CURRICULUM SUPPORT GUIDE

WORKBOOK

Key Action II.4: Determine the Plan for Coaching

II.4: DETERMINE THE PLAN FOR COACHING

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?

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

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.

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?**

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)?**

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.

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?

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?

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.

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.

Teacher Survey on Coaching

This resource includes sample survey questions for teachers to share their experience with coaching.

Below are sample domains and questions to include on teacher surveys about coaching. It is recommended to use a Likert scale for survey responses. The format of a typical five-level Likert scale could be:
1. Stronglydisagree
2. Disagree
3. Neither agree nordisagree
4. Agree
5. Stronglyagree

In addition to the questions below, many systems have standing structures around surveys. You can look at your past surveys and make tweaks or flag specific questions that you can use to glean this information. There are also further resources in the [TNTP Teacher Talent Toolbox](TNTP, 2018). TNTP and other non-profit organizations also offer extended support in surveying and analysis.

Planning
- Instructional leaders at my school effectively assist me in analyzingstudent work and performancedata.
- My instructional leaders are available to support me with instructional planning.
- I receive quality support throughout the instructional planningprocess.
- My instructional plans are consistently reviewed and feedback is given ina timelymanner.
- I receive meaningful feedback on my instructionplans.

Observation and Feedback
- I am observed frequently and receive feedback on a consistentbasis.
- The feedback I receive from leaders at my school helps positively impact studentachievement.
- I participate in development meetings and sessions that deepen mycontent knowledge or develop new skills that I can immediately apply in my classroom.
- My instructional coach responds to my requests for assistance in a timely manner.
- I practice classroom management techniques and lesson execution withother teachers and leaders at myschool.
- My coach provides me with exemplar videos or live models to demonstrate effective teachingmethods.
- My coach seeks out resources to help meet my needs.

- I regularly discuss feedback about my teaching with an instructional leaderat myschool.
- My instructional coach effectively assists me with strategies to better engage my students in their ownlearning.
- After observations, I receive feedback and action steps aligned to my development.
- After observations, I receive support on how to implement anyfeedback and/or actionsteps.
- An instructional leader follows up to ensure I am implementing feedbackand action steps.
- My instructional leader is an effectivelistener.
- My instructional leader effectively engages team members and other faculty in reflecting upon their professionalpractices.
- I am satisfied with the overall development that my coach hasprovided.
- Instructional leaders at my school are effective in helping positively impact studentachievement.

Open-Ended Questions
- Do you have any additional feedback toshare?
- What elements of your coaching and development have been mosthelpful?
- What do you want most out of your coaching anddevelopment?
- What additional support would you like from yourcoach?

Curriculum Walkthrough Tools

This document is a compilation of curriculum-specific walkthrough tools for commonly used high-quality materials.

Content	Curriculum	
Math	Zearn	This classroom walkthrough guide from Zearn can be used in Kindergarten classrooms (Zearn, 2017). This classroom walkthrough guide from Zearn can be used in grades 1-5 classrooms (Zearn, 2017). This Zearn classroom walkthrough guide from the Louisiana Department of Education can be used in classrooms of all grade levels (Louisiana Department of Education, 2017).
Math	Springboard	This Springboard classroom walkthrough guide from the Louisiana Department of Education can be used in classrooms of all grade levels (Louisiana Department of Education, 2017).
Math	Eureka/Engage NY	This Eureka classroom walkthrough guide from the Louisiana Department of Education can be used in classrooms of all grade levels (Louisiana Department of Education, 2017). This document is a coaching protocol from Engage NY that can be used after conducting an observation in a classroom that is implementing the Eureka Curriculum (Engage NY).
Math	Agile Minds	This Agile Minds classroom walkthrough guide from the Louisiana Department of Education can be used in classrooms of all grade levels (Louisiana Department of Education, 2017).
Math	Illustrative Math	This Illustrative Math classroom walkthrough guide from the Louisiana Department of Education can be used in classrooms of all grade levels (Louisiana Department of Education, 2017).

Math	Ready Math	This Ready Math classroom [walkthrough guide](#)from the Louisiana Department of Education can be used in classrooms of all grade levels (Louisiana Department of Education, 2017).
ELA	Springboard	This classroom [walkthrough guide](#)from Springboard can be used in classrooms for all grade levels (College Board, 2011).
ELA	CKLA	[This document](#)is comprised of many different resources that are helpful with CKLA implementation (Core Knowledge Foundation, 2018). Page 6 of this document features effective teaching practices that can be used as a focus for walkthroughs. [This is an additional document](#)that can be used as a focal tool for walkthroughs and observations. See pages 23-27 (Amplify, 2015).

Coaching Model Overview

This resource is a high-level overview of a sample coaching model and process. This model could be used with formal instructional coaches or a teacher leader coaching structure. Whether formal coaching or teacher leader coaching is used, this model requires content expertise and a strong understanding of the materials from the person supporting the teacher.

