitoring Plan

II.1: SET GOALS, ROLES, AND MONITORING PLAN

Phase II: Prepare > Key Action II.1: Set Goals, Roles, and Monitoring Plan

Key Action II.2: Determine the Plan for Assessment and Grading

Key Action II.3: Determine Expectations for Use and the Plan for Collaborative Planning

Key Action II.4: Determine the Plan for Coaching

Key Action II.5: Determine the Plan for Training Teachers and Leaders

Step II.1.A: Identify Implementation Support Team and Leader

Step II.1.B: Map out the Implementation Planning Process

Step II.1.C: Draft the Goals for Successful Implementation

WHAT IS THE GOAL?

The goal of this key action is to set your implementation goals, organize roles and responsibilities, and determine how you will monitor progress and step back to adjust your plans. We recommend this be done in two parts — at the beginning of Phase II and then finished after all other Phase II planning. The work described takes place at two levels — system and school. Implementation Support Teams can be school-based or include multiple schools. While the work of the system and school isn't always exactly the same, the resources and guidance support planning for both teams. Refer to the notes and resources throughout Phase II for considerations on what decisions should be school versus system level.

WHY IS THIS KEY ACTION IMPORTANT?

Naming the team that is responsible for supporting implementation and the goals creates focus and a clear aim for the implementation effort. This key action is important because it sets the conditions for all the planning and implementation support to follow.

EXPLANATION OF LANGUAGE

We use the phrase **Implementation Support Team** to refer to the team that will work together to plan for curriculum implementation. **Implementation** includes all plans for use and instructional support. We use the phrase **progress monitoring plan** to refer to the work you will need to do in order to know how things are going.

II.1.A: IDENTIFY IMPLEMENTATION SUPPORT TEAM AND LEADER

GUIDING QUESTIONS

i. What perspectives do we need on the Implementation Support Team?

ii. Who will serve on the Implementation Support Team?

iii. Who will lead the Implementation Support Team?

NOTES

The Implementation Support Team will engage across all implementation work (Phases II and III). This team will ultimately be accountable for the success of the implementation effort.

Some of the decisions in Phase II are system level decisions, but many are school level decisions. This team will vary based on the size of system, but should always include school perspectives and teacher perspectives in addition to central system leaders.

The resource [Implementation Support Team Roles and Responsibilities](#) contains notes on how you might think about this team.

The work of this phase will include assessment implications, grading, pacing, scheduling, coaching, planning support, and training. The person leading this team should have the scope of authority to navigate decisions across these instructional systems.

The document [Implementation Support Team Leader Roles and Responsibilities](#) outlines things to consider in the selection of the team leader.

II.1.D: REVISIT AND SET IMPLEMENTATION GOALS AND DETERMINE HOW YOU WILL MONITOR PROGRESS

GUIDING QUESTIONS

- i. What, if any, adjustments do we need to make to our draft goals for implementation?

- ii. How will we know if we reach our goals?

- iii. For each goal, when will we know if we are on track?

- iv. What data will we review?

- v. Operationally, what needs to happen to get this data? Who is responsible?

- vi. In addition to monitoring progress, how will we collect stakeholder feedback?

- vii. When will we step back to review our progress toward our goals holistically? Who will be part of these stepbacks?

- viii. Who should each group of stakeholders go to with questions?

NOTES

You first established draft wishes and goals in **Step II.1.C: Draft the goals for successful implementation.**

Goals tend to stay fairly stable for the year, but you will have the opportunity to evaluate and adjust the measures every quarter in **Key Action III.2: Step back and adjust the plan.**

The resource [Progress Monitoring Plan and Approaches](#) includes common progress monitoring approaches for the frequently used goals.

Record your plans for progress monitoring in your [Implementation Plan](#). There will likely be both system and school level progress monitoring needs.

For school level roles and responsibilities, you can see sample distributions and guidance in the [Roles and Responsibilities Matrix](#).

The [Stakeholder Feedback Survey](#) includes sample questions that can be asked for periodic feedback.

Early implementers benefited from regular opportunities to bring the team together to look at how things were going and adjust course. [Progress Monitoring Practices](#) shares some best practices around progress monitoring and frequency suggestions. Page 11 from LIFT Education's [Instructional Materials Implementation Guidebook](#) provides suggestions for how to use student work samples as an effective means of monitoring progress along the way. The resource [Challenge Solving Protocols](#) outlines some effective protocols to share emerging challenges.

Refer to **Key Action III.2: Step back and adjust the plan** to see sample agendas and the process for leading quarterly stepbacks. Setting these dates now will help ensure the implementation team has dedicated time to reflect.

II.1.E: REVISIT ROLES AND RESPONSIBILITIES AND SET THE PLAN

GUIDING QUESTIONS

- i. Go back to the roles and responsibilities list. Does anything need to change?

- ii. Are the roles and responsibilities clear? Are there places of potential overlap or confusion?

- iii. Does any group or one person have an unreasonable workload? What can we do to prioritize and reassign?

iv. For each workstream, what are the key activities and deadlines?

v. How will we check in to ensure that all of the work gets done?

vi. Are our systems for planning, coaching, and training aligned and coherent?

vii. What are we going to do as an Implementation Support Team to celebrate finishing this important planning work?

NOTES

Your team originally set the roles and responsibilities in *Step II.1.A: Identify Implementation Support Team and Leader* and you have been able to adjust across Phase II.

Step back from this list and make sure the distribution of work makes sense.

Just like in Phase I, setting up decision-making protocols in advance will make things easier down the road.

Go back to your **Implementation Plan** and be sure that everyone involved knows their key work and deadlines.

Review the plans you developed for supporting planning, coaching, and training in Key Actions II.3–II.5. These represent your **Three Pillars of Teacher Support**. Make sure that these systems work together to support teachers and ensure that teachers are getting consistent messages and feedback about how to utilize materials.

You have finished Phase II! You should now have a clear plan for implementation support. Next, it is time to launch the work.

Find a list of ways that you can celebrate in the resource **Celebration Ideas!**

Implementation Support Team Role and Responsibilities

This resource outlines the role of the Implementation Support Team and the responsibilities for the members of this team.

Role of the Implementation Support Team

The Implementation Support Team is responsible for the implementation work for the system and will ultimately be responsible for the overall success of the curriculum implementation. Some of the work of this team includes considering assessment implications, grading, pacing, scheduling, coaching, planning support, and training. This team is often made up of a cross-functional group of people that represent multiple roles, schools, perspectives, and expertise.

Roles to Include

*Prioritize content-area expertise and those responsible for leading and supporting implementation

- School leader from each school participating in implementation
- A teacher leader from each school participating in implementation
- A representative from each grade participating in implementation
- Coaches (system and/or school level)
- English Language Learner and/or Special Education coaches, teachers, or system leaders
- System-wide content area specialists

Responsibilities of this Team

- Studying the materials deeply and becoming experts on the materials
- Supporting decision-making on assessment, grading, pacing, scheduling, coaching, planning, and training
- Soliciting feedback from other stakeholders
- Investing others in decisions and communicating decisions with rationale
- Answering questions about implementation and championing the materials
- Observing and gathering data about implementation in order to support continuous improvement
- Problem-solving challenges that arise
- Leading trainings on the materials and/or training and supporting others to lead trainings
- Attending weekly to bi-weekly meetings as well as specific trainings for supporting the implementation process

Phase II Decision-Making Map

This resource outlines all of the significant decisions that need to be made throughout Phase II and provides guidance for a decision-making structure.

Responsible: The person who does the work to achieve the task. They have responsibility for getting the work done or decision made. As a rule, this is one person; examples might be the system curriculum lead or the superintendent.

Accountable: The person who is accountable for the correct and thorough completion of the task. This must be one person or team and is often the project executive or project sponsor. This is the role that the person responsible is accountable to and approves their work.

