CURRICULUM SUPPORT GUIDE

WORKBOOK

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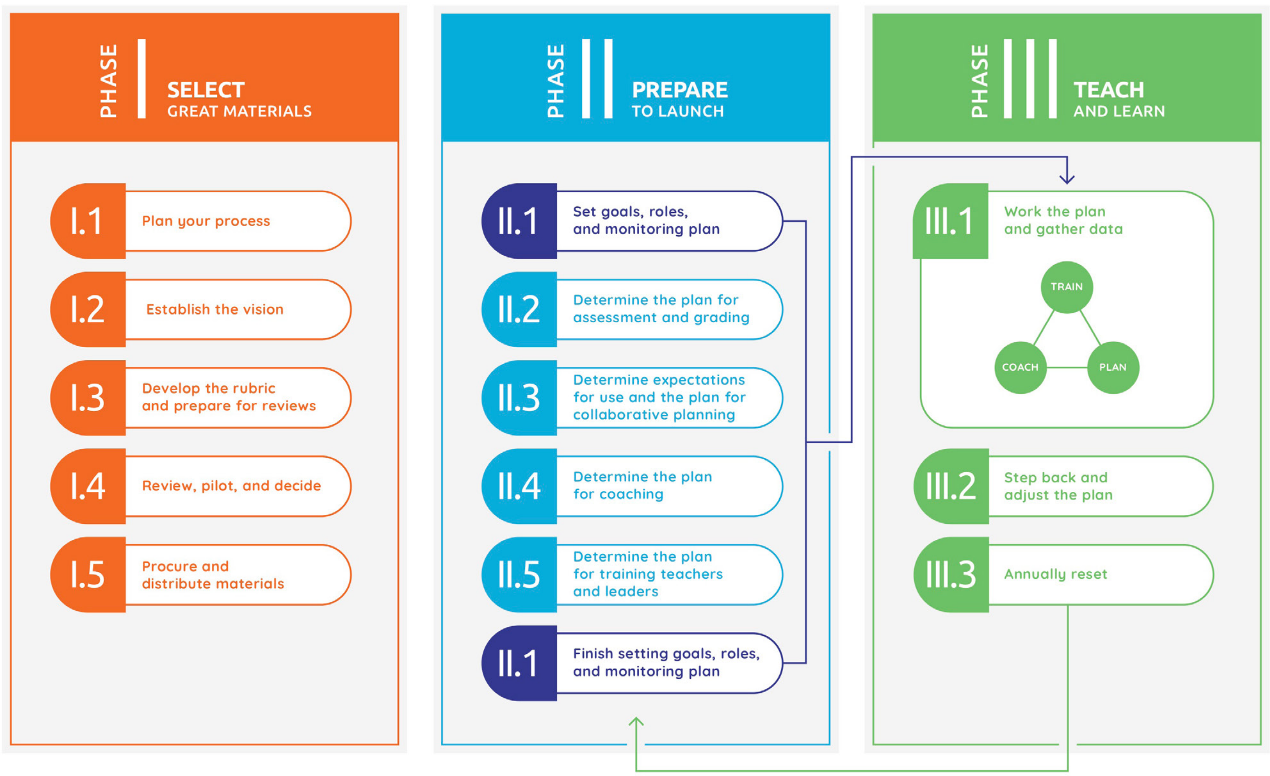
Curriculum Implementation Framework



Background

Our schools are full of children with amazing potential. But, getting kids excited about learning — especially when they all have different strengths and needs — is hard work, and too often we ask teachers to do it all on their own. Research shows that providing teachers with high-quality instructional materials to support their teaching is an effective strategy for increasing student learning. When teachers have great instructional materials, they can focus their time, energy, and creativity on meeting the diverse needs of students and helping them all learn and grow.

However, teachers need much more than a new box of materials. They need to be supported by a team of leaders who recognize that the process of introducing new instructional materials is a complex one. It demands knowledge of content and instructional pedagogy, attention to detail, and a keen understanding of how curriculum connects to other pieces of a district's plan.

How to
USE THIS WORKBOOK

You can download this workbook and use it on your computer, or you can print copies of the workbook for each member of your team. All the content in this workbook is available electronically at **curriculumsupport.org**.

There is also a Resources section on the website that allows you to search for all of the resources described in the guide. Many of the resources are editable so you can customize for the needs of your group. As you read through the workbook, names of resources will be bolded and hyperlinked. Go to the Resources section of the website and search by phase, key action, and step to find the tools you need.

In the Appendix, you'll find a Starting Point Diagnostic and a Reflective Implementation Checklist that serve as diagnostic tools to help you locate parts of the Framework that might be useful to your specific context.

FRAMEWORK CHEATSHEET

This document outlines all three phases of the process, each key action within the phases, and the steps that make up key actions. This can help you see the whole framework at a more detailed level.

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Phase I
SELECT MATERIALS

OVERVIEW

The goal of Phase I is to select materials that support a clear and common vision of great instruction for the subject, with stakeholder participation in the process. Teachers are central to every great selection story and reported learning from the process when it was done well.

Successful early implementers:

- Were clear on the vision of instruction first so it could inform every step of the process
- Involved educators throughout the process in a meaningful way
- Trained the team on the vision and the standards — not only the review process
- Identified non-negotiables and used them to prescreen the list of options so that reviewers had fewer materials to review and could go deeper into each
- Communicated the process and decision transparently to the community
- Ordered materials for arrival before summer break, or at least before training

I.1: PLAN YOUR PROCESS

Phase I: Select › **Key Action I.1: Plan Your Process**

- Step I.1.A: Identify the Selection Team and Leader
- Step I.1.B: Determine how the Final Decision will be Made
- Step I.1.C: Map the Schedule of Events
- Step I.1.D: Form the Review Committee
- Step I.1.E: Organize Next Steps and Communicate the Plan

Key Action I.2: Establish a Vision of Excellent Instruction

Key Action I.3: Develop the Rubric and Prepare for Reviews

Key Action I.4: Review, Pilot, and Decide

Key Action I.5: Procure and Distribute Materials

WHAT IS THE GOAL?

The goal of this key action is to plan your selection process.

WHY IS THIS KEY ACTION IMPORTANT?

This key action begins once you decide that you need to select new materials. The way you approach selecting the materials sets the stage for how stakeholders will think and feel about the materials and implementation journey. If your process has a clear and compelling vision, especially one that includes engaging teachers and incorporating perspectives of all members of the community, odds are you'll build a team of champions who will stick through the process even when the going gets tough. Among early implementers, those who were clear about the plan from the start built clarity and confidence, and those who skipped this key action often experienced confusion, suspicion, and downstream investment challenges.

EXPLANATION OF LANGUAGE

We use the term **Selection Team** to refer to the central system team responsible for guiding this process across a system (full district or network of schools). In school systems that delegate materials selection to the school, the Selection Team would be a school level team. This team, facilitated by a **Selection Team Leader**, designs and manages the process. The **Review Committee** is a broader group that engages in the review of materials.

I.1.A: IDENTIFY THE SELECTION TEAM AND LEADER

GUIDING QUESTIONS

i. **What subject and/or grade span are you seeking new materials for?**

ii. **How will the Selection Team be named?**

iii. **What perspectives are needed on our Selection Team?**

iv. **Who will serve on the Selection Team?**

v. **Who will lead the Selection Team?**

vi. **When and how will we launch the work with the Selection Team?**

NOTES

Typically, the school system leader (Director of Schools) or Chief Academic Officer names the Selection Team Leader. The resource Selection Team Process and Team Member Criteria lays out the different ways the Selection Team, Selection Team Leader, and Review Committee can be chosen. At this point in the process, focus on the Selection Team Leader and Selection Team. You will learn more about the Review Committee in **Step I.1.D: Form the Review Committee**.

Because this team's job is to plan and manage the process, keep the team as small and nimble as possible while ensuring key perspectives are represented. See Selection Team Process and Team Member Criteria for considerations in building the team.

The Selection Team will come together to design the process in Step C: Map the schedule of events. That process will dictate the specifics, but Selection Team members should have the time to dedicate several full days of training, planning, and regular meetings across the selection process. Check out the Selection Timelines.

The Selection Team Leader is typically the instructional leader for the system or the leader for that content area. Selection Leader Competencies lists the key skills and competencies needed.

You can adapt the Sample Email for Launching the Work of the Selection Team resource and send it to Selection Team members to launch the work. This does not include broader communication to all stakeholder groups — that will come in Step E: Organize next steps and communicate the plan.

See Step B: Determine how the final decision will be made for a sample agenda and prep email for the launch meeting.

I.1.B: DETERMINE HOW THE FINAL DECISION WILL BE MADE

GUIDING QUESTIONS

i. What are our wishes for the selection process?

ii. Are there any state adoption deadlines or considerations that we need to factor into our process?

iii. Are there any local policies that we need to factor into our process?

NOTES

Agenda for Planning the Selection Process is a sample agenda for a planning meeting.

There are usually process must-haves that are worth naming from the start. For example, state laws and adoption requirements, bargaining agreements, or local board policies may or may not affect your process.

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iv. Do we plan to pilot the materials?

v. If so, how do we plan to pilot the materials?

Piloting affects your timeline considerably. Although this step is optional, many early implementers found piloting materials helpful in surfacing the challenges and best practices for using the materials. It also helped build investment and excitement around the materials.

Guidance on Pilots and Selection provides piloting options and the pros and cons experienced by early implementers.

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vi. How will the final selection decision be made?

vii. When do we need to have our final decision?

Naming how the final decision will be made allows everyone to see and understand their roles. The resource Selection Decision-Making Approaches shares a few different options. This Case Study shares a case study of one district's approach.

When choosing the decision date, factor in sufficient time (after the decision is made) to order materials. Use the Selection Timelines and guidance from Key Action I.5: Procure and distribute materials.

I.1.C: MAP THE SCHEDULE OF EVENTS

GUIDING QUESTIONS

i. **What is our ideal selection date?**

ii. **What key events do we want to include in our selection process?**

iii. **What is the timeline of events for our process?**

iv. **Who is responsible for each event?**

v. **What Selection Team routines do we need to support this process?**

NOTES

In this step, your Selection Team backward maps the selection process. Download the Selection Plan template, which you can use to organize your decisions and next steps. This template can serve as an organizing document during Phase I.

Go to the Description of Selection Events for a list of common events in the selection process that can be used as a starting point. Begin setting up times for events in the Selection Plan.

Our sample Selection Timelines can serve as a starting point for you to use.

Most systems found it helpful to order materials three months in advance of when they're needed. Make sure to factor this into your timeline.

Some regular meetings and/or email updates serve to keep Selection Teams on the same page.

I.1.D: FORM THE REVIEW COMMITTEE

GUIDING QUESTIONS

i. **Given how the selection decision will be made, what is the Review Committee's job?**

ii. **What is the time commitment?**

iii. **What compensation or recognition can we offer?**

NOTES

The Review Committee plays a particularly critical role in the selection of materials.

Look back at your notes from the Selection Team Process and Team Member Criteria to revisit the role of the Review Committee and the Selection Plan for your key events timeline to identify the time commitment and any key dates for the Review Committee.

The Review Committee Job Description is a sample job description for the Review Committee members that you can use as a starting point.

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iv. **What perspectives do we need?**

v. **How many committee members will we need?**

Selection Team Process and Team Member Criteria has key considerations for the composition of your Review Committee.

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vi. **How will we recruit and advertise the opportunity?**

vii. **What process will we use for nominations and applications?**

viii. **How will we select Review Committee members?**

Selection Team Process and Team Member Criteria highlights approaches that early implementers used to select Review Committee members.

The resource Equitable Committee Recruitment Guidance includes a set of key questions to think through in order to ensure a fair recruitment process.

I.1.E: ORGANIZE NEXT STEPS AND COMMUNICATE THE PLAN

GUIDING QUESTIONS

i. **What groups in our community have an interest in the outcome of this process?**

ii. **What will each stakeholder group want to know?**

iii. **What communication channels already exist that we can use to communicate with each group?**

NOTES

Proactively thinking through your stakeholders' needs and questions and designing your communications to address their needs builds confidence that you have everyone's interests at heart.

Use the Selection Plan template, which allows you to identify key stakeholder groups, and see the Stakeholders for Selection resource for a list of the common groups and subgroups.

You will keep coming back to this stakeholder list throughout the process.

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iv. **What are the key messages that we want to reinforce in all communications about our materials selection and implementation?**

Go back to your Selection Plan to make sure you have included communication to stakeholder groups. Key Messages on the Selection Process includes some of the commonly cited key messages.

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v. **What will each stakeholder group want to know about this selection process?**

vi. **What will each stakeholder group want to know about why we designed this particular process?**

vii. **How do we plan to proactively communicate this information? Who will deliver the communication? When?**

viii. **What questions do we expect we will get? How will we answer them?**

Go back to your Selection Plan to review the decisions you made as a Selection Team.

