CURRICULUM SUPPORT GUIDE

WORKBOOK

Key Action III.1: Work the Plan and Gather Data

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 Key Actions II.3–II.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 **Step II.3.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 and adjust the plan**.

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

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

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

Project Planning Check-In Agenda

This check-in agenda can be used for regular but brief meetings of the implementation team to assess progress on the implementation plan and progress towards goals, with opportunities to synthesize learnings and adjust the plan.

Meeting Pre-Work

Implementation Leader completes the Goals Dashboard below and sends it to the team for review. Team members also update a document sharing project updates using the table below.

Goal Dashboard: *Copy the Goals and Measures and Frequency from the Implementation Plan, then fill in Current and Gap to Goal for each.*

Goal Area	Goal(s)	Measures and Frequency	Current	Gap to Goal
Teacher and Student Investment				
Teacher Practice				
Student Outcomes				

Project Updates: *Copy the projects and owners into the chart and send this to the team for updates.*

Project	Owner	Updates	Upcoming deadlines or next steps	Questions or flags for discussion

Useful links for the meeting:

- Link to instructional vision (Key Action I.2)
- Link to completed Implementation Plan

Meeting Agenda (1 hour)

Timing	Topic	Components
5 minutes	Opening	• Each person shares a moment or memory from the work that stands out to them since the last meeting
15 minutes	Overall Project Updates	• Review the team's written project updates • Discuss any questions or next steps • Review: What are the key deadlines? Are we on track?

10 minutes	Progress-to-Goal Review	• Look at the completed goals dashboard together and discuss progress made
		    ○ Where were areas of strength? What were the drivers?
		    ○ Where were challenge areas? What were the drivers?
		    ○ What lessons have been learned?
		    ○ What can we celebrate and share?
		    ○ What can we refine and adjust?

15 minutes	Project Plan Discussion & Revision Time	• Based on the project and goal discussion, do any plans need to be updated? If so, go into the Implementation Plan now and change them. Some areas for consideration:
		    ○ What, if anything, is pulling focus?
		    ○ What needs to change to accomplish our work and goals?

10 minutes	Open Questions and Key Decisions	• Make space for open questions about the plans, answered by project owners • Make space for decision-makers (named in the Implementation Plan) to make final calls • Discuss: What is the next set of work coming up, and what do we want to observe and listen for before our next meeting?
5 minutes	Next Steps & Closing	• Review next steps for each person that came out of the meeting • Set a date to check in as a team to make sure the plan is on track • Share the date of the next meeting

Observing Implementation

This resource is a list of the key interactions that early implementers benefitted from observing in order to understand how things were going. Some early implementers created shared documents to pool observations and impressions.

Key Interactions

- Unit internalization meetings
- Lesson internalization meetings
- Common planning meetings
- Department meetings
- Teacher and Leader training
- Coaching meetings (pre and post observation)
- Classroom observations
- Student work analysis
- Internal and external PD related to instruction
- Teacher conversations and focus groups
- Student conversations and focus groups

Look-fors in Train, Plan, Coach
**All look-fors will not show up in every single planning, coaching, or training observation. They are meant to guide observations and provide a lens to help you consider where to adjust.*

Across all work:

- What are the key messages people hear about the materials?
- Do people have a clear understanding of how the materials link to the vision for excellent instruction and goals?
- Do all educators have clarity on their roles and responsibilities for utilizing the materials? (including lesson adaptations, incorporating materials into coaching, etc.)
- Do all educators have the skills and knowledge they need to utilize the materials effectively?
- Are leaders championing the materials?

In Individual and/or Collaborative Planning (Key Action II.3):

- Are teachers doing the work of the lesson? (reading the text, working math problems)
- Do teachers have a vision for what student work (written, oral) should look like?
- Do teachers know the common misconceptions in student work?

- What are teachers looking for when they analyze student work? What are they doing with this information?
- Do teachers have an understanding of the core understandings of the unit?
- Are teachers making strong adaptations to lessons to support student learning without diluting the rigor of the assignment?
- Is there a positive culture in professional learning communities?
- Does the leader of the professional learning community effectively guide conversation and plan for meetings? Does learning have a clear goal?

In Coaching (Key Action II.4):

- Do coaches review lessons in the curriculum before observations? Do they use the curriculum during observations?
- Are coaches linking planning to teaching practice? (i.e. are they coaching on lesson internalization and planning with teachers when necessary?
- Are coaches giving content-specific feedback in the context of the curriculum?
- Is coaching focused on a small set of indicators in teacher practice aligned to your vision and walkthrough tool?
- Are teachers improving on the indicators identified?

In Training (Key Action II.5):

- Is the training content and curriculum specific?
- Are the training goals aligned to a larger scope and sequence for training? Are they aligned to the goals for implementation and vision of excellent instruction?
- Does the training reflect the key tenets of good adult learning?
- Are teachers and leaders gaining knowledge and skill from training? How do you know?
- Do teachers and leaders have clarity on how training should translate to practice?
- Does the leader of the training have a deep understanding of the materials? Do they promote a positive culture in the training?

Implementation Observation Log

This resource has four tabs for organizing notes on implementation observation:
Tab 1: Log notes from classroom observations
Tab 2: Log notes from meeting observations
Tab 3: Log survey results and feedback
Tab 4: Log informal notes from conversations

Date	Teacher Name	Leader Name	<Insert Implementation Look-for>	Evidence/Notes	<Insert Implementation Look-for>	Evidence/Notes	<Insert Implementation Look-for>	Evidence/Notes

Date	What did you observe? (common planning, coaching, training, etc)	Teacher(s) Name(s)	Leader Name	Notes from Observation

Date	Teacher Name	<Insert Survey Question>	<Insert Survey Question>	<Insert Survey Question>	<Insert Survey Question>	<Insert Survey Question>

Date	Teacher Name	Leader Name	Notes from Conversation

About Us

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

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Thank You

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