Consulted: The people who provide information for the project and with whom there is two-way communication. This is usually several people, often subject matter experts like teachers and coaches.

Informed: The people kept informed of progress and with whom there is one-way communication. These are people that are affected by the outcome of the tasks, and therefore need to be kept up-to-date. You can use your stakeholder list to determine who is informed.

Phase	Key Decision	Who's responsible?	Who's accountable?	Who's consulted?	Who's informed?
II.1	Defined the Implementation Support Team, Implementation Support Team Leader, and key roles and responsibilities	System leader	System leader	- Participating school leaders - Members of the system-level instructional team	Teachers & leaders at all participating schools
	Mapped out the implementation planning process	Implementation Support Team Leader	Implementation Support Team	- Members of the system-level instructional team	Participating school leaders
	Drafted the vision, goals, measures, and progress monitoring plan	Implementation Support Team Leader	Implementation Support Team	- Members of the system-level instructional team - Participating school leaders	Teachers & leaders at all participating schools
	Communicated the implementation plan	Implementation Support Team Leader	Implementation Support Team	- Members of the system-level instructional team - Participating school leaders	Teachers & leaders at all participating schools
II.2	Established your key assessment purposes and inventoried all current assessments	Assessment, Grading, & Data Analysis Team	Implementation Support Team	- Implementation Support Team	Implementation Support Team
	Developed a plan for common assessments for the year and what you will do with the data to accomplish your purposes	Assessment, Grading, & Data Analysis Team	Implementation Support Team	- Members of the system-level instructional team - Participating school leaders	Teachers & leaders at all participating schools
	Developed guidance for grading with the new materials	Assessment, Grading, & Data Analysis Team	Implementation Support Team	- Members of the system-level instructional team - Participating school leaders - Teacher leaders	Teachers & leaders at all participating schools

II.3	Studied the curriculum design	Instructional Planning & Pacing Team	Implementation Support Team	- Implementation Support Team	Implementation Support Team
	Set the daily schedule to match the design of the curriculum	Instructional Planning & Pacing Team	Implementation Support Team	- Members of the system-level instructional team - Participating school leaders	Teachers & leaders at all participating schools
	Determined the yearlong pacing schedule	Instructional Planning & Pacing Team	Implementation Support Team	- Members of the system-level instructional team - Participating school leaders - Teacher leaders	Teachers & leaders at all participating schools
	Established guidance for unit and lesson customization	Support Use of Curriculum Team	Implementation Support Team	- Members of the system-level instructional team - Participating school leaders	Teachers & leaders at all participating schools
	Determined plans for collaborative planning and reflection	Support Use of Curriculum Team	Implementation Support Team	- Members of the system-level instructional team - Participating school leaders - Teacher leaders	Teachers & leaders at all participating schools
	Determined support plans for individual planning	Support Use of Curriculum Team	Implementation Support Team	- Members of the system-level instructional team - Participating school leaders	Teachers & leaders at all participating schools
II.4	A coaching plan for teachers, including the observation tool that will anchor feedback	Support Use of Curriculum Team	Implementation Support Team	- Members of the system-level instructional team - Participating school leaders	Teachers & leaders at all participating schools
	A clear picture of how your evaluation and curriculum can support each other	Support Use of Curriculum Team	Implementation Support Team	- Implementation Support Team	Leaders at all participating schools
	A plan for how you will support coaches and evaluators to understand the materials	Support Use of Curriculum Team	Implementation Support Team	- System level instructional team - Implementation Support Team	Teachers & leaders at all participating schools
II.5	A training plan for each impacted group (teachers, leaders, coaches)	Support Use of Curriculum Team	Implementation Support Team	- Implementation Support Team	Teachers & leaders at all participating schools
	A plan for training the trainers	Support Use of Curriculum Team	Implementation Support Team	- Implementation Support Team	Teachers & leaders at all participating schools

Phase II Decision-Making Template

This resource is a template you can use when finalizing your decision-making process for Phase II.

Responsible: The person who does the work to achieve the task. They have responsibility for getting the work done or the decision made. As a rule, this is one person; examples might be the system curriculum lead or the superintendent.

Accountable: The person who is accountable for the correct and thorough completion of the task. This must be one person or team and is often the project executive or project sponsor. This is the role that responsible is accountable to and approves their work.

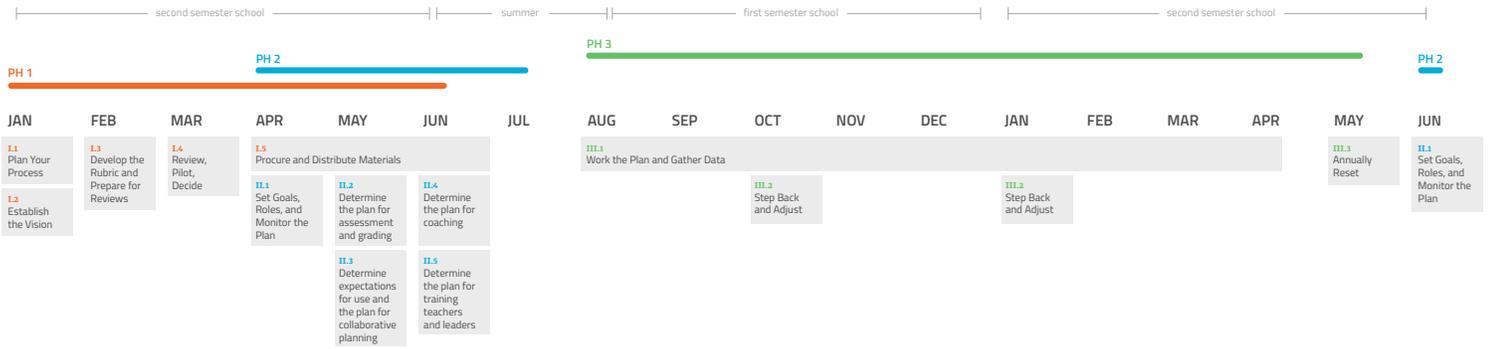
Consulted: The people who provide information for the project and with whom there is two-way communication. This is usually several people, often subject matter experts like teachers and coaches.

Informed: The people kept informed of progress and with whom there is one-way communication. These are people that are affected by the outcome of the tasks, so they need to be kept up-to-date. You can use your stakeholder list to determine who is informed.

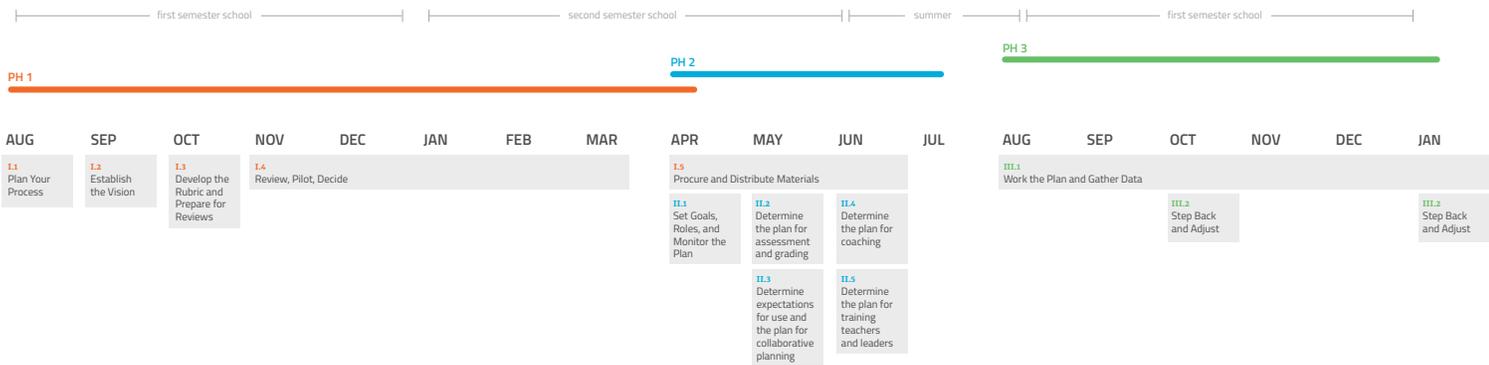
Key Action	Key Decision	Who's responsible?	Who's accountable?	Who's consulted?	Who's informed?
II.1	Defined the Implementation Support Team, Implementation Support Team Leader, and key roles and responsibilities				
	Mapped out the implementation planning process				
	Drafted the vision, goals, measures, and progress				
	monitoring plan				
	Communicated the implementation plan				
II.2	Established your key assessment purposes and inventoried all current assessments				
	Developed a plan for common assessments for the year and what you will do with the data to accomplish your purposes				
	Developed guidance for grading with the new materials				
II.3	Studied the curriculum design				
	Set the daily schedule to match the design of the curriculum				
	Determined the yearlong pacing schedule				
	Established guidance for unit and lesson customization				
	Determined plans for collaborative planning and reflection				
	Determined support plans for individual planning				