For each stakeholder group, identify the key information that you want to communicate. Use the Selection Plan template to map out your communications.

Download the Email for Communicating About the Selection Process and the PowerPoint for Communicating About the Selection Process resources to use as a starting point to communicate your process.

Role playing (which can be awkward but equally useful) can help make sure Selection Team members are on the same page as questions come up.

I.2: ESTABLISH THE VISION

	Key Action I.1: Plan Your Process	Step I.2.A: Train the Selection Team and Review Committee
Phase I: Select ›	**Key Action I.2: Establish the Vision**	Step I.2.B: Articulate the Vision of Instruction and Core Beliefs
	Key Action I.3: Develop the Rubric and Prepare for Reviews	
	Key Action I.4: Review, Pilot, and Decide	
	Key Action I.5: Procure and Distribute Materials	

WHAT IS THE GOAL?

The goal of this key action is to prepare the Selection Team and Review Committee to understand the standards and develop a shared vision of effective instruction for each relevant subject for all students.

WHY IS THIS KEY ACTION IMPORTANT?

Interviews with early implementers were clear and conclusive: to make a difference in student learning, materials selection and implementation has to start and end with a vision of great instruction for students. From the start, everyone involved needs to center on that aspiration. Otherwise, this process will become an exercise in compliance. Early implementers that launched into rubric development without first developing a common understanding of the expectations for students and vision of instruction saw competing visions pulling in different directions during selection and/or implementation. This is the key action that differentiated selection success among early implementers.

EXPLANATION OF LANGUAGE

We use the term **expectations for students** interchangeably with **standards**. These terms refer to the stated expectations for student performance for that year. We also reference **sample test items**, meaning sample items from your state assessment or similar state assessments. We use the terms **content area** and **subject** interchangeably to refer to the discipline of focus (math, ELA, etc.). We use the term **vision of instructional excellence** to describe a statement of the essential elements of effective instruction for that content area, informed by content-specific pedagogical practices. We use the term **walkthrough tool** to describe an observation guide that can be used on an informal, regular basis to reflect on the content fundamentals in the vision. We use the phrase **core beliefs** to describe the foundational principles about student learning that will guide and support selection and implementation.

I.2.A: TRAIN THE SELECTION TEAM AND REVIEW COMMITTEE

GUIDING QUESTIONS

i. **What are our desired outcomes for this training?**

ii. **What are the key activities we want to prioritize?**

iii. **Who will lead this training?**

iv. **If we are doing it in-house, how many facilitators do we need?**

v. **How much time do we need?**

vi. **Where and when will it take place?**

vii. **What materials will we need?**

viii. **What do participants need to do in advance?**

ix. **What feedback do we want to get from participants?**

NOTES

Educators bring a variety of experiences and perspectives to this work. Establishing a common foundation and viewpoint of the subject area prior to selection gives everyone a common starting point.

This training should feel like school — doing problems and tasks together as a group. This should not be about "breaking down the standards," but rather seeing what the standards look like in action.

Go to the resource Standards Training Guidance and Examples to see key elements of standards training, key content pedagogy for each subject, and PowerPoints and materials.

Whoever facilitates this training needs to know the standards and content discipline deeply, and also be effective at designing and facilitating adult learning.

Generally, your options are:

- Leverage someone in your system
- Find someone in a neighboring system
- Ask for help from the state or regional support centers
- Find an independent consultant or PD provider that can come to you
- Send your team to a conference

The Email for Communicating Standards Training to the Review Committee resource is a sample email for communicating training information to participants.

I.2.B: ARTICULATE VISION OF INSTRUCTION AND CORE BELIEFS

GUIDING QUESTIONS

i. **What is the vision of instructional excellence for this subject that we want to anchor our work?**

ii. **What would we want to see in instruction in every lesson?**

iii. **What would we want to see in instruction in every unit?**

NOTES

A vision is most concretely articulated as a walkthrough tool — what would we want to see in the enacted daily instruction in this subject? Some aspects of the vision may feel like they live at the unit (not daily) level. The Vision Statements and Tools resource includes sample vision statements.

Some early implementers took the Selection Team and Review Committee to observe classrooms or watch videos of a lesson to look for evidence of the vision and standards in action. These experiences often revealed differences of opinion that helped refine the vision and key needs for the materials.

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iv. **What are the core beliefs that will be the foundation for our work?**

v. **How do we anticipate that these core beliefs will be challenged? How will we handle it if/when they are?**

Changing materials often accompanies a fundamental shift in expectations for students. Naming your agreements about core beliefs (i.e. that all students are capable of high-level work) can create a touchstone you can return to throughout the process. The resource Core Beliefs gives you a starting point.

For early implementers, this was the first place that questions about whether students would be able to do the work came up. See the resource Key Messages for Maintaining High Expectations for Students for research and talking points that you can use in these conversations.

I.3: DEVELOP THE RUBRIC AND PREPARE FOR REVIEWS

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	Key Action I.4: Review, Pilot, and Decide Key Action I.5: Procure and Distribute Materials	

WHAT IS THE GOAL?

The goal of this key action is to determine the final rubric you will use, what materials you are going to review, and prepare the Review Committee to conduct the reviews. The goal is also to use this moment to gather broad stakeholder input on the wishes for the materials to inform to process.

WHY IS THIS KEY ACTION IMPORTANT?

Getting clear about what is most essential to your final materials is hard but important work. Doing this before anyone opens a book allows reviewers to know what they need to look for and for the community to trust that there are objective criteria guiding the process. Then, a clear operational plan for how the reviews will take place and a training plan to ensure the Review Committee knows what they should look for allows for everyone to be ready for the reviews.

EXPLANATION OF LANGUAGE

We use the word **rubric** to refer to a clear articulation of the criteria and a vision into what evidence will be required to evaluate those criteria. We use the distinction between **non-negotiable** criteria and **nice-to-have** criteria as a method of prioritization.

I.3.A: SOLICIT STAKEHOLDER INPUT

GUIDING QUESTIONS

i. What do we want to learn from each stakeholder group?

ii. How are we going to get this input?

iii. Who is responsible for gathering input?

iv. When will this be done?

v. When and how will we see the information?

NOTES

This is a powerful opportunity to gather upfront stakeholder feedback and begin to build investment.

This step would ideally be completed with data compiled before developing the rubric.

Questions for Naming Curriculum Criteria is a starting point for the kinds of questions you can ask in a survey or focus group.

Many early implementers valued a combination of a survey for breadth and focus groups for depth.

The key upfront perspectives that early implementers valued were 1) broad teacher perspective for all teachers that will be asked to use the materials and 2) parent and family perspectives.

Return to your Selection Plan template to organize next steps.

I.3.B: DEVELOP THE RUBRIC

GUIDING QUESTIONS

i. **What do we need in our materials given our vision of instructional excellence?**

ii. **What are must-haves? What are nice-to-haves?**

iii. **What matters most to our community?**

NOTES

The resource Curriculum Criteria includes an initial list of questions to consider when determining criteria as well as sample criteria early implementers used that you can use as a starting point.

The team that develops the rubric can be the Selection Team or a combination of the Selection Team and Review Committee.

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iv. **For the must-haves, what would they look like to meet that criteria?**

v. **What evidence do we need to look for to determine if the must-haves meet our bar?**

These guiding questions invite you to develop a rubric. Check out the Instructional Materials Evaluation Tool (IMET) from Student Achievement Partners to see an example rubric and review tool.

I.3.C: IDENTIFY THE OPTIONS YOU WILL REVIEW

GUIDING QUESTIONS

i. **Given our must-haves, which materials should we review?**

ii. **Are there any materials that do not meet the minimum requirements that we can rule out before the review?**

NOTES

The EdReports website is a well-respected review of available math and ELA materials.

If you are using a recommended list from your state as your starting point (and you have the option of a waiver), it may be beneficial to look beyond the list to ensure that there aren't any additional high-quality materials worth reviewing.

Every set of materials you review will require significant time for each and every reviewer. Narrowing the list before the broader review will significantly improve

the efficiency of the process.

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iii. **What is the timeline that reviewers will have to conduct the reviews?**

Depending on your review team, you may need to identify the list of materials you will review before this step.

iv. **What materials will reviewers need access to and how will we get them access?**

v. **How will we collect Review Committee notes and final scores?**

I.3.D: TRAIN REVIEW COMMITTEE ON RUBRIC AND PROCESS

GUIDING QUESTIONS

i. **What key knowledge and skills will Review Committee members need to conduct reviews?**

ii. **What key activities do we need to engage in as part of this training?**

iii. **Who will deliver this training?**

iv. **When and where will this training take place?**

v. **What materials do we need to prepare for it?**

NOTES

This presumes that the team has already been trained on the standards and key content pedagogy.

This can typically be done in 1–2 sessions with the Review Committee.

Check out the Review Committee Training Agenda, Email, and Survey resource for samples of each.

I.4: REVIEW, PILOT, AND DECIDE

	Key Action I.1: Plan Your Process Key Action I.2: Establish the Vision Key Action I.3: Develop the Rubric and Prepare for Reviews	Step I.4.A: Conduct the Reviews and Gather Feedback Step I.4.B: Pilot the Materials Step I.4.C: Make the Final Selection Decision Step I.4.D: Communicate the Decision and Rationale
Phase I: Select ›	**Key Action I.4: Review, Pilot, and Decide**	
	Key Action I.5: Procure and Distribute Materials	

WHAT IS THE GOAL?

The goal of this key action is to come to a decision about the best materials to serve your instructional vision and to communicate the decision to all stakeholder groups.

WHY IS THIS KEY ACTION IMPORTANT?

Making the final selection decision, informed by robust reviews and live trials if possible, allows you to present the best choice for your system. This is a big commitment and the decision should not be made until the Selection Team is ready. No materials are perfect and all will require implementation considerations. Once ready, communicating the decision effectively shows a sense of direction and builds investment. Moving forward with a decision allows your system to begin to map these considerations and prepare for launch.

EXPLANATION OF LANGUAGE

We use the term **pilot** to refer to any trial of the materials before selection. Pilots can be a single unit or a full year and can include a small number of teachers or entire schools or grades.

I.4.A: CONDUCT THE REVIEWS AND GATHER FEEDBACK

GUIDING QUESTIONS

i. **Which materials had the strongest reviews?**

ii. **Are there any we can rule out?**

iii. **What were the trends in strengths and concerns for the top-rated materials?**

iv. **Does our budget match the cost of the top-rated materials?**

NOTES

Agenda for Materials Review and Discussion is a sample agenda for conducting the review and leading a debrief conversation.

Remember to gather feedback based on your rubric in **Step I.3.B: Develop the rubric**.

The specific costs will be calculated in Key Action I.5, Step A: Understand your procurement options. For now, this cost consideration allows you to ensure that continuing the conversation about the finalists is viable.

I.4.B: PILOT THE MATERIALS

GUIDING QUESTIONS

i. **What do we want to learn from the pilot?**

ii. **How are we going to collect and evaluate the implications of the pilot?**

iii. **What grade or teachers would be best for our pilot group?**

iv. **Which units will we pilot?**

v. **What materials, training, or orientation do pilot teachers need before they launch?**

vi. **What did we learn from the pilot to inform selection?**

vii. **What did we learn from the pilot to inform needed implementation support?**

NOTES

Pilots can be conducted with multiple sets of materials to distinguish between them as part of decision-making or after you have a front runner to confirm the decision and inform implementation.

A pilot can take as little time as one unit or as much as a year. The resource Guidance on Pilots and Selection provides overviews of pilot purposes and design considerations.

Pilots will bring up plenty of questions. Make sure you have a way of logging all the questions that come up because these will only intensify with full scale implementation.

Not all early implementers chose to pilot. The ones who did shared that it was helpful for surfacing strengths and challenges of different materials. This is an optional step, but can be very helpful for better understanding the materials and gaining investment across the system.

Setting up the pilot with a clear sense of what you are looking to learn and how you will test the materials gives teachers a starting point to organize their trial.

You can look at how to set up training on pilot materials in Phase II, Key Action 5: Determine the plan for training teachers and leaders.

Return to the rubric and non-negotiable criteria to anchor the conversation about what challenges should inform implementation versus selection.

I.4.C: MAKE THE FINAL SELECTION DECISION

GUIDING QUESTIONS

i. **Which materials are we going to select?**

ii. **Why did we select these materials?**

iii. **What are we most excited and optimistic about with these materials?**

iv. **What do we anticipate will need attention during implementation with these materials?**

NOTES

You outlined how you intended to make the decision in Key Action I.1, Step B: Determine how the final decision will be made. Now it is time to do so.

Remember, this is about supporting and strengthening instruction. This decision is a big one, but materials alone do not guarantee great instruction.

