**Email Communicating Support Plan: Training, Planning, and Coaching**

*These sample emails – one to the school leader/coach from a district leader and one to teachers from the school leader – outline the training supports and expectations.*

Dear Elementary Principals,

We are excited to share the training supports and expectations for implementing our newly adopted program, Eureka Math. Our goal is to provide teachers and leaders with upfront and ongoing training experiences that deepen your knowledge of how the curriculum works and set the foundation for strong instruction. As an implementation team, we have been working through our plan for supporting the great teaching that happens in your building every day. Below, we’ve outlined our plan for upfront and ongoing training, coaching, and planning support. This plan outlines both the supports for teachers and for you all that we’re offering at the system level. As you roll this out to your teachers, make sure to consider any adjustments that are school-specific.

**Training**

All teachers and leaders will attend a two-day training and quarterly follow-up sessions to understand the design of the curriculum and its alignment to the standards. You will learn how to best utilize the materials at the lesson and unit level to provide quality instruction for students. In addition, you will learn to implement instructional practices within the curriculum that make it come to life. Protocols and tools for pacing, collaborative planning, student work analysis, and data analysis from curriculum-embedded assessment will be utilized. Leaders will engage in trainings alongside teachers and participate in leader learning communities after each training. Participation in these communities will provide assistance for being the lead learner and supporting the enactment of the training content at your site.

**Planning**

Collaborative and independent planning will be supported throughout the year. This will include opportunities to deeply study unit and lesson plans to understand the intended outcomes for students and internalize daily lessons to prepare for instruction, including deeply understanding the standard(s) addressed within the lesson, understanding the expectations for the work students will do and/or produce, and anticipating potential misconceptions and how to respond to them. In addition, participants will practice lesson delivery as part of preparation for instruction and analyze student work to strategically respond to student needs in instruction. Similar to the training, teachers and leaders will engage in this work side by side. Leaders will participate in sessions to develop an understanding of what this looks like and sounds like to support teacher teams in the work. In addition to participating in the session themselves, leaders will engage in leader learning communities to deepen their understanding of the role of planning, teacher learning trajectories, and strategies for supporting continuous improvement.

**Coaching**

Ongoing coaching and feedback will be provided to improve content-specific instructional practices and strengthen the use of the curriculum. Coaching will include cycles of inquiry where teachers receive explicit support to implement new practices learned in training and are provided with feedback on lesson implementation based on planning. Leaders will participate in coaching sessions where they will join each grade level for two consecutive sessions throughout the year to understand the process, teacher and student learning, and will provide ongoing support to the teachers and coach.

Overall, we believe this support plan meets the needs of our students and will support teachers in creating engaging lessons that will reach all learners and leaders in providing site-based support. It is expected that all teachers and leaders will actively participate in all adult learning experiences.

Thank you,

Director of Curriculum and Instruction

Dear Teachers,

We are excited to share the training supports and expectations for implementing our newly adopted program, Eureka Math.  The district goal is to provide teachers and leaders with upfront and ongoing training that deepens our knowledge of how the curriculum works and sets the foundation for strong instruction.

All teachers and leaders will attend a two-day training and quarterly follow-up sessions to understand the design of the curriculum and its alignment to the standards. We will learn how to best utilize the materials at the lesson and unit level to provide quality instruction for students. In addition, we will learn to implement instructional practices within the curriculum that make it come to life. Protocols and tools for pacing, collaborative planning, student work analysis, and data analysis from curriculum-embedded assessment will be utilized.

Collaborative and independent planning will be supported throughout the year. This will include opportunities to deeply study unit and lesson plans to understand the intended outcomes for students and internalize daily lessons to prepare for instruction, including deeply understanding the standard(s) addressed within the lesson, understanding the expectations for the work students will do and/or produce, and anticipating potential misconceptions and how to respond to them. In addition, we will practice lesson delivery as part of preparation for instruction and analyze student work to strategically respond to student needs in instruction.

Ongoing coaching and feedback will be provided to improve content-specific instructional practices and strengthen the use of the curriculum. Coaching will include cycles of inquiry where we will receive explicit support to implement new practices learned in training and will be provided with feedback on lesson implementation based on planning.

Overall, I believe this training and support plan meets the needs of our students and will support us in creating engaging lessons that will reach all. It is expected that each of us actively participate in all adult learning experiences.

I look forward to learning with you!

Thank you,

Principal