II.4	A coaching plan for teachers, including the observation tool that will anchor feedback				
	A clear picture of how your evaluation and curriculum can support each other				
	A plan for how you will support coaches and evaluators to understand the materials				
II.5	A training plan for each key stakeholder group				
	A plan for training the trainers				

Curriculum Implementation Timeline



Curriculum Implementation Timeline (with pilot of new materials)



Agenda for Phase II Launch Meeting

This resource is a sample meeting agenda for the launch of the Implementation Support Team. During the meeting, the team defines team norms, roles and responsibilities, decision-making, and creates the team charter.

Agenda Item/Timing	Activities
Welcome (10 mins)	<ul style="list-style-type: none"> ▪ Whip around introductions ▪ Purpose of the Implementation Support Team
Co-construct team norms (20 mins)	Share sample norms and adjust with team: <ul style="list-style-type: none"> ▪ We will be present both physically and mentally ▪ We will use our time wisely, starting and ending our meetings on time ▪ We will be on time and allow no interruptions (i.e. make or take phone calls, etc.) ▪ We will distribute tasks equally amongst members ▪ Topics outside of the agenda will be documented and tabled for a later time ▪ We will address conflict by dealing with the issue, not the person ▪ We will ask questions when in doubt ▪ We will complete our assigned tasks by our assigned deadlines
Define roles and responsibilities for the team (10 mins)	Discuss Implementation Team Roles and Responsibilities . Ask team members to read and clarify different responsibilities.
Finalize the decision-making matrix (30 mins)	Walk through the Phase II Decision-Making Template and assign team members different responsibilities.

Implementation Plan

This resource is a template for keeping track of all of the projects and tasks that your team will take on during implementation. Before the work plan, there is space for recording major decisions and notes relevant to your work plan from across Phase I and Phase II: vision, core beliefs, goals, communications, roles and responsibilities, and decision-making process. This is meant to be a “one-stop shop,” but the format may not be right for your team. Modify as needed - add or delete sections, adjust tables and rows, or separate into multiple templates.

Vision (set in Establish the vision, Phase I, Key Action 2, Step B):

Core Beliefs (set in Establish the vision, Phase I, Key Action 2, Step B):

Goals (set in Set goals, roles, and monitoring plan, Phase II, Key Action 1, Step C):

Goal Area	Goal(s)	Measures and Frequency	How will we collect and analyze data?	When will we step back and adjust?
Teacher and Student Investment				
Teacher Practice				
Student Outcomes				

Key Stakeholders and Communications (set at the end of each step in Phase II):

Stakeholder Group	Communication Channels	Communications Needed

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Roles and Responsibilities (set in Set goals, roles, and monitoring plan, Phase II, Key Action 1, Step E):

Person / Role	Responsibilities	Training and Support Needs

Decision-Making (set in Set goals, roles, and monitoring plan, Phase II, Key Action 1, Step E):

Key Decision	Who is responsible for making it?	Who will consult?

Progress Monitoring (set in Set goals, roles, and monitoring plan, Phase II, Key Action 1, Step D):

Goal	Progress Monitoring Action(s) to be Taken	Owner	Date	Outcome

Work Plan: Below are descriptions of some of the terms across the top row.

- Project: describes the bucket of work; many organize projects by key action (i.e. coaching)
- Task: describes an action step in the project (i.e. determine who will lead upfront materials training)

Project	Task	Owner	Deadline

Implementation Team Charge

This resource is a draft charge that you can provide to the Implementation Support Team. It outlines the rationale for the work and team norms.

Why Our Work Matters

When we made the decision to take on the task of implementing new materials in our district, we did so because we fundamentally believed that it was the right decision for kids and teachers. We know that this process will have challenges, but we know that with a culture of continuous improvement we can figure it out together. We know that the kids in our care are capable of so much, and we owe it to them to provide them with consistent opportunities to show themselves (and us) just how capable they are. Our teachers work tirelessly every day, and they deserve the resources equal to their effort. As the Implementation Team we are charged with the lofty responsibility of shepherding these new resources forward and ensuring success in implementation at every level. If we are successful in this, then we should see the fruits of that labor playing out every day in every classroom across our system.

Norms

- We will be present both physically and mentally.
- We will use our time wisely, starting and ending our meetings on time.
- We will be on time and allow no interruptions to make or take phone calls, etc.
- We will distribute tasks equally amongst members.
- Topics outside the agenda will be documented and tabled for a later time.
- We will address conflict by dealing with the issue, not the person.
- We will ask questions when in doubt.
- We will complete our assigned tasks by our assigned deadlines.

Our goals

- The launch of materials goes smoothly (teachers know how to use materials and have access to the materials and support they need).
- Teachers and students are excited about the materials and use them daily.
- Teacher instructional practice improves over the course of the year.
- Student's learning on aligned, rigorous tasks and assessments improves over the school year.

Goals for Implementation

This resource shares considerations about setting specific goals in the following areas: teacher practice, student and staff investment, and student growth, as well as sample goals and outcomes for each area.

Sample Goals and Outcomes:

Target	Measurement	Year 1 Goal	Considerations
Student and Staff Investment	<p>Teacher and Leader Survey: We will send an electronic survey to educators at the end of each quarter. We will have a survey for teachers and a survey for principals/coaches. Surveys are on a 5-point scale (Agree, Somewhat Agree, Neutral, Somewhat Disagree, Disagree). Surveys will be anonymous.</p> <p>Student Survey: We will ask all teachers to choose five students to take a pencil and paper survey each quarter. The survey will be on a 3-point scale (Yes, Kind of, No). Teachers should try to choose five new students each quarter.</p>	<p>A 1.5 point increase on the scale from the beginning of the year to the end of the year.</p> <p>A 1 point increase on the scale from the beginning of the year to the end of the year.</p>	<p>Early implementers shared that their levels of investment in the materials increased throughout the school year as they gained confidence in using them and saw their students rise to the level of rigor. Consider setting a goal around improvement in investment over time or incremental goals around growth.</p>
	See below for sample survey questions for teachers and students.		
Teacher Practice	<p>Walkthrough Data: As leaders conduct informal walkthroughs and formal observations, they will document the use (or evidence of the use) of strategies in classrooms on the walkthrough form.</p>	<p>Teachers will exhibit growth from baseline as measured by our walkthrough tool. Each teacher will have a goal they are working towards and as a system, we'll see an average of 1 point improvement across focus indicators on our walkthrough tool.</p>	<p>As teachers become more familiar with the materials, systems and schools can shift their focus to ensuring that the materials are being used effectively. Consider establishing a focus area for teachers as defined by a shared walkthrough tool (for example, in ELA, that might be ensuring that students use precise and accurate evidence to support answers). This focus area can be system-wide or specific for individual teachers. In addition, using a walkthrough tool that is aligned to the system's vision can be helpful as well, as it provides a concrete set of look-fors and can also be used as a coaching tool for teachers, coaches, and leaders.</p>
Student Outcomes	<p>Student performance on curriculum-specific common assessments (i.e. End of Module/Unit assessments)</p>	<p>Students will exhibit growth in proficiency on curriculum-specific assessments.</p>	<p>When adopting materials, many schools experience an "implementation dip" in the first year as a result of the significant increase in rigor in daily tasks. Because this adjustment takes time for both teachers and learners, it is</p>