I.4.D: COMMUNICATE THE DECISION AND RATIONALE

GUIDING QUESTIONS

i. **How will we communicate the final decision?**

ii. **Is there a sequence we need to plan for how we roll out the decision? Who will communicate what?**

iii. **What are the key talking points that we want to reinforce in all communications?**

iv. **What questions will each group of stakeholders have, and what answers can we have ready?**

NOTES

For each stakeholder group, identify the key information that you want to communicate. You can use the notes in your Selection Plan from Key Action I.1, Step E: Organize next steps and communicate the plan.

The Email Sharing Selection Decision and Rationale and PowerPoint Sharing Selection Decision and Rationale resources are a sample email and PowerPoint you can use as a starting point to communicate your process.

Role playing (which can be awkward but equally useful) can help make sure Selection Team members are on the same page as questions come up.

The Curriculum Talking Points and FAQ on Selection is a template with talking points and frequently asked questions.

You will get questions that you are not going to be able to answer and will need to work through in Phase II. Do not try to answer implementation questions right now — but do make a promise you'll be able to keep about when you will be able to answer them.

I.5: PROCURE AND DISTRIBUTE MATERIALS

WHAT IS THE GOAL?

The goal of this key action is to procure all necessary materials and get them into teachers' hands before training.

WHY IS THIS KEY ACTION IMPORTANT?

There is nothing more frustrating than being asked to try something new, but not being given the resources you need for it to be successful. And nothing will undermine confidence in the support a system leader promises than getting materials later than promised. On the flip side, there is nothing more fun than getting the materials, opening them, and leafing through them for the first time. Once the decision on the curriculum has been made, the first question teachers will ask is "When do I get my materials?" System leaders have a lot of options for how they can obtain different materials today. This is good because it can free up funds, but it can also complicate decision-making. Getting this step right — a step that is historically a pain for all involved — is a refreshing change and deeply investing for all involved. Hopefully you have worked this into your timeline already. If not, don't worry. Get your information together, make decisions, and communicate realistic expectations for delivery that you can meet or beat.

EXPLANATION OF LANGUAGE

We use the word **procure** to describe the process of obtaining materials. We use the word **distribute** to include all actions needed to get materials into teacher and student hands. The term **open source** here refers to materials that are in the public domain and therefore may need to be printed but will not need to be purchased. We use the word **distributor** to refer to anyone — a developer or printer or third party — that produces and shares materials.

I.5.A: UNDERSTAND YOUR PROCUREMENT OPTIONS

GUIDING QUESTIONS

i. **Who needs to be engaged in our procurement planning?**

ii. **What is our procurement process?**

NOTES

This step may involve a different set of people than the Selection Team. Procurement Responsibilities outlines all tasks in the procurement process and provides a template to organize everyone's responsibilities.

Every system will have a different context for these decisions due to state policy and local requirements. Bidding processes, board approvals, contracting options, and grant funding requirements should be thought through upfront.

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iii. **For our selected curriculum, what are all the possible resources we might need?**

iv. **What are the priority resources?**

v. **What are the options for how we could print or procure each resource?**

vi. **What is the unit cost for each option?**

vii. **What enablers (i.e. technology) will we need?**

In the past, textbooks were consistently purchased directly from the developer. Today, systems have more options, particularly for the open source materials. Be sure to explore all options, as they can save significant costs. Procurement Options gives an overview of the current distributors for commonly used materials.

The Materials Procurement Organization Template can help you organize the list of all possible materials.

In certain cases (more often for ELA materials), you will need to decide which units you are going to teach in order to make the procurement decisions. If that is the case, skip to **Key Action II.2: Determine the plan for assessment and grading** and return to this step as soon as you can determine the units.

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viii. **What's the total number of materials needed?**

Remember to account for special education teachers, ELL teachers, homebound teachers and students, and any alternative school or alternative program teachers and students.

Including extras in your initial order saves future coordination due to misreported student numbers, new students coming to the school, or migration between schools.

I.5.B: PLACE AND TRACK YOUR ORDERS

GUIDING QUESTIONS

i. What are we are going to purchase now?

ii. Which materials do we want to procure as soon as possible? When do we think that will be?

NOTES

Go back to the Procurement Options resource and make final decisions about purchasing.

Depending on the structure of the materials, it may be helpful to order the first unit quickly so that materials arrive sooner, and stagger the purchase of additional units.

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iii. What will be the recurring costs? (Which materials are reusable, and which will be reordered each year?)

iv. How will we track all purchases through delivery?

v. When will we need to follow up with vendors?

Tracking Materials Orders is a tracking template for all materials with a sample calendar to track when to follow up with vendors.

I.5.C: COMMUNICATE A REALISTIC TIMELINE

GUIDING QUESTIONS

i. **What will each stakeholder group want to know about the materials timeline?**

ii. **What are the key messages we want to share about the materials arrival?**

iii. **How do we plan to proactively communicate this information? Who will deliver the communication? When?**

iv. **What questions do we expect we will get? How will we answer them?**

NOTES

Ensure that you can underpromise and overdeliver on the timeline.

Go back to your Selection Plan to review your stakeholder lists.

For each stakeholder group, identify the key information that you want to communicate.

Email Communicating Materials Ordering and Distribution is a sample email that you can adapt.

Role playing (which can be awkward but equally useful) can help make sure all parties are on the same page as questions come up.

I.5.D: FORM THE REVIEW COMMITTEE AND DISTRIBUTE MATERIALS

GUIDING QUESTIONS

i. **Where will we store the materials before distribution can occur?**

ii. **How will we inventory materials once they arrive?**

iii. **How will we inventory and track materials once they are distributed to schools?**

iv. **What information does each teacher need to record? How will they record it?**

NOTES

The resource Tracking Materials Orders is a sample inventory plan that you can use as a starting point.

Phase II

PREPARE TO LAUNCH

OVERVIEW

The goal of Phase II is to develop an intentional implementation plan — thinking through what it will take to use and support the materials well.

Successful early implementers:

- Understood what great implementation of the materials would look like and the kind of planning it would require in a practical way
- Kept teachers and leaders on the same page and invested equal time in deeply understanding the materials
- Had a plan for what they wanted all teachers to use within the materials (assessments and materials) and how they would support planning and use
- Got ahead of mixed signals that might come from evaluation structures, grading policies, and old lesson planning requirements
- Developed a clear picture of what everyone at the system level and school level needed to do in order to support implementation and communicated those responsibilities clearly
- Knew their plan would not be perfect and set time aside during the school year to step back and adjust the support structures

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?

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.

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iii. Who will lead the Implementation Support 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.B: MAP OUT THE IMPLEMENTATION PLANNING PROCESS

GUIDING QUESTIONS

i. **What are the decisions we will need to make before teachers start using the materials?**

ii. **When can we launch our work as an Implementation Support Team?**

iii. **How often will we need to meet as an Implementation Support Team?**

NOTES

The Phase II Decision-Making Map previews the decisions you will make as you prepare to launch. It's important to identify which decisions will be made at the school level versus system level.

The Phase II Decision-Making Template provides space for you to outline each decision and the people that need to be involved.

See Phase II of the timeline from the vignette case study for one way of organizing all of the meetings.

The Agenda for Phase II Launch Meeting is an adaptable resource you can use and send your team to prepare.

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iv. **How will we track decisions and plans?**

Based on the decisions you need to make and who will be involved, go back to your Implementation Plan template and determine how you will take notes and track next steps. There will likely be a version of the Implementation Plan at the system level and school level. Systems and schools should determine the best way to organize and align the work.

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v. **What do we need to do to train any new members that were not part of the selection process?**

Go back to **Step I.2.B: Articulate the vision of instruction and core beliefs** for any members who were not part of the selection process to ensure that they understand the standards and vision.

II.1.C: DRAFT THE GOALS FOR SUCCESSFUL IMPLEMENTATION

GUIDING QUESTIONS

i. **How will we work as a team?**

ii. **What are the norms we will operate with in our work together?**

iii. **What are our goals for effective implementation?**

iv. **How do these goals connect to our system's mission, values, and goals?**

v. **What are the core beliefs that underpin our goals?**

vi. **What will success look like over time?**

vii. **What will success look like in year one?**

NOTES

Implementation Team Charge is a draft charge that you can put to the Implementation Support Team.

The resource Goals for Implementation contains a list of sample goals and outcomes for the implementation work, along with considerations from early implementers. Key Action II.2: Determine the plan for assessment and grading will inform and support your goals around student outcomes.

If you have not done so already, go to Key Action I.2: Establish the vision to articulate the core beliefs. This will help with communication.

This is the time to think through the next few years and look at your goals in a bigger context — don't be afraid to think beyond year one.

Return to your Implementation Plan to support goal setting. Your team will come back to finalize these goals at the end of Phase II.

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. 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?**

NOTES

Your team originally set the roles and responsibilities in Step 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.

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?**

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

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

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.

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

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!

II.2: DETERMINE THE PLAN FOR ASSESSMENT AND GRADING

Phase	Key Actions	Steps
	Key Action II.1: Set Goals, Roles, and Monitoring Plan	Step II.2.A: Study the assessments in the curriculum
Phase II: Prepare ›	**Key Action II.2: Determine the Plan for Assessment and Grading**	Step II.2.B: Inventory all currently used assessments for purpose, frequency, and quality
	Key Action II.3: Determine Expectations for Use and the Plan for Collaborative Planning	Step II.2.C: Determine the plan for common assessment and what you will do with the data
	Key Action II.4: Determine the Plan for Coaching	Step II.2.D: Establish grading guidance for the new materials
	Key Action II.5: Determine the Plan for Training Teachers and Leaders	Step II.2.E: Organize next steps and communicate the plan

WHAT IS THE GOAL?

The goal of this key action is to clarify the expectations for assessment and grading in the new curriculum. This step comes before pacing because your common assessments will anchor your planning.

WHY IS THIS KEY ACTION IMPORTANT?

The majority of systems have a pre-existing assessment strategy prior to selecting materials. It's important to consider your system's overall assessment strategy (the purpose, frequency, and quality of each assessment) in thinking through the role of curriculum-embedded assessments. Several early implementers spent considerable money and time designing item banks or additional assessments without realizing how many assessments were already in their curriculum. This often led to teachers administering multiple assessments for the same purpose, which was confusing for both students and teachers. Similarly, students and parents often experience the materials for the first time in the form of grades, and being proactive about what will be graded and how can make this transition easier. Taking the time to understand the assessments in your materials, how they fit into your larger assessment strategy, and what will get graded can reduce mixed signals, confusion, and anxiety for all involved.

EXPLANATION OF LANGUAGE

We use the expression **assessment** purposes to describe why the assessment is being given in the first place. We use the expression **common assessments** to describe assessments that are expected to be taken at the same time and in the same way across an entire school or district.

II.2.A: STUDY THE ASSESSMENTS IN THE CURRICULUM

GUIDING QUESTIONS

i. **Is there an end of year assessment?**

ii. **What does it assess?**

iii. **How is it designed?**

iv. **What kind of information will this assessment give teachers?**

v. **How is this similar or different than our state test?**

NOTES

Study one grade or one grade per grade band if there are significant differences (i.e. K–2 and 3–5 ELA will likely look different).

Have the team take the assessments individually (perhaps outlining instead of writing full essays) to understand the mental work required.

Not every curriculum has (or needs to have) a culminating performance task for the year.

The resource Agenda for Assessment Study has an agenda that you can adapt to facilitate this meeting.

It can be tempting to become a literalist in assessment format and lose the big picture of the kind of content work that the state test requires. That is the work students need practice with daily, in a variety of formats. Don't get too caught up in format differences.

II.2.A: STUDY THE ASSESSMENTS IN THE CURRICULUM (CONT.)

GUIDING QUESTIONS

vi. **Are there end of module/unit assessments?**

vii. **What do they assess?**

viii. **How are they designed?**

ix. **What information will the end of module/unit assessments give teachers?**

NOTES

The end of module/unit assessments are the assessments that most early implementers chose to have all teachers complete in common.

Have the team take the assessments individually to understand the mental work required.

If the difficulty of the assessment causes feelings of fear and concern, go back to your core beliefs in **Step I.2.B: Articulate the vision of instruction and core beliefs** and allow time to process, but persevere. Follow the Guide for Discussing Assessment for managing emotions.

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x. **Within a module/unit, what assessments are included?**

xi. **What do they assess?**

xii. **How are they designed?**

xiii. **What information will the assessments within modules/units give teachers?**

Assessments within modules/units vary considerably across different materials.

Have the Implementation Support Team take the assessments to understand the mental work required.

