

CURRICULUM SUPPORT — GUIDE —

W O R K B O O K

Key Action II.5: Determine the Plan for Training

II.5: DETERMINE THE PLAN FOR TRAINING

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.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?

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?

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.

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.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.

Materials Training Options

This resource identifies options for curriculum implementation training as well as the pros and cons for each option.

Option	Pros	Cons
<p>System run (Internal) <i>Train the trainer: a district sends teachers or system leaders to a training and has them train the teachers in the school.</i></p> <p><i>Direct teacher training: a district team member or one teacher leader from a school trains all teachers in the district or a particular grade level.</i></p>	<p>By opting for internal training, there will be a clear understanding of how the curriculum fits in with your system’s vision and context.</p> <p>Internal training sets the stage for ongoing professional development.</p> <p>Internal training will likely be more cost effective, as fewer teachers/leaders will have to be trained, as opposed to a larger group of teachers.</p>	<p>Consistency can be challenging depending on how you organize the training.</p> <p>Sometimes, no one in the system has used the materials before, which requires a large time investment in learning.</p>
<p>Developer <i>Send teachers to a training provided by the developer or a PD provider or have the developer or PD provider come to the district to do on-site training.</i></p>	<p>Developers are very knowledgeable on their resources. They can provide lots of knowledge and suggestions for best practices and effective implementation.</p> <p>By receiving training from a developer, systems are afforded the assurance of a consistent message about how to use the materials.</p>	<p>Developer training may be limited to the design of the materials and may not address specific questions that teachers may have about how to make adjustments for their own classroom.</p> <p>There is an associated cost with sending teams to training or hiring a developer.</p> <p>Sometimes developers have set trainings meant to serve a variety of audiences. These trainings</p>

		are less likely to be specific to your context.
<p>State <i>Send teachers to training by the state department.</i></p>	<p>By opting for state training, teachers will have the opportunity to learn about how this curriculum is meant to be used in order to best prepare students for the state assessment and how the curriculum meets the demand of the state’s standards.</p>	<p>If the individuals delivering the training have not had the opportunity to teach students using this curriculum, there may be some disconnect about the realistic implications of effectively using the materials.</p> <p>State trainings are often created to serve multiple audiences and may not meet the exact needs of your team.</p>
<p>Outside Partner/Vendor <i>Invite a partner with expertise in the materials to lead a training for your teachers or train your trainers.</i></p>	<p>Outside partners and vendors tend to provide trainings customized to meet the needs to your team.</p> <p>Oftentimes outside partners have supported implementation in a variety of locations and environments, which allows them to offer a variety of ideas, suggestions, and supports.</p>	<p>When contracting with an outside partner or vendor, if there is not an established agreement for ongoing training and support, there could be a loss of opportunity for continuous improvement and support with curriculum implementation.</p> <p>Partners often will not have specific context on what your system needs. Systems need to invest time in setting clear expectations with partners to make sure trainings meet the needs of your team.</p>

Common Materials and Vision Training Needs

This resource lists common needs for teacher and leader training. Some systems opt to have teachers and leaders together for these trainings so that they can learn side-by-side through digging into materials. Others opt to offer add-on sessions for leaders around the “leader layer” of giving content-specific feedback on teachers’ implementation.

Training for Teachers and Leaders

Training on Vision: The vision (often as discussed as a walkthrough tool) serves as the foundation for the work. Teachers and leaders need to understand why the vision is important, what it looks like in action, and how the materials help us achieve the vision. When training on vision, it is important to focus on:

- The instructional shifts of the standards
- Training on indicators or actions in the vision and where they show up in curricular materials
- Analyzing a classroom or lesson using the walkthrough tool version of the vision to help people form a shared bar for instruction

Training on Materials: Teachers and leaders need time to dig into the materials and understand how they are structured. Materials training focuses on getting to know the structure and supports, as well as understanding what it looks like to use the materials in daily practice. When training on materials, it is important to focus on:

- Structure and resources in materials
 - The guiding philosophy or instructional priorities of the curriculum, supported by research
 - How the curriculum is organized (over the course of the year, a unit, and a lesson)
 - The curriculum’s scope and sequence, and other information about the pacing of objectives
 - Lesson structure and conventions
 - Anchor Texts and/or mathematical practices for each grade
 - Assessment (end of module or unit, as well as shorter-cycle assessments)
 - Considerations for differentiation and modification, and any curriculum-related changes for intervention services
- Materials in action
 - Observing a model lesson and practicing teaching a lesson
 - Discussing policies related to using and modifying the curriculum, scheduling, assessment, and grading
 - Reviewing supports and practicing lesson preparation

Groups Who Will Need Training

This document contains a list of individuals who should be trained on the curriculum.

SPED teachers and SBLC Facilitators

- SPED teachers and SBLC facilitators work to ensure that students have access to rigorous materials along with the appropriate modifications and accommodations to be successful. By including them in the implementation process, SPED teachers and SBLC facilitators will have adequate knowledge of curricular expectations so that they can make informed decisions about what accommodations and modifications will best meet the needs of the students in order for them to be successful. Many materials have specific supports for students receiving these services.

ELL teachers

- ELL teachers work to ensure that students have access to rigorous materials which will help accelerate learning. Teachers should explore the supports for English Language Learners in their materials.