		important to make considerations when setting goals in this area. When making goals for student learning, review II.2 on assessment and grading.
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Sample Questions for Surveys	
Teacher satisfaction with the curriculum	<ul style="list-style-type: none"> ▪ The curriculum provides me with resources that help me reach all students ▪ The curriculum has helped me build knowledge in my content area ▪ The curriculum is helping my students learn
Teacher knowledge and confidence with the curriculum	<ul style="list-style-type: none"> ▪ I understand how to use the curriculum ▪ I am confident in my ability to teach a full lesson with the curriculum ▪ I understand the learning goals of the unit I'm currently teaching
Teacher satisfaction with curriculum supports	<ul style="list-style-type: none"> ▪ Trainings on the curriculum help me understand and use the materials ▪ PLCs help me understand and use the curriculum ▪ Observations and feedback from my coach help me understand and use the curriculum ▪ Meetings with my coach help me understand and use the curriculum ▪ Observations and feedback from my principal help me understand and use the curriculum ▪ Module walkthroughs help me understand and use the curriculum ▪ I have the support I need to understand and use the curriculum ▪ I have resources that help me understand and use the curriculum
Specific questions for leaders	<ul style="list-style-type: none"> ▪ I have the information and resources I need to support teachers at my school in implementing the curriculum ▪ The work I do as a principal/coach supports teachers in understanding and using the curriculum
	<ul style="list-style-type: none"> ▪ The curriculum is helping teachers improve their instructional practice ▪ The curriculum is helping students learn
Sample questions for student surveys	<ul style="list-style-type: none"> ▪ Do you find class interesting? ▪ Is the material you study in class relevant to your future? ▪ Is the material you study in class challenging? ▪ How do you typically feel in class?

Progress Monitoring Plan and Approaches

This resource includes guidance on progress monitoring as well as a sample plan.

Common Approaches to Progress Monitoring & Collecting Data

1. **Determine Data:** Start by determining what data you need to collect to measure progress to your goals. Below are sample data points that early implementers tracked:
 - **Student & Staff Investment:**
 - Formally survey staff and students at multiple intervals throughout the year to collect data on what is working with the curriculum rollout and what is feeling challenging.
 - Informally survey staff during coaching conversations, grade team meetings, common planning time, etc. to get anecdotal information about the current perception and commitment to the plan.
 - **Teacher Practice:**
 - Create an observation look-for document that outlines the non-negotiable components of the curriculum that teachers must be implementing.
 - Include a curriculum implementation row onto a pre-existing observation tool (i.e. IPG, TEAM rubric, etc.).
 - Use this tool when doing informal and formal observations of classrooms to determine coaching next steps for teachers.
 - **Student Outcomes:**
 - Choose curriculum-embedded assessments that will be used as benchmarks to evaluate student performance and progress.
 - Student performance on the state assessment.
2. **Determine Who, When, and How:** Next determine where each data collection point lives - school level? system level? Then determine owners, timeframes, and methods for collecting the data.
3. **Determine when you will step back and how you will use the data:** Decide when you will step back on the data to adjust your plans. The resource “Progress Monitoring Practices” has suggestions and ideas. Ideally you form an ongoing progress monitoring cadence (every other week or monthly) as well as a quarterly stepback to help problem-solve bigger challenges.

Sample Progress Monitoring Plan: This sample plan contains suggested actions around teacher practice.

Date	Goal	Progress Monitoring Action(s) to be Taken	Owner	Outcome(s)
August	Teacher Practice	Communicate and share walkthrough tools with teachers.	Principal	
September	Teacher Practice	<p>With leadership team, determine a plan for observing all teachers and naming current data on walkthrough tool.</p> <p>At mid-September leadership team meeting, set growth goal for teacher practice.</p> <p>At mid-September leadership team meeting, name 2 indicators to focus on as a team and draft a plan for teacher support.</p>	Principal	
September	Teacher Practice	By end of September, all coaches and teacher leaders have created plans for supporting teachers - in planning, coaching, and training.	Coaches and teacher leaders	
September/October	Teacher Practice	Coaches and teacher leaders take ongoing	Coaches and	

		actions in plan. Report weekly on progress.	teacher leaders	
October	Teacher Practice	Discuss progress to goal at quarterly stepback and adjust plans.	Principal, coaches, and teacher leaders	
October/December	Teacher Practice	Coaches and teacher leaders take ongoing actions in plan. Report weekly on progress.	Coaches and teacher leaders	
January	Teacher Practice	<p>Gather data on teacher practice goal and analyze if goal was met.</p> <p>Determine next areas for focus and set a semester 2 goal.</p> <p>Create plans for supporting teachers through planning, coaching, and training.</p>	Principal, coaches, and teacher leaders	

Roles and Responsibilities Matrix

This resource provides a template and examples for outlining the roles and responsibilities in implementation.

Matrix Template

	Role 1	Role 2	Role 3	Role 4
Instructional Planning and Pacing				
Support Use of the Curriculum <ul style="list-style-type: none"> ▪ Train ▪ Plan ▪ Coach 				
Assessment, Grading, and Data Analysis				
Continuous Improvement				

Use this matrix to clearly define the roles and responsibilities for each group. There are three examples on the following pages.

Example 1: This matrix belongs to District 1, a small district that created a school-based literacy coaching program to support the implementation of a new English language arts curriculum. District 1 created the Literacy Coach job description in a way that allows coaches to spend almost all their time working with teachers. Principals supervise the literacy coaches at their school, but otherwise spend little time directly supporting curriculum implementation. (Since there are no assistant principals in District 1, principals are responsible for the majority of schools’ priorities around operations, safety, environment, and community relations.)

	District Curriculum Specialist	Principals	School-based Literacy Coaches	Teachers
Instructional Planning and Pacing	<ul style="list-style-type: none"> - Determine which units will be taught and when - Set expectations for what teachers will do to prepare for and internalize lesson and unit content 		<ul style="list-style-type: none"> - Create planning resources to support teachers (i.e. weekly summaries of objectives and key resources such as qualitative text analyses) - Provide feedback to teachers on lesson preparation notes and text annotations 	<ul style="list-style-type: none"> - Submit weekly lesson preparation notes and text annotations to literacy coaches
Support Use of the	Train - Create or find	Train - Participate in	Train - Participate in	Train - Participate in