II.2.B: INVENTORY ALL CURRENTLY USED ASSESSMENTS FOR PURPOSE, FREQUENCY, AND QUALITY

GUIDING QUESTIONS

i. What are our key purposes for assessments?

ii. What are all the assessments that students in our district currently take and how often do they take them?

iii. What purpose(s) does each assessment serve?

iv. What is the quality of each assessment?

v. What do we do with the data from each assessment?

vi. Are there any purposes that we lack assessments for at this time?

NOTES

The resource Assessment Purposes provides a starting point, and pages 36–39 of ANet's Analyzing Assessment Strategy Case Study describe how one implementation team conducted this step.

Use the Assessment Inventory Template to develop your inventory, and take a look at the Completed Assessment Inventory for a completed example.

This step is typically completed by the system team, but can be replicated at each school if schools have added additional assessments.

Your inventory will likely vary by subject and grade. The Implementation Support Team can complete the inventory for the grade they have studied, but ensure that the same study is conducted for other grades.

The resource Assessment Review Tools provides guidance and tools for determining the quality of assessments. At the highest level, early implementers in ELA found it helpful to focus on quality texts and quality items. In math, they focused on quality items and standards being assessed at the right level of rigor.

Research shows that students do benefit from one full-length practice test to understand the format and layout, but they don't need every assessment to reflect the same structure and model. In fact, they learn more from experiencing a variety of item types.

II.2.B: INVENTORY ALL CURRENTLY USED ASSESSMENTS FOR PURPOSE, FREQUENCY, AND QUALITY (CONT.)

GUIDING QUESTIONS

vii. **What purposes can the curriculum-embedded assessments we studied serve?**

viii. **Are there any assessments that have redundant purposes that we can discontinue?**

ix. **Are there any assessments that have overlapping purposes? What is the best course of action?**

x. **Which assessments are we going to administer across the district in each grade?**

NOTES

The resource ANet's Analyzing Assessment Strategy Case Study describes how one system thought through these questions and the decisions they came to.

Simplifying the number of assessments allows for more time on instruction and more time to process and use the data you get from the assessments students are taking.

Curriculum-embedded assessments serve a different purpose than interims or summatives. They give shorter-cycle feedback (i.e. at the end of a unit) on student understanding of the standards and content, often highlighting student misconceptions.

Some teachers desire to blend the curriculum-embedded assessments with sample state test items to give some format experience. In assessment design, the design of the item is quite complex, and altering items to make them look like state assessments (such as making them multiple choice) will affect the validity and reliability of the item. It is better to keep items intact and draw from different sources (i.e. pull some state test items into the curriculum assessment) than to adjust the design of the items themselves.

II.2.C: DETERMINE THE PLAN FOR COMMON ASSESSMENT AND WHAT YOU WILL DO WITH THE DATA

GUIDING QUESTIONS

i. **What assessments are we going to administer across the district?**

ii. **What is the purpose each assessment is seeking to serve?**

iii. **Is each assessment high-quality? How do we know?**

iv. **What will we do with the results from each assessment?**

v. **What feedback will students get from each assessment?**

vi. **When will we give each assessment?**

NOTES

Do this first for the grade(s) you are studying, then determine the plan to get answers for all other grades.

The Assessment Purpose Template can help you organize your answers, and includes a few sample responses.

These questions often need to be considered at both the system and school levels.

Make sure to bring teacher voice into this discussion. The natural inclination is to make testing decisions based on what the system needs (predictive and evaluative data for summatives), but not necessarily for what the teacher needs (instructional data). Many districts had success with getting teacher input on shared interim assessments and having teacher leaders define formative assessment practices.

II.2.C: DETERMINE THE PLAN FOR COMMON ASSESSMENT AND WHAT YOU WILL DO WITH THE DATA (CONT.)

GUIDING QUESTIONS	NOTES
vii. For each assessment, will we collect the data centrally? If so, how?	There are a number of platform providers that are able to import your assessments directly and help with administration and roll-up.
viii. How will results get reported?	Be careful in standard-based reporting for ELA — this is not reflective of how the state test is designed or how students learn to read. SAP's Text at the Center paper is an overview of what is different for ELA, and SAP's ELA Assessment Quick Reference Guide shares dos and don'ts for ELA assessment.
ix. For each assessment, what do we expect teachers to do with the data?	You will lay out your plan in more detailed in Phase II, Key Action 3, Step E: Determine how you will support collaborative and individual planning.
x. How will we know if that is happening?	

II.2.D: ESTABLISH GRADING GUIDANCE FOR THE NEW MATERIALS

GUIDING QUESTIONS

i. **What is our district/school grading policy, if any, for this subject/grade band?**

ii. **What assignments in this curriculum do we expect to be graded?**

iii. **What questions will come up about how to grade these assignments? What are our answers to these questions?**

iv. **What other questions will come up about grading? How will we handle them?**

NOTES

Resources on Grading shares a compilation of good resources around grading policy.

Make sure the team has done the work of Steps A–C before tackling grading. Grading decisions should be made in the larger context of a defined assessment strategy. In considering what to grade, review your formative assessment list.

While curriculum developers tend to produce a fair amount of guidance on use and pacing, they rarely provide guidance or support on how to handle grading. Occasionally, there will be rubrics and sample student work, but there is a lot of judgment that teachers and leaders need to make to match the curriculum to your grading policy.

Common Grading Challenges includes frequent issues that come up in grading and options for how to approach them.

II.2.E: ORGANIZE NEXT STEPS AND COMMUNICATE THE PLAN

GUIDING QUESTIONS

i. **In this key action, we reviewed the assessment and grading plan. What are the next steps that we need to take based on the decisions we made together?**

ii. **What can we add to our roles and responsibilities tracker?**

iii. **What training will all teachers using this curriculum need prior to launching the materials in order to be ready for their assessment and grading responsibilities?**

iv. **What training will all leaders supporting this curriculum need prior to launching the materials to be ready for their assessment and grading responsibilities?**

v. **What will each identified stakeholder group want to know about assessment and grading?**

vi. **How do we plan to proactively communicate this information? Who will deliver the communication? When?**

vii. **What questions do we expect we will get? How will we answer them?**

NOTES

Go back to your Implementation Plan to track your next steps and add to your roles and responsibilities tracker.

Throughout Phase II, you will track the training needs at the end of every step, and in Key Action II.5: Determine the plan for training teachers and leaders, you will prioritize and sequence these needs.

Remember to track all of the needs as you go in your Implementation Plan.

Go back to your Implementation Plan to review your list of stakeholders and key messages.

Use the resources Email Communicating Assessment Choices and PowerPoint Communicating Assessment Choices as a starting point to communicate your process.

II.3: DETERMINE EXPECTATIONS

	Key Action II.1: Set Goals, Roles, and Monitoring Plan Key Action II.2: Determine the Plan for Assessment and Grading	Step II.3.A: Study the Design of the Materials Step II.3.B. Ensure every School has Appropriate Time in the Schedule
Phase II: Prepare ›	**Key Action II.3: Determine Expectations for Use and the Plan for Collaborative Planning**	Step II.3.C. Determine the Yearlong Pacing Schedule Step II.3.D. Establish Guidance for Common Use and Customization
	Key Action II.4: Determine the Plan for Coaching Key Action II.5: Determine the Plan for Training Teachers and Leaders	Step II.3.E. Determine How You will Support Collaborative and Individual Planning Step II.3.F. Organize Next Steps and Communicate the Plan

WHAT IS THE GOAL?

The goal of this key action is to set up the plans for pacing, use, and planning. This key action includes ensuring the right time is in the daily schedule and setting the expectations for materials use and customizations.

WHY IS THIS KEY ACTION IMPORTANT?

Instructional judgment (deciding what to teach and what to adapt) is fundamental to good curriculum implementation. Having a strong starting point creates relief for teachers from the constant hunt for resources. However, it does not eliminate the work of preparing for instruction. Setting up clear plans for use and lesson preparation creates clarity about what needs to be taught and the specific role the materials need to play in instruction. Quality collaboration opportunities invigorate practice and strengthen implementation; however, these structures require clarity, support, and a clear plan of action. This key action begins with a curriculum study to help all decision makers deeply understand the intent and design of the materials. This understanding supports strong decision-making about material adaptations.. Key Actions 3-5 focus on systems for teacher and leader support, or the system's overall plan for supporting professional learning. These systems must work together so that teachers do not receive mixed messages about how to use the materials. These systems also depend on a strong instructional culture within the school and system.

EXPLANATION OF LANGUAGE

We do **NOT use the word "fidelity"** because we have found that it is often used as a blanket term to the whole curriculum — as opposed to identifying which aspects of the curriculum (i.e. assessments, units, lessons) that should be taught in a **common** way, across the school or system. The **schedule** refers to the daily plan for time. **Pacing** refers to the instructional calendar across the school year. We use the term **collaborative planning** to refer to the planning work that teachers may do with other teachers using the same materials. We do **NOT use the term "professional learning collaborative" or "PLC"** throughout this step, although many schools will probably equate collaborative planning with PLCs. We focus instead on "collaborative planning."

II.3.A: STUDY THE DESIGN OF THE MATERIALS

GUIDING QUESTIONS

i. **Which grade(s) are we studying? Which unit(s)?**

ii. **How many modules/units are there? How long are the units?**

iii. **How are units organized? What is the structure within the unit?**

iv. **How are lessons organized? Is there a structure within the lesson?**

v. **Are there any supplemental materials that apply to this unit? What do those materials include?**

NOTES

The Implementation Support Team will make better decisions with a common understanding of the design of the materials.

There is an enormous amount of helpful information available for every set of materials (i.e. overview guides, videos, materials, sample student work, etc.). There is a lot you can learn from working through one grade of materials together. This takes time and close reading, but doing it upfront saves time on the back end.

Pick one grade, or a couple of grades if the structure of the materials is fundamentally different in different grade bands (i.e. K–2 is different than 3–5).

The resource Curriculum Study provides guidance, a sample agenda, and prep email. You can pick one member of the team to do a more comprehensive study and pull the key resources that the full team should review. Ask your materials developer or district colleagues that have used the materials before for a quick orientation and links to the most helpful materials.

II.3.B: ENSURE EVERY SCHOOL HAS APPROPRIATE TIME IN THE SCHEDULE

GUIDING QUESTIONS

i. **What guidance does the curriculum developer offer about scheduling and time needed per lesson?**

ii. **Does this match our current structure (for every school using these materials)?**

i. **Are there intervention programs being used that currently take up ELA or Math instructional minutes? How does that impact pacing?**

iv. **If not, how will we adjust**

NOTES

It is very hard to implement a curriculum well if you do not have the same amount of time allocated in the schedule as intended in the designed lesson. Almost every early implementer we interviewed talked about matching the length of the curriculum as a key enabler of success.

If the school or district schedule has an immovable, shorter time for the block than the design, materials will likely need to be cut down or edited. If the school or district schedule has an immovable, longer time for the block than the design calls for, lessons will need to be doubled up. Making these types of adjustments requires a strong understanding of the intent of each lesson and unit, as well as the standards. Therefore, you'll need to factor that time and support into your decision. Use the resource Scheduling Considerations to guide your thought process.

This step will require both system and school level planning and decision-making.

II.3.C: DETERMINE THE YEARLONG PACING SCHEDULE

GUIDING QUESTIONS

i. **What guidance does the curriculum developer offer about pacing?**

ii. **How many units? How many days/units across the year?**

NOTES

Revisit the Curriculum Study and the work your team did together during Step II.3.A: Study the design of the materials. Pick one grade to study as an Implementation Support Team. Developers and neighboring districts can point you to the best resources for pacing guidance within your curriculum.

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iii. **What school or district-wide events do we already know of that we need to plan around?**

iv. **How many units do we want all teachers to complete in common? Which units?**

v. **What points in the curriculum do we want all teachers reaching at the same time?**

vi. **Do we want to build flexibility into the schedule?**

vii. **Are there additional topics that we need to add?**

viii. **What is our yearlong pacing schedule for this grade?**

While the pacing plan can start at the system level, typically each school may need to make it their own, given any school-specific considerations.

The resource Pacing Guidance can help you arrive at a pacing schedule.

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ix. **What needs to happen to get to a final pacing schedule for the other grades?**

This is a great place for teacher leadership. The Agenda and Email for Determining Pacing is a sample agenda and preparation email that you can send to grade leaders to draft pacing guidance.

II.3.D: ESTABLISH GUIDANCE FOR COMMON USE AND CUSTOMIZATION

GUIDING QUESTIONS

i. **What guidance does the curriculum developer offer about planning routines and customizations?**

ii. **What decisions are teachers going to need to make within a given unit?**

iii. **What decisions are teachers going to need to make within a given lesson?**

iv. **Which aspects of the unit do we want all students to experience in a common way?**

v. **Which aspects of the lessons do we want all teachers to teach in common?**

NOTES

There are heartfelt emotions that come up when teachers see the more scripted pieces of many materials. Some may love the clarity, but many experience a sense of restrictiveness when they see the instructional design done for them in complete form. In every curriculum, there are decisions that teachers will need to make within the lesson and unit to ensure instruction meets the needs of students. Effective instruction requires professional judgment — look for the places that judgment lives in the materials.