Instructional Coaching Model

This instructional coaching model is an example of how instructional coaching cycles can be structured and executed at the school level. While some of these pieces might require adjustments depending on if you have full-time instructional coaches or teacher leader coaches, the general framework would still work.

Prerequisites for Instructional Coaching

- Expertise in the specific content
- Strong understanding of instructional materials being used
- When applicable, read the texts and completed summative task in full prior to coaching cycle

An instructional coach model includes:

1. Pre-meeting with the teacher
   a. Have teacher articulate what they think you may see in observation
   b. Have teacher frame that lesson's learning objective
   c. Get a sense of what the teacher thinks are his/her areas for growth
   d. Co-plan the lesson that will be observed
2. Observation of instruction that was discussed in the pre-meeting
   a. Have instructional materials (i.e. lesson plans, intellectual preparation, curriculum, etc.) easily accessible when observing
   b. Take low-inference notes
   c. Observe using a shared walkthrough tool aligned to the content vision
   d. Determine potential area for focus/suggested goals/key lever
3. Reflection & goal setting meeting
   a. Provide precise praise
   b. Probe and ask questions
   c. Set goals
   d. Identify bite-sized key lever
   e. Plan for an upcoming lesson (focusing on the key lever) using the materials
   f. Practice the area that the teacher wants to change
4. Observation of instruction
   a. Have instructional materials (i.e. lesson plans, intellectual preparation, curriculum, etc.) easily accessible when observing
   b. Take low-inference notes

      c. Observe using a shared walkthrough tool aligned to the content vision

      d. Look for evidence toward the established teacher-specific goal

      e. Identify key lever for upcoming feedback conversation

5. Reflection/feedback conversation

      a. Provide precise praise

      b. Probe and ask questions

      c. Measure progress towards goals

      d. Identify bite-sized key lever (only if initial key lever was effectively implemented)

      e. Practice

      f. Next steps

6. Repeat

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

Aligning Evaluation and Curriculum

This resource describes different options for addressing the potential tension that could arise between a required evaluation tool and the content-specific and/or curriculum-specific walkthrough tool you have adopted or constructed through your vision setting process.

Guiding Questions
Before digging into the possible options below, consider the following:
1. What role does your evaluation tool currently play in your school/system?
2. What kinds of restraints do you have on making adjustments to the current evaluation tool or system?

Options	Considerations
Option 1: Use your evaluation tool only for evaluation and use the content-specific walkthrough tool for coaching purposes.	• If you're in a context where you have a required and significant framework that is tied to high-stakes decisions (i.e. compensation), this option is likely not for you because teachers could perceive the use of multiple tools as unfair. • This option requires the fewest adjustments but does require thoughtful and thorough training and communication. • School leaders and coaches need training on how to use both tools effectively and how to communicate the relationship (or non-relationship) between them. • Communication is key so that school leaders and coaches understand what tool to use for what purpose. • Teachers need to know very clearly how they will be evaluated and how they will be coached and why the approach is different. • Consider having the content-specific walkthrough tool only include "yes/no" rather than a scale to underscore that the content-specific walkthrough tool is not the evaluation tool.
Option 2: Choose to move away from your previous evaluation	• If you're in a context where you have a required and significant framework that is tied to high-stakes decisions (i.e. compensation),

tool and only use your content-specific walkthrough tool for both coaching and evaluation.	consider this option carefully. Moving away from the agreed upon evaluation tool could be cumbersome and have unintended consequences in other areas. • This option simplifies the evaluation and coaching conversation because you would just be using one tool for both. • This option ensures that feedback and evaluation are both directly tied to the vision you set for high-quality instruction. • This kind of shift requires thoughtful communication to all necessary stakeholders (teachers, school leaders, coaches, etc.) to ensure everyone knows and is trained on the new tool.
Option 3: Combine your evaluation tool with your content-specific walkthrough tool (see example below).	• This option allows you to keep your current evaluation tool while ensuring that teachers are still receiving content-specific feedback that aligns with your vision and the curriculum you are using. • This could be a good option if school leaders and teachers are deeply familiar with your current evaluation tool. • This option could potentially be confusing for teachers and leaders because it's doubling the set of shared vocabulary for how you talk about teaching. • This is a time-intensive undertaking, so if choosing this option, plan accordingly.
Option 4: Narrow your focus in your evaluation tool and combine that specific focus area with your content-specific walkthrough tool (see example below).	• This option might be an easier transition if time is a factor. • The manageability of narrowing your coaching and evaluation focus might be appealing. • Narrowing your focus could potentially limit your ability to differentiate support for stronger teachers.

Below is an example of how you could approach combining your evaluation tool and your content-specific or curriculum-specific walkthrough tool. This example takes one sub-domain from the Danielson Framework for Teaching evaluation rubric and combines with specific indicators from the ELA Instructional Practice Guide. The Danielson components are in grey and the Instructional Practice Guide components are in blue italics.