<p>Curriculum</p> <ul style="list-style-type: none"> ▪ Train ▪ Plan ▪ Coach 	<p>curriculum training materials for principals, coaches, and teachers</p> <ul style="list-style-type: none"> - Lead curriculum training sessions for principals, coaches, and teachers - Use survey data and interviews with teachers and coaches to determine when additional curriculum-related PD is needed - Gather and analyze feedback from professional development sessions <p>Coach</p> <ul style="list-style-type: none"> - Work with literacy coaches to set expectations for coaching practices (who, how often) 	<p>professional development experiences</p> <p>Plan</p> <ul style="list-style-type: none"> - Set expectations for what teachers will do during PLC meetings <p>Coach</p> <ul style="list-style-type: none"> - Observe and provide feedback on classroom instruction, based on the district’s observation rubric 	<p>professional development experiences</p> <p>Plan</p> <ul style="list-style-type: none"> - Lead monthly unit internalization sessions with teachers, which include reading and annotating unit texts and responding to all writing tasks - Provide support to teachers who need help with lesson planning and preparation - Join weekly ELA planning meetings with each grade level team <p>Coach</p> <ul style="list-style-type: none"> - Create or find a walkthrough tool that is specifically aligned to the curriculum and 	<p>professional development experiences</p> <p>Plan</p> <ul style="list-style-type: none"> - Participate in curriculum internalization sessions and plan for classroom instruction - Take turns leading weekly ELA planning sessions in grade level teams
			<p>use it during classroom observations</p> <ul style="list-style-type: none"> - Observe classroom instruction and provide feedback to all teachers implementing the new curriculum at least once every two weeks 	
<p>Assessment, Grading, and Data Analysis</p>	<ul style="list-style-type: none"> - Determine which curriculum-based assessments will be used and when they will be administered - Determine how curriculum-based assessments will fit into the school’s/district’s overall assessment plan - Update grading policies based on new curriculum - Set expectations for school-based data practices, including 	<ul style="list-style-type: none"> - Lead regular data reflection meetings with grade level teams and literacy coaches 	<ul style="list-style-type: none"> - Create rubrics and other resources, if needed, to support curriculum-aligned assessment and grading practices -Support teachers in operationalizing grading rubrics and other resources - Participate in regular data reflection meetings 	<ul style="list-style-type: none"> - Grade student work and provide feedback to students - Collect and track assessment data - Participate in regular data reflection meetings

	which data sources will be collected and how frequently they will be tracked			
Continuous Improvement	<ul style="list-style-type: none"> - Create surveys to gather feedback on how to better support teachers, principals, and coaches - Create a system for gathering teachers' feedback on which units and lessons should be changed for next year 			<ul style="list-style-type: none"> - Provide feedback on the curriculum; take notes about what went well and what changes should be made to lessons and units to inform planning for next year

Example 2: This matrix belongs to District 2, a mid-size district that is implementing a new math curriculum. The district's Director of Math Instruction is the primary curriculum implementation leader and works with both principals and instructional coaches. Since instructional coaches are responsible for supporting teachers in all content areas, not just math, District 2 has designated one math teacher in each grade level as a curriculum leader to provide another layer of support. Math team leaders had to apply for the role and will earn an additional stipend for their work.

	District Director of Math Instruction	Principals	Instructional Coaches	Grade Level Math Team Leaders	Teachers
	- Determine which		- Share strong		- Submit plans to
Instructional Planning and Pacing	units will be taught and when <ul style="list-style-type: none"> - Gather, vet, and share exemplar lesson plans and resources with math teacher network - Set expectations for what teachers will do to prepare for and internalize lesson and unit content 		examples of lesson plans and resources with Director of Math Instruction, who will vet and share widely <ul style="list-style-type: none"> - Review lesson plans and make sure teachers are on pace with the curriculum 		instructional coaches
Support Use of the Curriculum	Train <ul style="list-style-type: none"> - Create or find curriculum training materials for principals, coaches, and teachers - Lead curriculum training sessions for principals, coaches, and teachers - Determine when additional 	Train <ul style="list-style-type: none"> - Participate in professional development experiences Coach <ul style="list-style-type: none"> - Share feedback with the Director of Math Instruction and instructional 	Train <ul style="list-style-type: none"> - Participate in professional development experiences - Review material from PD sessions with teachers, if needed - Lead weekly meetings with 	Train <ul style="list-style-type: none"> - Participate in professional development experiences Plan <ul style="list-style-type: none"> - Lead weekly lesson internalization sessions (discuss objectives for 	Train <ul style="list-style-type: none"> - Participate in professional development experiences Plan <ul style="list-style-type: none"> - Participate in curriculum internalization sessions and plan for classroom

	<p>curriculum PD is needed</p> <ul style="list-style-type: none"> - Gather and analyze feedback from PD sessions <p>Plan</p> <ul style="list-style-type: none"> - Set expectations for what teachers will do during curriculum planning and internalization sessions <p>Coach</p> <ul style="list-style-type: none"> - Create or find a curriculum-specific walkthrough tool that principals and coaches can use during classroom observations 	<p>coaches on classroom observation trends and suggestions for additional support</p> <ul style="list-style-type: none"> - Observe each math classroom once a month and provide feedback using the curriculum-specific walkthrough tool (in addition to quarterly observations using the district's evaluation rubric) 	<p>grade level math team leaders to discuss progress and areas where more support is needed</p> <p>Coach</p> <ul style="list-style-type: none"> - Share feedback with Director of Math Instruction on instructional trends and suggestions for additional support - Teach demonstration lessons or co-teach with the curriculum - Observe each math classroom once a month and provide feedback using the curriculum-specific 	<p>following week, complete daily tasks)</p> <ul style="list-style-type: none"> - Lead monthly unit internalization sessions (discuss key unit concepts, pacing, complete the culminating task) - Complete math lesson plans one week ahead of schedule and share with other teachers as a resource for their own planning 	<p>instruction</p>
			<p>walkthrough tool</p>		
<p>Assessment, Grading, and Data Analysis</p>	<ul style="list-style-type: none"> - Determine which curriculum-based assessments will be used and when they will be administered - Determine how curriculum-based assessments will fit into the school's/district's overall assessment plan -Set expectations for school-based data practices (what data is collected and when) - Create grading policies related to the new curriculum - Create rubrics and other resources to support curriculum- 	<ul style="list-style-type: none"> - Lead regular data reflection meetings with grade level teams and instructional coaches 	<ul style="list-style-type: none"> - Support teachers in collecting and analyzing data 		<ul style="list-style-type: none"> - Collect and track student data - Grade student work and provide feedback to students

	aligned assessment and grading practices				
Continuous Improvement	<ul style="list-style-type: none"> - Create surveys to gather feedback on how to better support teachers, principals, and coaches - Work with grade level math team leaders to gather teachers' feedback on changes for next year 		<ul style="list-style-type: none"> - Share feedback with district leaders on how professional development systems can be improved to better support teachers 	<ul style="list-style-type: none"> - Gather feedback from teachers on lessons and units to inform planning for next year 	<ul style="list-style-type: none"> - Provide feedback on the curriculum; take notes about what went well and what changes should be made to lessons and units to inform planning for next year

Example 3: This matrix belongs to District 3, a large district that has prioritized the role of principals and assistant principals in supporting the implementation of a new English language arts curriculum. District 3 has literacy coaches; however, each coach works with a group of schools and is primarily responsible for leading professional development and managing assessment systems. Since principals and assistant principals are school-based, District 3 wants them to play a leading role in providing feedback to teachers and helping them prepare for instruction. In District 3, principals supervise both assistant principals and teachers and the Chief Academic Officer supervises literacy coaches.