Guidance on Curriculum Use provides context on how to think about key decisions within a curriculum.

This step is about your guidance on use. Specific planning routines and support structures will come next, in Step II.3.E: Determine how you will support collaborative and individual planning.

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vi. **What kinds of customizations will we support? What kinds of customization would we not want to see?**

The resource Example Curriculum Use Guidance gives an overview of potential customizations and a sample approach which early implementers found helpful.

II.3.E: DETERMINE HOW YOU WILL SUPPORT COLLABORATIVE AND INDIVIDUAL PLANNING

GUIDING QUESTIONS

i. **What are your current lesson planning structures or expectations? What is done with any plans that teachers submit?**

ii. **What structures do you currently have in place for collaborative planning?**

iii. **What is done during any collaborative planning time? What is most valued and effective in this time?**

iv. **What planning do we want teachers to do together?**

v. **What student work review and reflection do we want teachers to do together?**

vi. **When can they do this collaboration?**

vii. **What is the best structure for this time?**

viii. **Who is best positioned to support the effective use of this time?**

NOTES

Determining supports for collaborative and individual planning is part of your larger professional learning system. It can be helpful to start by assessing the current state using the Practice What You Teach Checklist for Schools and Systems. Over the next two key actions, you'll continue to build your teacher support systems by thinking about coaching and training.

Gathering any lesson planning template requirements or conducting a focus group with teachers about the current use of collaborative planning time can be a good starting point. The resource Teacher Focus Group on Planning Support has some focus group questions you can use to ask teachers directly.

The answers to these questions may vary considerably from school to school or subject to subject, so include a group with multiple school perspectives.

Look back at your assessment and grading notes in Key Action II.2: Determine the plan for assessment and grading to connect student work reflection with your assessment and grading plans.

The Student Work Protocols resource overviews protocols for analysis of student work. This can be done either at the system or school level (frequently at the school level). However, it requires a group of teachers who are teaching the same grade and materials. If that group does not exist within a single school, then explore options across schools.

Collaborative Planning Protocols includes protocols that you can explore for time use and an adaptable template for your agenda.

Collaborative Planning Models includes models for teacher leader facilitation of collaborative planning and reflection structures. It's important to consider any training implications
for collaborative planning leaders.

II.3.E: DETERMINE HOW YOU WILL SUPPORT COLLABORATIVE AND INDIVIDUAL PLANNING (CONT.)

GUIDING QUESTIONS

ix. What individual preparation and analysis will teachers need to do outside of collaborative planning time?

x. How do we best support individual preparation? What does this mean we need to change about any lesson planning routines or requirements?

NOTES

The resource Lesson Planning Structures gives an overview of individual planning structures that early implementers used to ensure effective preparation. Some systems opted to have teachers use the planning structures in their collaborative planning meetings. Review the resources from developers for guidance or supporting materials for lesson and unit preparation.

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xi. Who is responsible for supporting collaborative planning and reflection?

xii. What will the people supporting collaborative planning and reflection need to know and be able to do?

xiii. How will we train and support them to do this work well?

The resource Support Roles for Teacher Planning outlines the potential roles for supporting collaborative planning and the support needs for the individuals doing this work.

This is a ripe place for teacher leadership, and building the instructional leadership of teachers can also support your future leadership pipeline.

Protocols alone do not create a vision of how to facilitate effective collaboration. Facilitators benefit from seeing a model and collaborating with other facilitators.

Early implementers consistently indicated that it was beneficial to keep the collaboration structures grounded in the materials and student work. Straying too far from these touchstones often created challenges.

II.3.F: ORGANIZE NEXT STEPS AND COMMUNICATE THE PLAN

GUIDING QUESTIONS

i. **In this key action, we reviewed the collaborative planning and reflection support structures. What next steps do we need to take based on the decisions we made together?**

ii. **What can we add to our roles and responsibilities tracker based on the work we outlined in this key action?**

iii. **What information or training will all teachers need in order to be ready to engage in collaborative planning and reflection?**

iv. **What information or training will all leaders need prior to launching the materials to be ready for collaborative planning and reflection support structures?**

v. **How do we plan to proactively communicate this information? Who will deliver the communication? When?**

vi. **What questions do we expect we will get? How will we answer them?**

NOTES

Go back to your Implementation Plan to track your next steps and add to your roles and responsibilities tracker.

Throughout Phase II, you will track the training needs at the end of every step, and in Key Action II.5: Determine the plan for training teachers and leaders, you will prioritize and sequence these needs.

Remember to track all of the needs as you go in your Implementation Plan.

Use the resources Email for Communicating Pacing, Use, and Planning and PowerPoint for Communicating Pacing, Use, and Planning as a starting point to communicate your process.

II.4: DETERMINE THE PLAN FOR COACHING

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

Steps:

- Step II.4.A: Understand Your Current Coaching Practices
- Step II.4.B: Establish Your Observation and Coaching Tool
- Step II.4.C: Determine How You will Support Those Responsible for Coaching
- Step II.4.D: Organize Next Steps and Communicate the Plan

WHAT IS THE GOAL?

The triangle of teacher support includes three pillars: training, collaborative planning, and coaching. The resource Three Pillars of Teacher Support is a summary of how these three pillars work together to support instruction. You started this planning in **Key Action II.3: Determine expectations for use and the plan for collaborative planning** by determining your systems for supporting planning. The goal of this key action is to organize the plan for coaching, including all observation and feedback structures.

WHY IS THIS KEY ACTION IMPORTANT?

Feedback and coaching can have a significant and positive impact on teaching and learning. Teachers want helpful feedback and support — but they want that feedback to truly come from a place of help and to give them concrete ideas that will make a difference for their students. There is no faster way to undermine teacher confidence in new materials than to give them feedback that conflicts with the design of the materials. There is also no faster way to lose teacher trust than to judge their choices without understanding their perspective.

EXPLANATION OF LANGUAGE

We use the word **coach** throughout to refer to anyone who provides teachers with feedback and support. This could be someone with the job title of teacher leader, coach, assistant principal, or principal. All of these individuals — and anyone who supports their work — need to be on the same page about what they are looking for in classrooms. We use the term **walkthrough tool** to describe what you look for on a daily basis when you observe instruction. We include questions about **evaluation structures** (how a teacher's performance is evaluated) in this key action because the core intent of evaluation is improvement. We know that these are loaded terms and structures and that they vary from state to state and district to district.

II.4.A: UNDERSTAND YOUR CURRENT COACHING PRACTICES

GUIDING QUESTIONS

i. **What structures do we currently have in place for coaching?**

ii. **Who receives coaching? How often?**

iii. **Who does the coaching?**

iv. **What do coaches currently look for when they go into classrooms?**

v. **How do teachers get feedback from coaches? What is the focus of the feedback? What do they do with it?**

vi. **How are coaches currently trained and coached?**

NOTES

Coaches can include individuals with that title, assistant principals, principals, or teacher leaders.

The answers to these questions may vary from school to school.

You can use this exercise as an opportunity to understand what your teachers believe the expectations to be and survey them on what they experience their coaches and evaluators to be looking for based on the feedback they receive. The resource Teacher Survey on Coaching Experience is a survey that you can send to teachers.

Those who are in coaching roles have a wide range of responsibilities, and there is no given path for training and certification for these roles. The answers to these questions may vary from coach to coach.

II.4.A: UNDERSTAND YOUR CURRENT COACHING PRACTICES (CONT.)

GUIDING QUESTIONS

vii. **What do we currently observe as part of teacher evaluation?**

viii. **What do evaluators look for when they go into classrooms?**

ix. **How do evaluators provide feedback?**

x. **How are evaluators trained and supported?**

NOTES

Your evaluation instruments will anchor a significant amount of the feedback given to teachers across the year, and it is worth the time to make sure they support the vision of instruction in your new materials. Knowing and naming the potential areas of tension are the first steps.

II.4.B: ESTABLISH YOUR OBSERVATION AND COACHING TOOL

GUIDING QUESTIONS

i. **What about the design of this curriculum matches our coaching and/or evaluation framework?**

ii. **What about the design of this curriculum does not match our coaching and/or evaluation framework?**

NOTES

Most coaching and evaluation frameworks are broad enough to match well with all curricula, but sometimes features of a curriculum (the way grouping is suggested or the way students discover the meaning rather than the teacher presenting it) can lean towards or away from certain indicators. Identifying these leanings allows coaches and evaluators to be aware of the design compatibility and establish a common approach to the evidence they should look for in observations. Sharing what you have done to ensure the coaching framework aligns with the curriculum will invest teachers; however, not thinking through these tensions and sending mixed signals will disinvest teachers.

iii. **Does the curriculum developer make any recommendations for what to look for in observations?**

The resource Curriculum Walkthrough Tools links to curriculum-specific notes on observation tools.

II.4.B: ESTABLISH YOUR OBSERVATION AND COACHING TOOL (CONT.)

GUIDING QUESTIONS

iv. **Given our vision and the design of the materials, what do we want coaches to look for in observations?**

v. **What do we want coaches to do with the feedback?**

vi. **Who will get coaching? How often?**

vii. **Who will provide the coaching?**

NOTES

Go back to Key Action I.2: Establish the vision to return to the vision you wrote and anchor these refinements to your vision.

See an example coaching model in the resource Coaching Model Overview, and then organize your decisions in your Implementation Plan.

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viii. **Given our vision and the design of these materials, what do we want to look for in our evaluations (or what evidence do we want to focus on)?**

Evaluation instruments can be hard to change, and it may not be necessary to do so. Adjusting the evidence look-fors or clarifying what evaluators should consider when reviewing indicators can allow for coherence. Aligning Evaluation and Curriculum gives an overview of how to ensure that evaluation and curriculum support each other.

II.4.C: DETERMINE HOW YOU WILL SUPPORT THOSE RESPONSIBLE FOR COACHING

GUIDING QUESTIONS

i. **What do coaches need to know about the design of the materials before conducting an observation?**

ii. **What do coaches need to do after each observation to prepare for the coaching conversation?**

iii. **What support and feedback will coaches need to do this work well?**

iv. **Who will provide that support to coaches?**

NOTES

It is pretty impossible to conduct a good observation of a teacher using strong materials without studying those materials prior to the lesson. This is often a change in habit for coaches and evaluators. Help launch this practice early. The resource Coach Curriculum Training outlines topics for coach training and support.

Coaches will need to think about how to give curriculum-specific feedback to teachers. The best way to make sure that teachers are getting great feedback is to make sure that your coaches are getting feedback. Don't over-complicate this — and look for ways to bring people together to learn from each other. Leverage the capacity you have (or the capacity right near you). The resource Coaching Support outlines best practices for coaches giving feedback and support to teachers and for leaders giving feedback and support to coaches.

II.4.D: ORGANIZE NEXT STEPS AND COMMUNICATE THE PLAN

GUIDING QUESTIONS

i. **What are the next steps that we need to take to set up our coaching work based on the decisions we made together?**

ii. **What can we add to our roles and responsibilities tracker based on the work we outlined for coaching?**

NOTES

Go back to your Implementation Plan to track your next steps and add to your roles and responsibilities tracker.

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iii. **What training or key information will all teachers using this curriculum need prior to launching the materials in order to be ready to engage in coaching?**

iv. **What training or key information will all coaches and leaders supporting this curriculum need prior to launching the materials to be ready to support coaching?**

Throughout Phase II, you will track the training needs at the end of every step, and in Key Action II.5: Determine the plan for training teachers and leaders, you will prioritize and sequence these needs.

Remember to track all of the needs as you go in your Implementation Plan.

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v. **How do we plan to proactively communicate this information? Who will deliver the communication? When?**

vi. **What questions do we expect we will get? How will we answer them?**

When thinking about communication, many people found it helpful to think about each piece (training, planning, and coaching) together so that stakeholders are getting all the information they need in one communication. See **Step II.5.E: Organize next steps and communicate the plan** and the resources Email Communicating Support Plan: Training, Planning, and Coaching and PowerPoint Communicating Support Plan: Training, Planning, and Coaching as a starting point to communicate your process.

Continue to add to your key messages in your Implementation Plan.

II.5: DETERMINE THE PLAN FOR TRAINING

Phase	Key Actions	Steps
	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	Step II.5.A: Understand Available Training Time and Current Plans Step II.5.B: Study the Training and PD Resources that Come with Your Materials Step II.5.C: Determine Training Needs for Each Group Step II.5.D: Determine the Plan and Prepare the Facilitators Step II.5.E: Organize Next Steps and Communicate the Plan
Phase II: Prepare ›	**Key Action II.5: Determine the Plan for Training Teachers and Leaders**	

WHAT IS THE GOAL?