Paraprofessionals

- Paraprofessionals work alongside teachers each day supporting them in helping students to learn what is being taught. In order to ensure that paraprofessionals are adequately prepared for this task and ensure that they are knowledgeable about the different expectations of the students, they should also be a part of the training process.

Coaches, Leaders, and anyone who evaluates teachers

- In order to effectively and fairly evaluate teachers, coaches, and leaders, evaluators must have strong knowledge of the curriculum and how it looks to implement the curriculum effectively. Without this knowledge, evaluators and teachers may have some misunderstandings or disconnects when it comes to how appropriate curriculum implementation should look in classrooms.

Teachers in subject areas who are not using new materials (as needed)

- For example, if a system is adopting new ELA materials and there is a unit in 8th grade focused on historical texts, Social Studies teachers would benefit from knowing about the materials and working with the ELA teacher on building students' content knowledge across their classes.

Email for External Trainers

This resource is a sample email for any external trainer to provide context around your district's/school's staff, needs, and priorities.

External Trainer –

We are looking forward to our curriculum implementation training next week. This training will provide teachers and leaders with upfront experiences that will deepen their knowledge of how the curriculum works and will set the foundation for strong instruction.

Our priority is to anchor the training in an inspiring vision of expectations for students and effective instructional practice. It is important to elevate the reasons that led our district/school to adopt this curriculum. Teachers and leaders also need time to dig into the materials to understand how they are structured. We would like the training to focus on getting to know the structure and supports as well as understanding what it looks like to use the materials in daily practice. I am attaching our vision of excellent instruction. Please make sure to connect to this in your training and give participants time to see and understand how the materials will help us achieve our vision.

We have opted to have teachers and leaders together for this training so that they can learn side-by-side through digging into the materials.

Prior to the adoption of (insert curriculum) our district/school has been using (a teacher-designed curriculum/a district-developed curriculum/a weakly-aligned published curriculum). The teachers attending the training are (mostly/a mix of) (veteran/novice) teachers with a (comprehensive/limited) understanding of the shifts and standards.

Attached, please find the district/school developed pacing calendar. We would like you to help teachers and leaders understand the progression of knowledge and skills across the year, while digging into the first unit and lesson specifically so that teachers are ready to start the school year.

Training Goals:

- Establish a shared understanding of the district's/school's vision of excellent instruction for students- what it looks like in action, and how the materials help us achieve the vision.
- Experience standards-aligned instruction through participating in a model lesson from the curriculum.

- Understand how the curriculum is structured and how it is aligned to the shifts and state standards.
- Analyze structure and content of the curriculum-embedded assessments.
- Internalize and plan for the first unit and lesson.

I'd like to have a prep call to walk through your materials and discuss any changes needed based on our context. What times work for you in the next few weeks?

Best –
X

Implementation Plan

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

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

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

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

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

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

Stakeholder Group	Communication Channels	Communications Needed

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

Person / Role	Responsibilities	Training and Support Needs

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

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

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

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

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

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

Project	Task	Owner	Deadline

Three Pillars of Teacher Support

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



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

Train

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

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

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

Plan

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

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

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

Coach

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

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

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

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

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

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

Email Communicating Support Plan: Training, Planning, and Coaching

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

Dear Elementary Principals,

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

Training

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

Planning

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

their understanding of the role of planning, teacher learning trajectories, and strategies for supporting continuous improvement.

Coaching

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

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

Thank you,

Director of Curriculum and Instruction

Dear Teachers,

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

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

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

we will practice lesson delivery as part of preparation for instruction and analyze student work to strategically respond to student needs in instruction.

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

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

I look forward to learning with you!

Thank you,

Principal

Training Supports

Objectives

- Share and explain the training supports for teachers

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What training supports are available?

- Two-day training with quarterly follow-up sessions
- Collaborative and independent planning support
- Ongoing coaching and support

3

Two-day training and quarterly follow ups

Within the sessions you will:

- Understand the design of the curriculum and its alignment to the standards
- Learn how to best utilize the materials at the lesson and unit level to provide quality instruction for students
- Learn to implement instructional practices within the curriculum that make it come to life
- Utilize protocols and tools for pacing, collaborative planning, student work analysis, and data analysis from curriculum-embedded assessments

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Collaborative and independent planning

Within these sessions you will:

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

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Ongoing coaching and feedback

Within these sessions you will:

- Improve content-specific instructional practices and strengthen use of the curriculum
- Engage in cycles of inquiry and receive explicit support to implement new practices learned in training
- Receive feedback on lesson implementation based on planning

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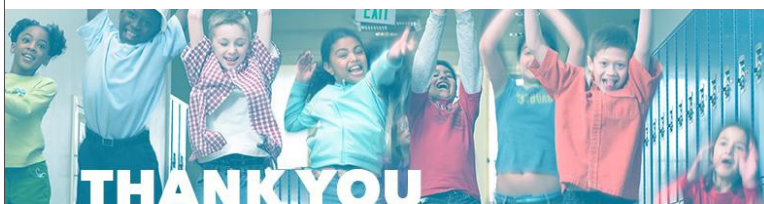
Why these supports?

- Support is continuous
- Ongoing and specific needs will be addressed
- Together, these 3 pillars support effective implementation

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Questions?

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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

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— **GUIDE** —

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