	Chief Academic Officer	Principal Supervisors	Principals	Assistant Principals	Literacy Coaches (each supports a group of 3-5 schools)	Teachers
Instructional Planning and Pacing	<ul style="list-style-type: none"> - Set expectations for what teachers will do to prepare for and internalize lesson and unit content 			<ul style="list-style-type: none"> - Collect lesson plans from teachers; review one daily plan closely and share feedback 	<ul style="list-style-type: none"> - Determine which units will be taught and when - Gather, vet, and share exemplar lesson plans and resources 	<ul style="list-style-type: none"> - Submit weekly lesson plans to assistant principal
Support Use of the Curriculum <ul style="list-style-type: none"> ▪ Train ▪ Plan ▪ Coach 	<p>Train</p> <ul style="list-style-type: none"> - Create or find curriculum training materials - Train literacy coaches on the new curriculum - Work with literacy coaches to determine when additional curriculum PD is needed <p>Plan</p> <ul style="list-style-type: none"> - Set 	<p>Train</p> <ul style="list-style-type: none"> - Participate in PD <p>Coach</p> <ul style="list-style-type: none"> - Join each principal for monthly instructional rounds; support the principal in gathering feedback on curriculum implementation using the walkthrough 	<p>Train</p> <ul style="list-style-type: none"> - Participate in PD <p>Plan</p> <ul style="list-style-type: none"> - Lead quarterly unit internalization sessions with grade level teams, where teachers discuss the texts and key themes that students will work on that 	<p>Train</p> <ul style="list-style-type: none"> - Participate in PD <p>Plan</p> <ul style="list-style-type: none"> - Lead weekly lesson internalization sessions, where teachers rehearse part of an upcoming lesson <p>Coach</p>	<p>Train</p> <ul style="list-style-type: none"> - Participate in PD - Train principal supervisors, principals, and assistant principals on the new curriculum - Meet monthly with each grade level team to discuss strengths and challenges of the new curriculum; share information from 	<p>Train</p> <ul style="list-style-type: none"> - Participate in PD <p>Plan</p> <ul style="list-style-type: none"> - Participate in curriculum internalization sessions and plan for classroom instruction

	<p>expectations for curriculum planning and internalization sessions</p> <p>Coach</p> <ul style="list-style-type: none"> - Work with principals and assistant principals to set expectations for observations and coaching - Work with literacy coaches to create or find a curriculum-specific walkthrough tool for classroom observations 	<p>tool</p>	<p>quarter, and collaboratively work through writing tasks</p> <p>Coach</p> <ul style="list-style-type: none"> - Observe all classrooms quarterly and provide feedback on classroom instruction, based on the district’s evaluation rubric - Join assistant principals for monthly observations of all ELA classrooms, using the curriculum-specific walkthrough tool 	<ul style="list-style-type: none"> - Observe each ELA classroom monthly and provide feedback on instruction, using the curriculum-specific walkthrough tool - Use observations and student data to determine which teachers need additional support 	<p>these sessions with the CAO and other coaches to determine when additional training is needed</p> <p>Coach</p> <ul style="list-style-type: none"> - If requested, join principals or assistant principals on classroom observations to support curriculum implementation 	
<p>Assessment, Grading, and Data Analysis</p>	<ul style="list-style-type: none"> - Set expectations for school-based data practices, including which data sources will be collected and how frequently they will be tracked - Work with literacy coaches to create grading policies related to the new curriculum 	<ul style="list-style-type: none"> - Join each principal for regular data reflection meetings with at least one grade level team 	<ul style="list-style-type: none"> - Lead regular data reflection meetings with grade level teams and assistant principals 	<ul style="list-style-type: none"> - Participate in regular data reflection meetings 	<ul style="list-style-type: none"> - Determine which curriculum-based assessments will be used and when they will be administered - Determine how curriculum-based assessments will fit into the school’s/district’s overall assessment plan - Create rubrics and other resources to support curriculum-aligned assessment and grading practices 	<ul style="list-style-type: none"> - Collect and track student data - Grade student work and provide feedback to students
<p>Continuous Improvement</p>	<ul style="list-style-type: none"> - Work with literacy coaches to analyze trends in feedback and 			<ul style="list-style-type: none"> - Gather feedback from teachers on how to improve 	<ul style="list-style-type: none"> - Gather feedback from teachers on lessons and units to inform 	<ul style="list-style-type: none"> - Provide feedback on the curriculum; take notes

	make a plan for how to improve curriculum use and support for teachers			professional development supports related to the curriculum	planning for next year, such as modifications to specific lessons	about what went well and what changes should be made to lessons and units to inform planning for next year
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Stakeholder Feedback Survey

This resource provides sample survey questions to gather feedback from teachers, students, and leaders.

Notes on Survey Construction

Districts should include scale-based questions and open-ended questions. Multiple choice questions that allow teachers to rate their response, such as a Likert scale, are helpful for understanding high-level trends. These questions can be rated on a scale of 1-5 where 1=disagree, 2=somewhat disagree, 3=neutral, 4=somewhat agree, and 5=agree. While it takes time to read open-ended responses, they provide important details about teachers’ experiences and additional context for interpreting the responses teachers give to the multiple choice questions.

In addition to hearing about stakeholders’ experiences with the curriculum, surveys can be helpful in gathering notes and ideas about specific lessons and units. Teachers and coaches can use surveys to answer questions like “What was challenging?” or “What would we modify?”. At the end of each module or unit is the perfect time to capture these notes. At the end of each quarter, revisit the list and make updates. This will become helpful in revisiting pacing for next year and in training new teachers.

Sample Questions for Teachers	
Teacher satisfaction with the curriculum	<p>Scale-based questions:</p> <ul style="list-style-type: none"> • The curriculum gives me resources that help me reach all students. • The curriculum has helped me build knowledge in my content area. • The curriculum is helping my students learn. <p>Open-ended questions:</p> <ul style="list-style-type: none"> • What do you like about the curriculum? Why? • What don't you like about the curriculum? Why?
Teacher knowledge and confidence with the curriculum	<p>Scale-based questions:</p> <ul style="list-style-type: none"> • I understand how to use the curriculum. • The curriculum is easy to use. • I understand where to find information in the curriculum when I need it. • I am confident in my ability to teach a full lesson with the curriculum. • I understand the learning goals of the unit I'm currently teaching.

	<p>Open-ended questions:</p> <ul style="list-style-type: none"> • What about planning and using the curriculum is most challenging? Why? • What part of planning and teaching with the new curriculum do you feel best about? Why?
<p>Teacher preparation with the curriculum</p>	<p>Scale-based questions:</p> <ul style="list-style-type: none"> • I have a system for preparing to teach lessons that works for me. • I have the time I need to prepare to teach lessons. • I have the resources I need to prepare to teach lessons. <p>Open-ended questions:</p> <ul style="list-style-type: none"> • How do you prepare to teach lessons? • What is most helpful in preparing to teach with the curriculum? • What additional resources or supports would help you in your lesson preparation?
<p>Teacher satisfaction with curriculum supports</p>	<p>Scale-based questions:</p> <ul style="list-style-type: none"> • Trainings on the curriculum help me understand and use the materials. • Common planning supports help me understand and use the curriculum. • Observations and feedback from my coach help me understand and use the curriculum. • Meetings with my coach help me understand and use the curriculum. • Observations and feedback from my principal help me understand and use the curriculum. • Module walkthroughs help me understand and use the curriculum. • I have the support I need to understand and use the curriculum. • I have resources that help me understand and use the curriculum. <p>Open-ended questions:</p> <ul style="list-style-type: none"> • What kinds of curriculum supports have been most helpful? Why? • What additional supports do you wish you had?
<p>Sample questions to ask</p>	<p>All open ended</p>

<p>teachers after each unit</p>	<ul style="list-style-type: none"> • Which unit did you teach? • If you made any modifications, what were they? Did they work? • What should we modify the next time we teach this unit? • What was challenging? • What worked really well?
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<p>Sample Questions for Leaders</p>	
<p>Leader satisfaction with the curriculum</p>	<p>Scale-based questions:</p> <ul style="list-style-type: none"> • The curriculum is helping teachers improve their instructional practice. • The curriculum is helping students learn.
<p>Leader knowledge and confidence with the curriculum</p>	<p>Scale-based questions:</p> <ul style="list-style-type: none"> • I understand the design of the curriculum. • I understand the learning goals of the curriculum.
<p>Leader satisfaction with curriculum supports</p>	<p>Scale-based questions:</p> <ul style="list-style-type: none"> • I have the information and resources I need to support teachers at my school in implementing the curriculum. • The work I do as a principal/coach supports teachers in understanding and using the curriculum. <p>Open-ended questions:</p> <ul style="list-style-type: none"> • What kinds of curriculum supports have been most helpful to you? Why? • What additional supports do you wish you had? • What kinds of curriculum supports have been most helpful to teachers? Why? • What additional supports do you wish teachers had?