The goal of this key action is to provide teachers and leaders with upfront and ongoing training experiences that deepen their knowledge of how the curriculum works and set the foundation for strong instruction. This key action completes your planning for professional learning that you started in Key Actions II.3 and II.4. Your systems for supporting planning, coaching, and training should align and form coherent supports for teachers.

WHY IS THIS KEY ACTION IMPORTANT?

Training teachers and leaders on the curriculum is necessary, but not sufficient. Training is not a discrete step, and checking this box will not lead to home-run implementation. However, skipping this step is guaranteed to result in problems. You tackle this last so that you can incorporate all of the training needs you identified across the other key actions as you prepare to launch. Remember, you are not training teachers on how to use materials. You are training them on the vision of great instruction and expectations for students and how these materials can serve that vision.

EXPLANATION OF LANGUAGE

We use the word **training** even though we know that there are strong opinions about words like training versus **professional development** versus **professional learning**. We use the word training because this key action really is about the specific training (delivery of knowledge and skill) as opposed to the broad umbrella of professional learning, which would include coaching and collaborative planning.

II.5.A: UNDERSTAND AVAILABLE TRAINING TIME AND CURRENT PLANS

GUIDING QUESTIONS

i. **What time do we currently have in place for training across the year? Who attends?**

ii. **How is training time typically split between district-led and school-led?**

iii. **Do we have additional time for any particular groups of teachers (i.e. new teachers, new to grade, etc.)?**

iv. **Who decides how to use the time? Who typically facilitates?**

v. **Do we have additional incentives or point structures that encourage independent study?**

NOTES

Take stock on your current approach so that you know what time you can leverage.

The answers to these questions may vary by school.

II.5.B: STUDY THE TRAINING AND PD RESOURCES THAT COME WITH YOUR MATERIALS

GUIDING QUESTIONS

i. **What are the built-in training and professional development resources that come with the curriculum?**

NOTES

Most materials come with an overwhelming number of resources and support tools, which are great (and they're what you're paying for)! However, implementation leaders often skip right to spending more money for training before understanding what they have already purchased and what they have available to them.

Don't forget to explore other options, such as videos and support tools, that other groups may have created, especially if you are using an open source set of materials.

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ii. **What recommendations does the developer make about upfront or ongoing training?**

iii. **What trainings are offered by the developer or other organizations? What would those trainings cover?**

iv. **Are there educators in our area that have used these materials?**

The resource Materials Training Options provides an overview of common training options with some pros and cons for each.

You will decide on your training approach in **Step II.5.D: Determine the plan and prepare the facilitators**. For now, you are gathering all options.

II.5.C: DETERMINE TRAINING NEEDS FOR EACH GROUP

GUIDING QUESTIONS

i. **What are the key training needs that each group has?**

ii. **What are the priorities for upfront training? What are the priorities for each group for training over time?**

NOTES

Do not start the training list with the curriculum demonstration needs. Start with the vision that led you to select these materials in the first place. Your materials are in service of your vision and expectations for students.

The resource Common Materials and Vision Training Needs lists common training needs for vision and curriculum implementation.

Look back at the training needs you surfaced in all previous steps.

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iii. **Who are all the groups that need training on the instructional vision, expectations for students, and materials design across our system?**

Be sure to include all educators that support all students that will use these materials, including a plan for any teachers that will start the year late.

The resource Groups Who Will Need Training is a list of educator groups that you can use to make sure you have thought through all potential groups.

II.5.D: DETERMINE THE PLAN AND PREPARE THE FACILITATORS

GUIDING QUESTIONS

i. **What are our options for who facilitates the training?**

ii. **What is our budget?**

iii. **What are the overarching priorities for training for each group?**

iv. **What is our training plan?**

v. **What is the high-level agenda for each group (upfront and over time)?**

NOTES

Get clear on your prioritized needs first (in the previous step) in order to go into this step knowing what you need to invest in most.

The resource Materials Training Options gives an overview of common training options.

Consider the key messages that you want each group to hear during training. Be sure to include training on the vision for excellent instruction so that each group is able to see how the materials support the vision.

II.5.D: DETERMINE THE PLAN AND PREPARE THE FACILITATORS (CONT.)

GUIDING QUESTIONS

vi. **Who is responsible for supporting quality content across all training?**

vii. **Who is responsible for the logistics?**

viii. **What is the review process for materials that are created in-house?**

ix. **What is our agenda for each group?**

x. **What do all facilitators need to know about our vision and core beliefs in order to reinforce the right messages?**

NOTES

Your culture is a product of cumulative experience. If every session reinforces the same vision and core beliefs, they will be much more likely to add up to a clear picture of success. The only way to make this happen is to tell everyone the vision and core beliefs you want them to reinforce (and follow up to make sure they do).

Bookend any trainings you are sending teams to with opening and closing time to connect it to the big picture and vision for excellent instruction.

II.5.D: DETERMINE THE PLAN AND PREPARE THE FACILITATORS (CONT.)

GUIDING QUESTIONS

xi. **What are the objectives of the session?**

xii. **How will we know if participants have mastered the training objectives?**

xiii. **What is the learning plan?**

xiv. **Have we attended to adult learning needs and kept the design engaging?**

xv. **What materials and technology will we need?**

xvi. **How will we collect data at the end of the session?**

NOTES

This set of guiding questions should be considered for each training session.

The resource Email for External Trainers is a sample email template that you can adapt and use to give any external trainer context on your needs and priorities.

Trainings are measured in various ways, such as survey data, work products (i.e. student work review or an annotated lesson), knowledge assessments, or transference to practice. Be sure to determine your measures for success up front and add them to your progress monitoring notes in your Implementation Plan.

II.5.E: ORGANIZE NEXT STEPS AND COMMUNICATE THE PLAN

GUIDING QUESTIONS

i. **In this key action, we determined our training plan. What are the next steps that we need to take based on the decisions we made together?**

ii. **What can we add to our roles and responsibilities tracker based on the work we outlined in this key action?**

iii. **What adjustments do we need to make to our plans for supporting, planning, or coaching based on our training plan?**

NOTES

Go back to your Implementation Plan to track your next steps and update the roles and responsibilities tracker with any additions.

Now that you have finished your plans for the Three Pillars of Teacher Support, stop to make sure that the plans are aligned and provide coherent support for teachers.

Go back to your Implementation Plan to review your list of stakeholders and key messages.

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iv. **What will each identified stakeholder group want to know about the training plan?**

v. **How do we plan to proactively communicate this information? Who will deliver the communication? When?**

vi. **What questions do we expect we will get? How will we answer them?**

As outlined in **II.4.D: Organize next steps and communicate the plan**, communicating the plan for training, planning, and coaching teachers in one communication can avoid confusion or redundant communication streams. Use the resources Email Communicating Support Plan: Training, Planning, and Coaching and PowerPoint Communicating Support Plan: Training, Planning, and Coaching as a starting point to communicate your process.

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?**

NOTES

You first established draft wishes and goals in Step 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 Phase III, Key Action 2: Step back and adjust the plan.

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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?**

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.

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

The Stakeholder Feedback Survey includes sample questions that can be asked for periodic feedback.

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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?**

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, and the resource Challenge Solving Protocols outlines some effective protocols to share emerging challenges.

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?**

NOTES

Your team originally set the roles and responsibilities in Step 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.

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?**

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

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

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.

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

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!

Phase III

TEACH AND LEARN

OVERVIEW

The goal of Phase III is to support teachers as they use the curriculum to inspire great instruction and increase student learning. At the leadership level, the focus is on listening to teachers and observing practice with a goal of continuously improving teacher support. Phase III does not end after the first year — this is a continuous improvement journey that never ends.

Successful early implementers:

- Had a plan for implementation (see Phase II)
- Followed the plan and did the work
- Listened carefully, with openness to adjusting the plan
- Watched the work in action at every level to understand what was working and what was not
- Gathered together to step back and adjust the plan
- Shared the adjustments transparently in the spirit of continuous improvement

III.1: WORK THE PLAN AND GATHER DATA

Phase III: Learn ›	Key Action III.1: Work the Plan and Gather Data	
	Key Action III.2: Step Back and Adjust the Plan	Step III.1.A: Train, Plan, and Coach Teachers
	Key Action III.3: Annually Reset	Step III.1.B: See the Work in Action and Listen to Questions and Concerns
		Step III.1.C: Check in to Track the Trends and Solve Quick Problems

WHAT IS THE GOAL?

The goal of this key action is to enact the plan you developed in Phase II, observe what works and what does not, and listen to feedback. In particular, this key action is about effectively enacting your plans for supporting teachers that you outlined in Key Actions II.3-II.5.

WHY IS THIS KEY ACTION IMPORTANT?

Plans tend to fall along a spectrum. On one end, they are printed documents, put away in a binder on the shelf and gathering dust, and on the other end, they are living, breathing drivers of the work that are shared across a team. This key action is where the rubber meets the road and everyone begins to enact the plan. It can be difficult to lose momentum or focus when confronted with the daily pulls and pressures of school life. This key action builds on the plans determined at the end of Phase II for progress monitoring, and focuses on consistent reflection. One of the differentiators between successful implementers and implementers who struggled was their ability to support teacher practice. The work of the Three Pillars of Teacher Support is challenging because of the diversity of factors involved such as instructional culture, team expertise, structural support, etc. As you go through this key action, it can be helpful to return to your plans in Phase II, Key Actions 3–5 to see where to improve. In the next key action, teams come together to compare notes, reflect, and adjust. In this key action, the team's charge is to do the work, observe the outcome, and listen closely to all involved.

EXPLANATION OF LANGUAGE

We use the term **check-in** to refer to a meeting of the Implementation Support Team focused on monitoring progress and solving any problems.

III.1.A: TRAIN, PLAN, AND COACH TEACHERS

GUIDING QUESTIONS

i. **What is the plan?**

ii. **What are the key deadlines? Are we on track?**

iii. **What needs to happen to get the work done at a high level of quality?**

iv. **What, if anything, is pulling focus? What needs to change to get the work done well?**

v. **When are we checking in as a team to make sure the plan is on track?**

vi. **What questions do we need to discuss?**

NOTES

This step hinges on the work of Phase II — specifically, relying on your Implementation Plan assembled across all of the key actions in Phase II.

The resource Project Planning Check-In Agenda provides a sample agenda for a project planning check-in — a dedicated time to bring the Implementation Support Team together and allow for implementation problem solving and day-to-day discussion in service of the plan.

Training, planning, and coaching is about **1.** setting up the structures to ensure that these supports happen (which you planned for in Phase II) and **2.** making sure these supports are effective and leading to growth towards your goals. In Phase II, Key Action 3, Step E: Determine how you will support collaborative and individual planning, you diagnosed your professional learning system using the Practice What You Teach Checklist for Schools and Systems. Revisit this checklist to guide your teacher support work.

III.1.B: SEE THE WORK IN ACTION AND LISTEN TO QUESTIONS AND CONCERNS

GUIDING QUESTIONS

i. **How is implementation going?**

ii. **What is going well?**

iii. **Where are we having challenges?**

iv. **What else do we need to see?**

NOTES

Be sure to observe at every level of implementation to gather a picture. The resource Implementation Observation Guidance is a list of the key interactions and look fors that early implementers benefited from observing in order to understand how things were going. Some early implementers created shared documents to pool observations and impressions.

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v. **What are we hearing?**

vi. **What questions are we getting?**

vii. **What can we answer easily? What questions are more challenging?**

viii. **How are stakeholders responding to the materials?**

ix. **What concerns can we address easily? What concerns are more challenging?**

You can use the resource Implementation Observation Log to log questions and observe trends.

Listen to questions, concerns, and feedback. Listen for the pattern underneath the questions and listen for where the concerns are coming from.

Read the Phase III section of the vignette for a narrative example of common challenges that arise and how to respond to them.

III.1.C: CHECK IN TO TRACK THE TRENDS AND SOLVE QUICK PROBLEMS

GUIDING QUESTIONS

i. **How are things going across our implementation plan? What has taken place? How did it go?**

ii. **What questions are we getting?**

iii. **What can we celebrate and share?**

iv. **What can we refine and adjust?**

v. **What else do we want to observe and listen for before our next meeting?**

vi. **What is the next set of work coming up?**

NOTES

Teams benefit from meeting briefly but regularly to support each other in the work of the plan. These quick check-ins allow for quick problem solving and adjustments. Quarterly, the team benefits from a broader stepback to take stock on the whole story and make bigger adjustments, which you will plan in Key Action III.2: Step back to reflect on progress and challenges.

The Project Planning Check-In Agenda is a sample agenda for regular team check-ins, including ones that early implementers used.