Danielson 3b- Using Questioning and Discussion Techniques
- **Quality of questions**
  - *Core Action 2A: Questions and tasks address the text by attending to its particular qualitative features: its meaning/purpose and/or, language, structure(s) or knowledge demands.*
  - *Core Action 2B: Questions and tasks require students to use evidence from the text to demonstrate understanding and to support their ideas about the text. These ideas are expressed through both written and oral responses.*
  - *Core Action 2C: Questions and tasks attend to the words (academic vocabulary), phrases, and sentences within the text.*
  - *Core Action 2D: Questions and tasks are sequenced to build knowledge by guiding students to delve deeper into the text and graphics.*
  - *Core Action 3A: The teacher poses questions and tasks for students to do the majority of the work: speaking/listening, reading, and/or writing. Students do the majority of the work of the lesson.*
- **Discussion techniques**
  - *Core Action 3D: The teacher creates the conditions for student conversations, where students are encouraged to talk about each other's thinking. Students talk and ask questions about each other's thinking, in order to obtain clarity or improve their understanding.*
- *Student participation*
  - *Student Mastery: Students exhibit a strong grasp of the content of the lesson.*

Coach Curriculum Training

This resource is an overview of how to support and train coaches in utilizing the curriculum in their coaching process. This is not an exhaustive list for coach training, but rather a list of focused recommendations for building coaches' skill set in using the curriculum.

Curriculum Study:
For all subjects and grades that the coach supports, the coach should complete a curriculum study to deepen his/her understanding of the materials. This can be done side-by-side with teachers, depending on your training model. Coaches should learn:

- **Scope and Sequence**: Coaches should have knowledge of the grade level standards and how the standards progress in the curriculum throughout the year in all content areas and grades that they support.
- **Unit Plan and Assessment:** Coaches should have knowledge of the standards covered in the current unit, as well as the rigor and question types that will be assessed at the end of the unit in the materials.
- **Understanding of Expectations for Use, Planning, and Pacing:** Coaches should be experts on the school's decisions around how teachers will use and adjust the materials. Coaches should be ready to answer teacher questions on these topics. For the lesson plan specifically, coaches should understand how the lesson plan is structured and how it covers key knowledge and skills.

Using Materials in Coaching:
Materials become a critical tool in coaching and supporting teachers. In addition to understanding the materials deeply, coaches also need to know how to utilize the materials in their coaching practice.

- **Co-planning and internalization:** Coaches should learn about how to effectively co-plan and support lesson internalization using the materials. Materials can often serve as a master text for teacher content knowledge.
- **Observe and give content and curriculum-specific feedback:** Coaches should learn how to observe a lesson using the materials for support. After an observation, coaches should give feedback on teaching practice that is in the context of the teachers' use of the materials.
- **Analyzing data:** Coaches need to understand the key pieces of data that teachers gather through the materials and how to support making instructional adjustments.

Coaching Support

This resource includes ideas and resources for leveraging materials as part of coaching practice.

During the Observation:
- Have the actual lesson plan and materials in hand or pulled up to see if any modifications are missing or to target if a breakdown is happening with the materials.
- Type notes directly into the observation note-taking template. Include a teacher script in the moment so that you can identify trends, glows, grows, quick hits, and questions after the observation.
- Consider taking video to have footage for the observation/feedback meeting, or to utilize during potential professional development sessions.
- Walk around to monitor and take notes on student work.
- Capture detailed notes on both teacher and student actions, as well as overall environment and lesson execution.

After the Observation:
- Leave quick written feedback or send a short email to acknowledge strengths, as well as any quick hits. Make this curriculum-specific where needed.
- Prepare for your observation/feedback meeting by identifying the highest leverage skill/action step the teacher should work on to quickly impact student achievement. Action steps should be aligned to the walkthrough tool and should build throughout the year to paint a clear picture of the teacher's overall development. Action steps should also include steps for how the teacher will reach mastery. When considering action steps, think about how the teacher is utilizing the materials as a lever for development.
- Plan the observation/feedback meeting, including how to show the exemplar and the gap, how to practice, and any necessary follow-up. Plan to show the exemplar and gap in the context of the materials.
- Execute the observation/feedback meeting with the teacher.

Support and Feedback for Coaches:
- Create a system for the instructional team to co-observe regularly to norm on strengths, weaknesses, and action steps. These walks can be focused on curriculum use and/or specific content practices outlined in the walkthrough tool.
- Create shared templates/trackers for observation notes, action steps, and meeting notes. These can be used to see if teachers are improving in their use of materials.
- Spend time in team meetings or one-on-one meetings analyzing and providing feedback on actions steps.

- Instructional coaches should regularly study the materials and learn about them together.
- Instructional coaches model lessons for teachers.
- Instructional coaches should regularly video observation/feedback meetings to receive feedback and to build a video library for coaching professional development.
- Instructional coaches can also be observed during observation/feedback meetings to receive feedback.

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

2

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

4

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

5

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

6

Why these supports?

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

7

Questions?

8

INSTRUCTION PARTNERS

THANK YOU

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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.

Thank You

FOR USING THE

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