Sample Questions for Students (answer choices are Yes, No, Kind of)

<p>Student satisfaction with the curriculum</p>	<p>Scale-based questions:</p> <ul style="list-style-type: none"> • Do you like the curriculum? • Are lessons with the curriculum interesting? • Does the curriculum help you learn?
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	<p>Open-ended questions:</p> <ul style="list-style-type: none"> • What about the curriculum is challenging? • What do you like best about the curriculum?
<p>Student knowledge and confidence with the curriculum</p>	<p>Scale-based questions:</p> <ul style="list-style-type: none"> • Do you know what you're supposed to do as a learner during (name specific part of the lesson structure, i.e. Fluency Practice)? • Do the (name specific curriculum resource, i.e., read aloud stories) help you learn?
<p>Student satisfaction with curriculum supports</p>	<p>Scale-based questions:</p> <ul style="list-style-type: none"> • My teacher knows how to use the curriculum. • My teacher expects me to learn from the curriculum. <p>Open-ended questions:</p> <ul style="list-style-type: none"> • What would help you learn more?

Progress Monitoring Practices

This resource outlines best practices in progress monitoring as well as gives guidance on how often data is collected and analyzed.

Early implementers benefited from regular opportunities to bring the team together to look at how things were going and adjust course. Early implementers tracked data on Student and Staff Investment, Teacher Practice, and Student Outcomes.

Routines

- Form an ongoing progress monitoring cadence (every other week or monthly) as well as a quarterly stepback to help problem-solve bigger challenges. The process should include the Implementation Support Team as well as participating principals, coaches, and teacher leaders.
- Determine which routines should happen at the school level versus which routines should be system-wide. Quarterly stepbacks should be system-wide, but it's also helpful to have a monthly system-wide structure (including the Implementation Support Team as well as some other school representatives) so that schools can learn from each other. Weekly and bi-weekly routines might live at the school level.
- Make sure that there are clear roles and responsibilities for data gathering, reporting, and analysis.
- Some early implementers found it helpful to do monthly updates to the team on progress to goals across all three measures. Others opted for a quarterly data roll up.

Best Practices: Student and Staff Investment

- Formally survey staff, students, and families at multiple intervals throughout the year to collect data on what is working with the curriculum rollout and what is feeling challenging.
 - Name data and set growth goals after each formal survey.
 - Name indicators to focus on as a team and draft a plan of action.
 - Discuss progress to goal at quarterly stepback and adjust plans.
 - Gather data on next survey and analyze if goal was met.
 - Determine new areas for focus and set new goals.
- Informally survey staff during coaching conversations, grade team meetings, common planning time, etc. to get anecdotal information about the current perception and commitment to the plan.

Best Practices: Teacher Practice

- Communicate and share walkthrough tools with teachers and leaders.
- Determine a plan for observing all teachers and naming current data on walkthrough tool.

- Set growth goals for teacher practice.
- Name indicators to focus on as a team and draft a plan for teacher support.
- Create plans for supporting teachers in planning, coaching, and training.
- Report weekly on progress.
- Discuss progress to goal at quarterly stepback and adjust plans.
- Gather data on teacher practice goal and analyze if goal was met.
- Determine new areas for focus and set new goals.

Best Practices: Student Outcomes

- Choose curriculum-embedded assessments that will be used as benchmarks to evaluate student performance and progress.
 - Determine a plan for weekly/Unit-level assessments and which will be tracked and analyzed at the classroom level, school level, and system level.
 - Name current data and set growth goals for student outcomes.
 - Report weekly or quarterly on progress.
 - Discuss progress to goal at quarterly stepback and adjust plans.
 - Gather data on student outcomes and analyze if goal was met.

Challenge Solving Protocols

This resource outlines reactive systems and protocols for unpacking and solving challenges. The first chart gives an example of how to capture and log challenges. Under “Example Protocols,” you can see systems for analyzing and unpacking challenges.

Capturing Challenges

It can be helpful to develop a shared system for tracking challenges as they emerge. This could be in the form of a “Delta File” (delta meaning change), with ideas for short-term and long-term changes.

Delta File

Name	Date	Describe the Challenge	Short-Term or Long-Term Change?

Example Protocols

The following protocols can be used to unpack challenges and progress to goals.

Example 1: SWOT Analysis

SWOT is an acronym for “strengths, weaknesses, opportunities, and threat.” The goal of this type of analysis is to gain an understanding of the internal factors (strengths and weaknesses) and external factors (opportunities and threats) that are influencing your team.

This protocol is most helpful to use when you’re planning a new project or initiative in order to think about everything that could potentially impact your success.

You can use SWOT discussions as the basis for a brainstorming session about where to take your team next. If you have a particular problem you’re concerned with, focus SWOT analysis directly on the issue. Start by drawing a large square on a whiteboard or paper. Divide the square into quadrants. Label the upper left quadrant “Strengths,” the lower left “Weaknesses,” the upper right “Opportunities,” and the lower right “Threats.”

After filling in the quadrants, talk about what stands out from this analysis. What is surprising? What are the next steps?

Example 2: Decision Trees

A decision tree is another decision support tool that uses a tree-like model of decisions and their possible consequences. Decision trees are used to help identify a strategy most likely to reach a goal.

This protocol is most helpful to use when evaluating choices and chance events of a decision you or your team is making.

In a decision tree, each internal node represents a “test” on an attribute, each branch represents the outcome of the test, and each leaf node represents a label. A decision tree consists of three types of nodes:

- Decision nodes - typically represented by squares
- Chance nodes - typically represented by circles
- End nodes - typically represented by triangles

The decision-making tree is usually built starting with the initial decision option and moving through choices and chance events until all outcomes are reached. Once the tree is developed, you work backward from the outcomes to determine the values used to find the best path or set of choices to move through the tree.

Example 3: Example Problem-Solving Process

This protocol is most helpful to use when there is a specific challenge that your team is working to solve.

Step	Questions to Consider
Identify and clarify the issue the team needs to address by phrasing the issue as a question.	How can we ensure that all students are meeting the benchmarks in math?
Brainstorm where there is success regarding the issue.	Where are students who struggle with math doing well?
Identify what is going on in the areas where success is being seen.	What is occurring in these classes that contributes to student success?

Brainstorm ways to incorporate the identified successful practices into the problem area.	How can we infuse math classes with the practices that are helping students succeed in other areas?
Develop a way to measure success.	What formative assessments will we use to measure student progress in math?
Summarize and record the plan for addressing the issue.	What practices will we try in the math classes? Who is responsible for implementation? When is our target date for implementation?

Example 4: Consultancy Protocol

A consultancy protocol is a structured process for helping an individual or team think more expansively about a particular challenge. Holding consultancy protocols helps build better school and classroom environments by building trust and relationships. Instead of simply identifying problems, everyone becomes part of the solution. This could easily be done for students during morning meeting/class meeting or during a staff meeting for teachers.

This protocol is most helpful to use to develop participants’ capacity to see and describe the challenges that are essential to the success of their work, and to help each other understand and deal with these challenges.

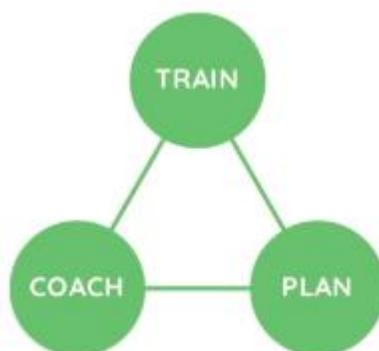
This example of a consultancy protocol was developed by Faith Dunne, Paula Evans, and Gene Thompson-Grove as part of their work at the Coalition of Essential Schools and the Annenberg Institute for School Reform.