III.2: STEP BACK AND ADJUST THE PLAN

	Key Action III.1: Work the Plan and Gather Data	Step III.2.A: Prepare Data for the Stepback
Phase III: Learn ›	**Key Action III.2: Step Back and Adjust the Plan**	Step III.2.B: Step Back to Reflect on Progress and Challenges
	Key Action III.3: Annually Reset	Step III.2.C: Adjust the Plan and Communicate the Changes

WHAT IS THE GOAL?

The goal of this key action is to examine progress to goals, identify key successes, and learn from and solve for significant challenges. After analyzing the data and considering key drivers, the team will adjust the plan for the next chapter of work.

WHY IS THIS KEY ACTION IMPORTANT?

While the team meets consistently during the year to monitor progress and keep the work moving forward, a formal stepback at a larger interval of time allows for deeper reflections and gives the team an opportunity to get out of the day-to-day challenges and take stock of overall progress to your goals. This is the time to look at the whole picture and decide what to do. Listening and adjusting builds investment and confidence, and it allows everyone involved to be more efficient in spending energy in ways that support progress.

EXPLANATION OF LANGUAGE

We use the word **stepback** as a noun to refer to the actual meeting that takes place with the Implementation Support Team and **step back** as a verb describing the collective act of gaining perspective on the whole story. We use the term **quarterly** to refer to the practice of doing these stepbacks each quarter, although we have seen some early implementers benefit from more frequency in the first three months. **Data** refers to quantifiable data (i.e. student scores or survey results) as well as qualitative data (i.e. observation notes).

III.2.A: PREPARE DATA FOR THE STEPBACK

GUIDING QUESTIONS

i. **What are the goals for the meeting?**

ii. **What data do we need to gather to report on our progress to goal?**

iii. **Is there additional stakeholder feedback we need to gather?**

iv. **What is our agenda? Who will facilitate which portions?**

v. **What meeting norms do we need in place to create a productive, supportive, and solutions-oriented discussion?**

vi. **What pre-work, if any, will there be for the meeting?**

vii. **How will we communicate the agenda, goals, and pre-work?**

NOTES

The resource Quarterly Stepback Agenda and Email is a sample agenda with an adaptable email that you can send. You can also use the sample Quarterly Stepback Data Gathering Template to collect all data and stakeholder feedback in one place. You can also reference the notes in the Implementation Observation Log you used in **Step III.1.B: See the work in action and listen to questions and concerns**.

Sharing and discussing data openly can be scary and trigger feelings of evaluation for team members, particularly when looking at data broken out by any subgroups (i.e. specific grade levels, schools, etc.). Setting team norms around meeting culture can help make the discussion more productive for the team. The resource Quarterly Stepback Meeting Norms includes some sample norms that you can use as a starting point.

Ensure you are disaggregating the data where possible to evaluate for equity. Are all student groups getting access to the same experience and expectations?

III.2.B: STEP BACK TO REFLECT ON PROGRESS AND CHALLENGES

GUIDING QUESTIONS

i. **Where are we on pace to meet our goals?**

ii. **What are the drivers of success?**

iii. **How can we best celebrate these successes?**

iv. **Where are we off track to meet our goals?**

v. **What is holding us back from meeting those goals?**

vi. **What are the 2–3 areas we want to improve in next quarter?**

NOTES

Reference your agenda, sample norms, and templates for organizing data for the conversation that you laid out in Step A: Prepare data for the stepback.

If the results are clear about some areas for improvement, add additional guiding questions in advance to focus on the root cause and potential solutions for those areas.

While it's tempting to try to solve everything at once, it can be helpful to focus on 2–3 improvements and keep the rest on a running list for potential changes to revisit.

In the next key action, you will adjust your plan and determine what you are going to do in more precision.

III.2.B: STEP BACK TO REFLECT ON PROGRESS AND CHALLENGES (CONT.)

GUIDING QUESTIONS

vii. For each of the 2–3 priorities, what is the root of the problem?

viii. What needs to change?

ix. What are we going to do about it?

x. At our next stepback meeting, how will we know that these adjustments worked?

xi. What do we need to observe and what additional data do we need to collect next quarter to know if it is working?

NOTES

This step asks you to go back into your Implementation Plan to adjust the plan, as opposed to throwing the old plan out and starting from scratch.

The resource Examples of Mid-Year Adjustments is a set of examples of the kinds of adjustments that have been made mid-year towards different goal areas.

Leverage your bright spots and share learnings in your game plan.

III.2.C: ADJUST THE PLAN AND COMMUNICATE THE CHANGES

GUIDING QUESTIONS

i. **In this key action, we adjusted our plan. What are the next steps that we need to take based on the decisions we made together?**

ii. **What needs to happen? Who will do it? By when?**

iii. **What will each identified stakeholder group want to know about the adjustments to the plan?**

iv. **How do we plan to proactively communicate this information? Who will deliver the communication? When?**

v. **What questions do we expect we will get? How will we answer them?**

NOTES

Go back to your Implementation Plan to track your next steps and add to your roles and responsibilities tracker.

Quarterly communications can be a great opportunity to celebrate the hard work of implementation and fuel the fire to keep continuously improving.

Listening and adjusting the plan builds confidence and trust, especially when every member of the team is on the same page and can describe the rationale in a way that is connected with the vision and core beliefs.

The Email Communicating Adjustments After a Stepback resource is a sample email from a system based on the adjustments they made.

III.3: ANNUALLY RESET

Phase	Key Action	Steps
	Key Action III.1: Work the Plan and Gather Data	Step III.3.A: Prepare Data for the Annual Stepback
	Key Action III.2: Step Back and Adjust the Plan	Step III.3.B: Step Back as a Team to Reflect on Progress and Challenges
Phase III: Learn ›	**Key Action III.3: Annually Reset**	Step III.3.C: Adjust the Goals and Plan for the Coming Year
		Step III.3.D: Celebrate Wins and Invest the Team in the Next Level of Work

WHAT IS THE GOAL?

The goal of this key action is to look back on the year, celebrate successes, name areas of growth, and define the next level of work for the following school year.

WHY IS THIS KEY ACTION IMPORTANT?

After going through multiple cycles of the improvement process throughout the school year, it is important to reflect on the year as a whole. The end-of-year reflection is slightly different than quarterly stepbacks. The data is different since there is access to summative data and there's an opportunity to dig into additional data sources that might have been missed during the school year. Also, the context is different, with system and school leaders looking ahead to the next school year, particularly with an eye to changes in workforce. Schools change more dramatically from year to year than within a given year. The end of the year provides an opportunity to revisit the improvements list generated throughout the school year and consider which changes to tackle during the upcoming year and over the summer. It's a chance to reignite the fire for the team as well as institutionalize work started this school year.

EXPLANATION OF LANGUAGE

We use the term **annual planning** to reference end of one school year planning in preparation for the next year, but this can take place at any point in the spring or in two parts — once before data is back and again once all data is in.

III.3.A: PREPARE DATA FOR THE ANNUAL STEPBACK

GUIDING QUESTIONS

i. What are the goals of our annual stepback?

ii. How are we going to structure the conversation?

iii. What data do we need to gather to report on our progress towards our goals?

iv. Is there additional stakeholder feedback we need to gather?

v. What is our agenda? Who will facilitate which portions?

vi. What pre-work, if any, will there be for the meeting?

vii. How will we communicate the agenda, goals, and pre-work?

NOTES

Some leaders opt to do a series of stepback meetings with different groups of stakeholders. The resource End-of-Year Stepback Guidance and Materials provides an overview of the options with a sample agenda, including an adaptable email that you can send. You can also use the End-of-Year Stepback Data Gathering Template to gather all data and stakeholder feedback in one place. It might also be helpful to reference past notes from prior quarterly stepback meetings.

Ensure that you are disaggregating the data where possible to evaluate for equity, specifically for students in poverty, students of color, students with disabilities, and English language learners.

Sharing and discussing data openly can trigger feelings of evaluation for team members. Setting team norms around meeting culture can help make the discussion more productive for the team. The document Quarterly Stepback Meeting Norms includes some sample norms that you can use as a starting point.

The End-of-Year Stepback Considerations for Staffing resource has additional considerations for the annual stepback attending to workforce changes.

III.3.B: STEP BACK AS A TEAM TO REFLECT ON PROGRESS AND CHALLENGES

GUIDING QUESTIONS

i. **Where did we meet our goals?**

ii. **What were the drivers of success?**

iii. **Where did we miss our goals?**

iv. **What held us back from meeting those goals?**

v. **What will be different next year?**

vi. **What are our goals for next year?**

vii. **How do we want to continue to manage and support implementation?**

viii. **What are the 2–3 focus areas we'll have as a system next year?**

NOTES

Reflecting on the systems and processes that the team used to support implementation will help surface what to replicate or adjust for next school year. It can be helpful to reference old quarterly stepback notes. The End-of-Year Stepback Agenda is an example for this conversation.

After year 1, many curriculum leaders tend to emerge — teachers and leaders who champion the materials, teachers who are rock stars at utilizing the materials, and leaders who are savvy in supporting teachers. When considering needs for next year, identify these players to help lead the work the following school year.

Sometimes questions surface during this step around the possibility of changing materials. We have found that most often, there are challenges with implementation due to planning issues in Phase II and recommend starting by revisiting those plans. Changing materials often has unintended consequences. It requires starting this entire change management process over again, which affects systems and structures and requires a substantial new set of learnings for all educators in the system. Changing materials can also disrupt student learning, particularly if you are using a set of materials with a specific pedagogical approach. We recommend proceeding with caution when considering a materials change if you already have high-quality, standards-aligned materials in place. Considerations when Changing Materials outlines factors to consider as well as the type of criteria that might lead you to change curriculum.

III.3.C: ADJUST THE GOALS AND PLAN FOR THE COMING YEAR

GUIDING QUESTIONS

i. **What are our goals for this next year of implementation?**

ii. **How will we know that we have been successful?**

NOTES

The summer can be a critical time for training new teachers and doing systems planning for the next year of implementation. It can be helpful to make separate or specific plans for the summer, focused on teacher and leader training, updates to policies, and planning meetings for structures for supporting teachers and leaders.

The document Goals for Implementation shares an example of annual goals used by early implementers.

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iii. **What changes will we make to our plans for next year?**

iv. **What work needs to be done this summer to support teachers and leaders that have been using the curriculum to prepare for the next level?**

v. **What work needs to be done this summer to support new teachers and leaders?**

vi. **When will we discuss progress across the coming year?**

vii. **Who will be responsible for what work? When is it due?**

Go back through Phase II to rethink any systems that require adjustment.

Update your Implementation Plan.

III.3.D: CELEBRATE WINS AND INVEST THE TEAM IN THE NEXT LEVEL OF WORK

GUIDING QUESTIONS

i. **What information does each stakeholder group need about our successes this year, lessons learned, and areas for focused improvement next year?**

ii. **Who, how, and when will we share this information?**

iii. **How do we invest the team in our 2–3 focus areas and keep forward momentum?**

NOTES

Remind everyone that this work is a journey and rekindle the original dreams and aspirations for students that led to this journey and make persisting in it worthwhile.

Share celebrations and wins across all stakeholders, naming what worked. Positive successes will reinvest people in the next level of work needed.