Step One: Presenter Overview, 5-10 minutes	<p>The Presenter gives an overview of the challenge with which they are struggling and frames a question to the Consultancy Group to consider.</p> <p>Questions to guide your writing:</p> <ol style="list-style-type: none"> 1. Why is this a dilemma or barrier for you? Why is this dilemma or barrier important to you? 2. If you could take a snapshot of this dilemma, what would you/we see? 3. What have you done already to try to remedy or manage the dilemma or barrier? What have been the results of those attempts? 4. What do you assume to be true about this dilemma or barrier, and how have these assumptions influenced your thinking about the problem?
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<p>Step Two: Clarifying Questions, 5-10 minutes</p>	<p>The group asks clarifying questions of the Presenter. Questions should have brief, factual answers. Clarifying questions ask the Presenter the “who, what, where, when, and how” of their problem. These are not “why” questions, and generally can be answered quickly and succinctly. These questions are not meant to fuel discussion, but rather to make clear any important points of reference.</p>
<p>Step 3: Problem Questions, 5-10 minutes</p>	<p>The group asks probing questions of the Presenter. These questions should be worded to help the Presenter clarify and expand their thinking about the presented challenge. Probing questions get to the “why” of the Presenter’s problem. These may be open-ended inquiries. The Presenter may respond to the questions, but there is no discussion of the Presenter’s responses by the group. At the end of the ten minutes, the Facilitator will ask the Presenter to restate their question to the group.</p>
<p>Step 4: Group Challenge Discussion, 15-20 minutes</p>	<p>The Consultancy Group analyzes the problem while the Presenter moves back from the circle, remains quiet, does not interrupt or add information, and takes notes during the discussion. Possible questions to frame the discussion:</p> <ul style="list-style-type: none"> • What did we hear? • What didn’t we hear? • What assumptions seem to be operating? • What questions does the dilemma or barrier raise for us? • What do we think about the dilemma or barrier? • What might we do, or try to do, if faced with the same dilemma or barrier? <p>Members of the group sometimes suggest actions the Presenter might consider taking. However, they work to define the issue more thoroughly and objectively.</p>
<p>Step 5: Presenter Reflection, 5-10 minutes</p>	<p>The Presenter reflects on what they heard and on what they are now thinking. They then share with the group anything that particularly resonated during the Consultancy.</p>
<p>Step 6: Facilitator Debrief, 2-5 minutes</p>	<p>The Facilitator leads a brief discussion about the group’s observation of the Consultancy Process.</p>

Three Pillars of Teacher Support

This resource provides an overview of the Three Pillars of Teacher Support - Train, Plan, and Coach, including their key components and how they work together.



The triangle of teacher support includes three pillars: training, planning, and coaching. These three pillars need to work in tandem to support effective implementation and result in quality instruction for students. Each of these is an ongoing endeavor to support the implementation of the curriculum in response to student and teacher needs, and to strengthen the quality of instruction over time.

Train

Train refers to the explicit training that teachers, instructional coaches, and school leaders need to:

- Understand the design of the curriculum and their alignment to the standards
- Best utilize the materials at the lesson and unit level to provide quality instruction for students
- Implement the instructional practices within the curriculum that make the curriculum come to life
- Customize the materials, where appropriate, to make informed instructional decisions that strengthen student engagement and success
- Utilize the specific protocols and tools provided for pacing, collaborative planning, student work analysis, and data analysis from curriculum-embedded assessments

One of the pitfalls many systems encounter is viewing *Train* as a one-time activity - providing initial training for teachers, coaches, and leaders when a curriculum is first adopted and implemented - but not having a plan to provide ongoing training to continuously improve implementation. The most successful systems engage in continuous training in response to evolving teacher needs to strengthen their use and implementation of the materials over time.

Plan

Plan refers to the collaborative and/or independent planning processes that teachers engage in on a daily, weekly, and quarterly basis to:

- Deeply study unit plans and lesson plans to understand the intended outcomes for students
- Internalize daily lessons to prepare for instruction, including deeply understanding the standard(s) addressed within the lesson, the expectations for the work students will do and/or produce, and anticipating potential misconceptions and how to respond to them
- Practice lesson delivery as part of preparation for instruction
- Analyze student work to strategically respond to student needs in instruction

As teachers begin to engage with a new curriculum, it is important to consider that the work shifts from instructional planning to intellectual preparation - that is, the goal is for teachers to deeply study and understand the materials through intellectual preparation as a means of preparing for instruction.

Coach

Coach refers to the ongoing coaching and feedback teachers should receive to improve their content-specific instructional practices and strengthen their use of the curriculum. Coach is where the three pillars intersect, as it provides several different opportunities to:

- Observe teachers, which can be an informal opportunity to monitor implementation of the materials, as coaches are able to see how they are being used in practice
- Identify trends in instruction and in the use of materials, which can inform future trainings, help to identify common planning challenges, and identify model classrooms
- Provide individualized support to teachers to implement the training they have received, or to execute the plan created during internalization

Coach can be utilized strategically to be a key driver of strengthening implementation. Strong coaching includes:

- Cycles of inquiry grounded in the *Train* and *Plan* work where teachers receive explicit support to implement new practices learned in training or are provided with feedback on lesson implementation based on their planning
- Explicit coaching and support on the intellectual preparation conducted as part of the *Plan* pillar to strengthen the use and understanding of instructional materials

A common pitfall in the implementation of *Coach* is that the people charged with providing coaching to teachers have not received their own version of *Train*, *Plan*, *Coach* to fully understand the materials, how to use them effectively, and how to integrate the materials into their current coaching work. When this occurs, coaches

can sometimes view their role as separate from the instructional materials and only provide coaching on instructional practices. This has the potential to undermine implementation efforts as coaches can give feedback that conflicts with the design of the materials, and therefore erodes teacher trust. It is essential that *Coach* is tightly aligned to the implementation of the instructional materials, and that coaches receive the training, planning, and coaching support necessary to implement these pillars for teachers.

Celebration Ideas

This resource outlines fun ways to celebrate teamwork.

What are we going to do as an Implementation Support Team to celebrate finishing this important planning work? Here are a few ways to celebrate and have fun with your team:

- **Have a potluck lunch:** Have the school cater the main course, and then ask each team member to bring in a side-dish. Enjoy a family-style meal together.
- **Do something off-site:** Visit an attraction in your city, go bowling, or have a team happy hour.
- **Thank you note party:** Gather the team to have a party where teammates create thank you notes for each other.
- **Core Value Awards:** Have an awards ceremony where teammates celebrate and earn awards for embodying the shared core values.
- **Messages from students and families:** Collect pictures, notes, and videos from students and families to give to each teammate. A variation on this is asking a former student to come back and share the impact that school and their teachers had on their life.
- **Share success stories:** Share about a student and the impact the team or school has on that student; bring in current or former students/families to share about the impact their education has had on their life.
- **Stock the office:** Stock the office refrigerator and snack area with some of your teammates' favorite treats.
- **Swag:** Give your teammates a new piece of school swag - a coffee mug, water bottle, hoodie, backpack, etc.
- **Project toast:** Have team members grab a drink and give a toast to the hard work already completed and all the good to come.
- **Early release/late arrival/extended lunch:** Give teammates the option to leave early, arrive late, or have an extended break or lunch.
- **Dress Down Days:** Have a casual or "dress down" day.

About Us

The Curriculum Support Guide was written and designed by Instruction Partners, an education non-profit that works shoulder to shoulder with educators to support great teaching and accelerate student learning. Our work with schools and systems is grounded in the instructional core, and we provide coaching, action planning, and professional development. In the last three years, we have observed hundreds of classrooms and been fortunate to partner with many schools and school systems. We specialize in supporting smaller school systems, who may lack capacity but are able to make big changes quickly.

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