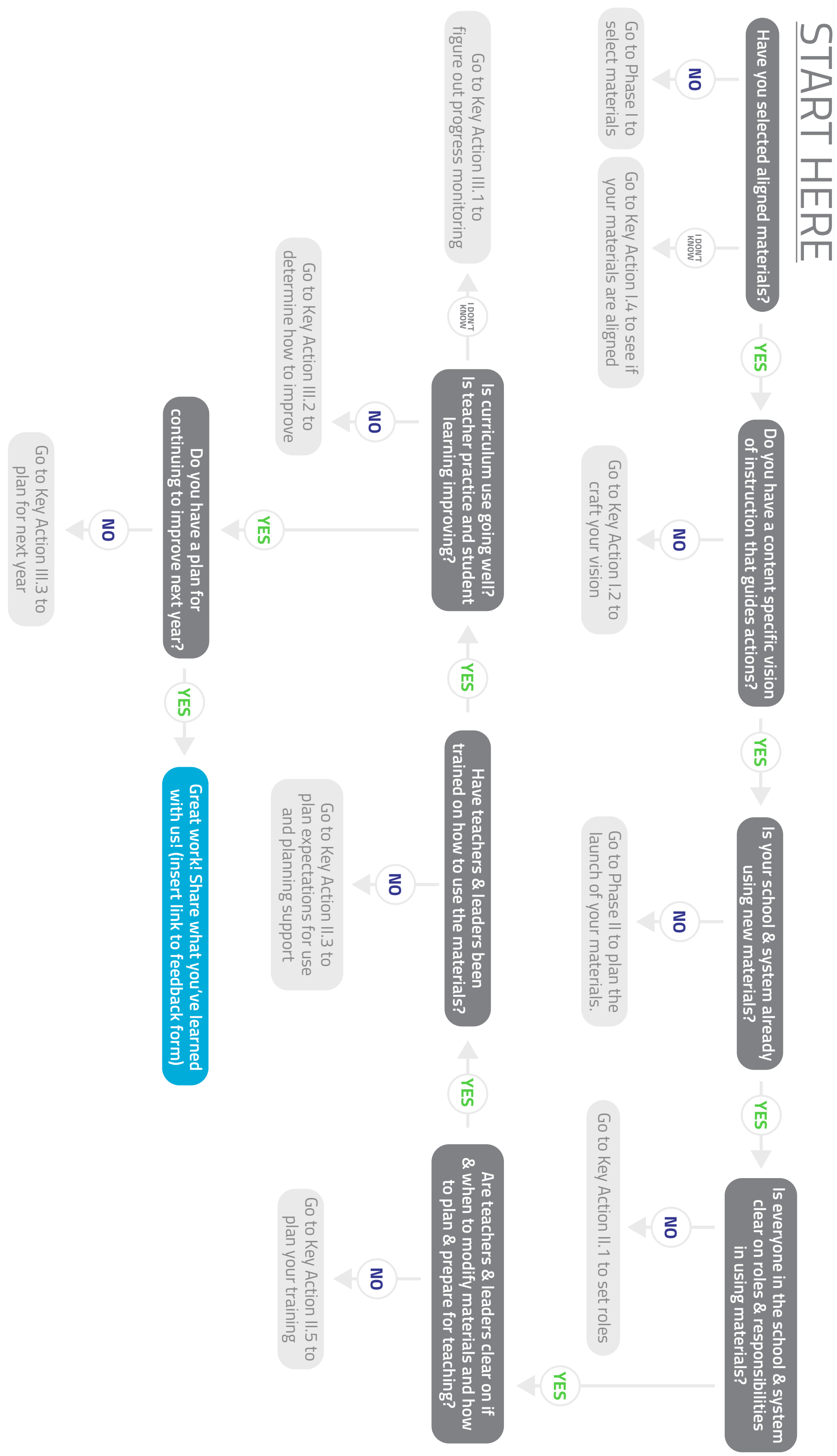
Find sample communications for the end of year 1 in the resource Email for End-of-Year Communication.

The resource End-of-Year Celebration Ideas includes different ways to celebrate with your team at the end of a big year.

Appendix

STARTING POINT DIAGNOSTIC

This map guides you through yes and no questions, starting at the very beginning of the process selection, to determine where to begin.



REFLECTIVE IMPLEMENTATION CHECKLIST

This tool outlines the framework including the three phases, all key actions, and the steps within each key action. For each key action, you can indicate the extent to which you've implemented or accomplished the action. This will help you determine where to focus your efforts and where you should begin your work in supporting materials.

PHASE I. SELECT MATERIALS

KEY ACTION	NOT YET IMPLEMENTED	PARTIALLY IMPLEMENTED	FULLY IMPLEMENTED	NOTES DESCRIBE PROGRESS
I.1 Plan your Process • I.1.A Identify the Selection Team and Leader • I.1.B Determine How the Final Decision Will be Made • I.1.C Map the Schedule of Events • I.1.D Form the Review Committee • I.1.E Organize Next Steps and Communicate a Plan				
I.2 Establish the Vision • I.2.A Train the Selection Team and Review Committee • I.2.B Articulate the Vision of Instruction and Core Beliefs				
I.3 Develop the Rubric and Prepare for Reviews • I.3.A Solicit Stakeholder Input • I.3.B Develop the Rubric • I.3.C Identify the Options You Will Review • I.3.D Train the Review Committee on the Rubric and Process				
I.4 Review, Pilot, and Decide • I.4.A Conduct the Reviews and Gather Feedback • I.4.B Pilot the Materials • I.4.C Make the Final Selection Decision • I.4.D Communicate Decision and Rationale				
I.5 Procure and Distribute Materials • I.5.A Understand Your Procurement Options • I.5.B Place and Track Your Orders • I.5.C Communicate a Realistic Timeline • I.5.D Form the Review Committee and Distribute Materials				

PHASE II. PREPARE TO LAUNCH

KEY ACTION	NOT YET IMPLEMENTED	PARTIALLY IMPLEMENTED	FULLY IMPLEMENTED	NOTES DESCRIBE PROGRESS
II.1 Set Goals, Roles, and Monitoring Plan • II.1.A Identify Implementation Support Team and Leader • II.1.B Map out the Implementation Planning Process • II.1.C Draft the Goals for Successful Implementation • II.1.D Revisit and Set Implementation Goals and Determine How You Will Monitor Progress • II.1.E Revisit Roles and Responsibilities and Set the Plan				
II.2 Determine the Plan for Assessment and Grading • II.2.A Study the Assessments in the Curriculum • II.2.B Inventory All Currently Used Assessments for Purpose, Frequency, and Quality • II.2.C Determine the Plan for Common Assessment and What You Will Do with the Data • II.2.D Establish Grading Guidance for the New Materials • II.2.E Organize Next Steps and Communicate the Plan				
II.3 Determine Expectations for Use and the Plan for Collaborative Planning • II.3.A Study the Design of the Materials • II.3.B Ensure Every School has Appropriate Time in the Schedule • II.3.C Determine the Yearlong Pacing Schedule • II.3.D Establish Guidance for Common Use and Customization • II.3.E Determine How You will Support Collaborative and Individual Planning • II.3.F Organize Next Steps and Communicate the Plan				
II.4 Determine the Plan for Coaching • II.4.A Understand Your Current Coaching Practices • II.4.B Establish Your Observation and Coaching Tool • II.4.C Determine How You Will Support Those Responsible for Coaching • II.4.D Organize Next Steps and Communicate the Plan				
II.5 Determine the Plan for Training Teachers and Leaders • II.5.A Understand Available Training Time and Current Plans • II.5.B Study the Training and PD Resources that Come with Your Materials • II.5.C Determine Training Needs for Each Group • II.5.D Determine the Plan and Prepare the Facilitators • II.5.E Organize Next Steps and Communicate the Plan				

PHASE III. TEACH AND LEARN

KEY ACTION	NOT YET IMPLEMENTED	PARTIALLY IMPLEMENTED	FULLY IMPLEMENTED	NOTES DESCRIBE PROGRESS
III.1 Work the Plan and Gather Data • III.1.A Train, Plan, and CoachTeachers • III.1.B See the Work in Action and Listen to Questions and Concerns • III.1.C Check in to Track the Trends and Solve Quick Problems				
III.2 Step Back and Adjust the Plan • III.2.A Prepare Data for the Stepback • III.2.B Step Back to Reflect on Progress and Challenges • III.2.C Adjust the Plan and Communicate the Changes				
III.3 Annually Reset • III.3.A Prepare Data for the Annual Stepback • III.3.B Step Back as a Team to Reflect on Progress and Challenges • III.3.C Adjust the Goals and Plan for Coming Year • III.3.D: Celebrate Wins and Invest the Team in the Next Level of Work				

SELECTION PLAN

This template is a place to record projects and tasks that your team will take on during selection. Modify this to a format that works for your team. At the bottom of the template, there is a list of sample projects and tasks to help you get started.

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

KEY DECISION	WHO IS RESPONSIBLE FOR MAKING IT?	WHO WILL CONSULT?

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

STAKEHOLDER GROUP	COMMUNICATION CHANNELS	COMMUNICATIONS NEEDED

Schedule of Events (set in Map the schedule of events, Key Action I.1.C):

KEY EVENT (INCLUDE IDEAL SELECTION DATE)	DATE

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

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

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

Sample projects and tasks:

Project: Form the Review Committee

- Create role and responsibility doc for Review Committee
- Determine what roles need to be represented on the Review Committee
- Finalize criteria for Review Committee members
- Email committee to determine meeting availability
- Communicate who is serving on the committee to the system and share their role

Project: Leading the Review

- Train all Review Committee members on the rubric and selection process
- Review materials
- Determine plan for pilot
- Make final selection decision

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, Key Action I.2.B):

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

Goals (set in Set goals, roles, and monitoring plan, Key Action II.1.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

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

PERSON / ROLE	RESPONSIBILITIES	TRAINING AND SUPPORT NEEDS

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

KEY DECISION	WHO IS RESPONSIBLE FOR MAKING IT?	WHO WILL CONSULT?

Work Plan:

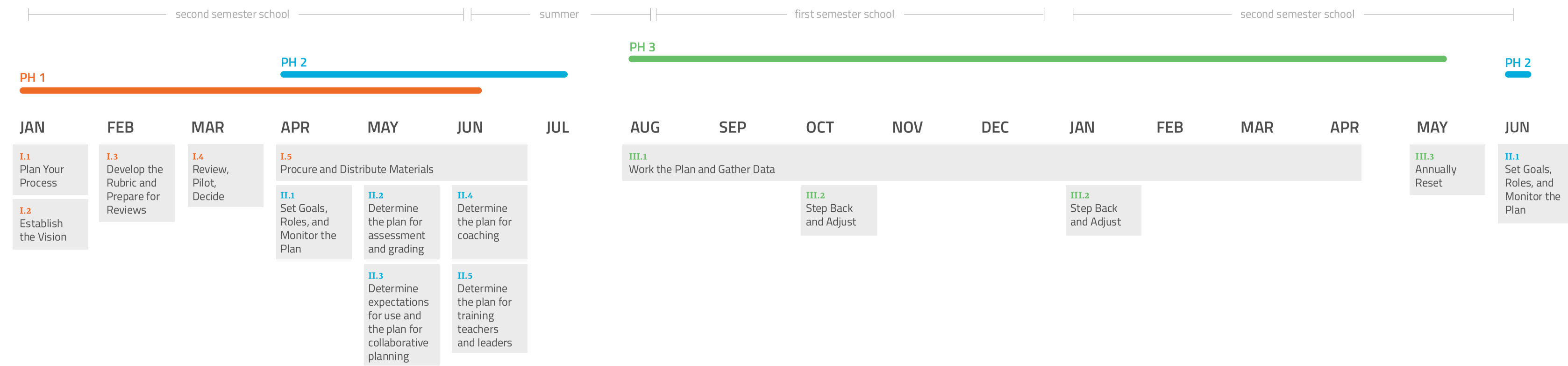
Below are descriptions of some of the terms across the top row.

- **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)

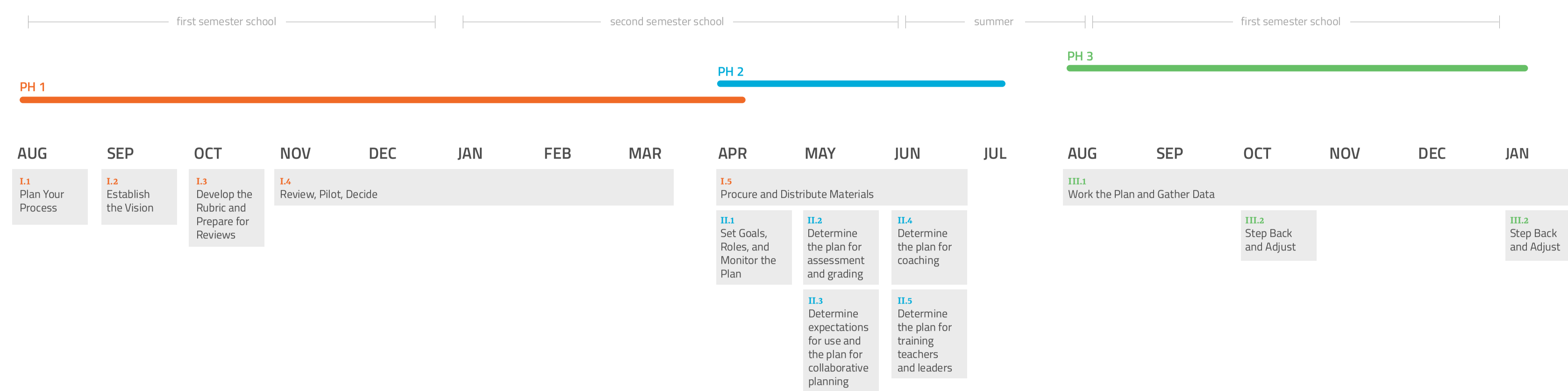
PROJECT	TASK	OWNER	DEADLINE

TIMELINE

Curriculum Implementation Timeline



Curriculum Implementation Timeline (with pilot of new materials)



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.

Many thanks to the Bill & Melinda Gates Foundation for their generous support of this work.

Thank You

FOR USING THE

CURRICULUM SUPPORT GUIDE

WORKBOOK