CURRICULUM
SUPPORT
GUIDE

WORKBOOK

Key Action II.3: Determine Expectations

II.3: DETERMINE EXPECTATIONS

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 II.3-II.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)?

iii. 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?

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?

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

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.

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.

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?

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

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.*

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 an 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?

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?

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.

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.

Curriculum Study

This resource provides guidance for preparation, an agenda, and prep email for studying the curriculum to better understand the design and make informed decisions about implementation. By studying the curriculum, the team will be better enabled to plan for the type of support that teachers and leaders need. This step sets up many of the planning meetings that the team will have in Phase II.

Meeting Goals

Similar to the assessment study conducted, the overall goal for this meeting is to develop an initial understanding of the design of the curriculum to inform key implementation decisions made in later steps. Participants should walk away with a deeper understanding of how the curriculum is intended to be used and the potential implications on implementation; the goal is not to answer every implementation question at this stage.

Considerations for Action:
What are the systems and structures for teacher and leader support?
What will teachers need to understand about the materials?
What will leaders need to understand about the materials?

Preparing for the Meeting

Key Planning Questions	Approaches
Who should facilitate the meeting?	This meeting should be facilitated by the Implementation Support Team Leader and/or a senior instructional leader from within the system (i.e. CAO, director of content area, etc.)
Who should participate in the process?	Participants should include: ▪ Members of the Implementation Support Team ▪ Teacher representatives and/or teacher leaders
How much time is needed?	It is recommended that this meeting be structured for a full day of engagement (7-8 hours). Alternatively, there are two ways to structure this: ▪ You can assign different team members to study specific aspects of the curriculum, like pacing or structure. This could lessen the time needed to accomplish the study, but it means that not everyone will have experienced or studied each aspect of the materials. ▪ You can break this up into multiple meetings where you

	study only one aspect of the curriculum at a time (i.e., instructional minutes required, pacing, etc.). It is important to note that if you take this approach, you want to study all aspects of the curriculum before making decisions because many of the decisions you will make are interrelated and have implications for one another.

What will we study?	It can be helpful for all participants to study one specific grade level to better understand the curriculum design. It might also make sense to continue to study the same grade(s) the team selected for the assessment study. In order to do this, there are a few considerations:
	
	▪ Do all grade levels within the curriculum follow the same structure?
	   ▪ If so, you can choose a specific grade level and use that grade level to guide this process.
	   ▪ If not, you will need to go through this process multiple times for each approach that is taken within the curriculum. This occurs most frequently in curricula that differentiate their approach for different grade bands (i.e. K-2 is different from 3-5 or K-5 is different from 6-8). In this case, you will want to take a grade band approach where you study a specific grade within each grade band.
	
	Note: Some of the questions outlined in the curriculum study agenda may have been considered as part of the selection process. You may want to refer back to earlier work completed to support this part of the process.

How do we leverage the developer and/or curriculum designer?	Developers and curriculum providers frequently have resources and/or trainers on hand who can help to answer design related questions. It may be useful to speak to the provider prior to this meeting as some of your questions may be more easily answered. Even if you are provided an answer to a key design question, it is still important for participants to understand how the design shows up in the materials. For example, if the developer says that each lesson is 45 minutes in length, participants should still review the time required and consider your specific context to determine if adjustments may need to be made.
Pre-Meeting Email to Participants	

Dear Implementation Support Team:

We are excited to continue our implementation planning for the new curriculum! We know that our careful planning and preparation for implementation will result in a strong curriculum roll-out that invests teachers and leaders in the materials, and sets teachers up to use the materials effectively in support of students. This email includes important information about our upcoming meeting.

Meeting Logistics
- Date: Tuesday, March 21st
- Time: 8am - 4pm
- Lunch will be provided
- Location: District Office, Room 18

Meeting Purpose
Our next step as a team is to engage in a rigorous and thorough study of the materials to build deep understanding of the curriculum and identify the implications for implementation. Specifically, we will:
- Study the 4th grade materials to understand the scope of the year as well as individual lesson structures
- Begin to identify the implications for implementation, including instructional minutes, pacing, lesson and unit planning, and teacher and leader training

There is no pre-work for this meeting. However, it may be helpful to review the notes from the Review Committee's evaluation of the curriculum and the EdReport for 4th grade to inform our work.

We look forward to seeing you on March 21st!

Ms. Hall

Meeting Agenda

Time	Section	Description
5 mins	Opening	- Introductions - Norms - Goals
90 mins	Curriculum Structure & Instructional	Explore the curriculum, including any yearlong scope and sequences, unit or module overviews, or other supporting materials. Answer the following questions:

	Minutes	*Curriculum Structure*
		- How are the standards integrated and/or used within the curriculum? - How are the units or materials structured and organized? Is there a consistent organization to units? To lessons? - How do units and lessons connect to one another? Is there cohesion from one unit to the next? If so, what are the implications for unit sequencing? *Instructional Minutes* - What are the requirements for instructional minutes to implement this curriculum? - Are there multiple components that require a time allocation? - How much time does each lesson take to implement? How much time is required for assessment? Based on your inquiry, determine the considerations for action for your system: - What do teachers and leaders need to understand about how the curriculum is designed? - How do we train and/or support teachers and leaders to develop their understanding of the curriculum structure? - Do the curriculum time requirements match our current time allocations for instruction? - What adjustments may be needed to our instructional minutes based on the materials?
90 mins	Pacing	Explore the curriculum, including any yearlong scope and sequences, unit or module overviews, or other supporting materials. Answer the following questions: - What are the pacing considerations within the curriculum? - How many lessons are there in the curriculum? - How many lessons are expected to be taught each day? - Is there any flexibility within the lesson pacing or sequences? Are there lessons that can omitted?

		▪ What guidance does the curriculum provide on pacing?
		
		Based on your inquiry, determine the considerations for action for your system:
		    ▪ How do we align the pacing considerations within the curriculum to our pacing context?
		    ▪ What types of pacing tools might teachers and leaders need to support effective pacing of the materials?

120 mins	Use Guidance & Planning	Explore the curriculum, including any yearlong scope and sequences, unit or module overviews, or other supporting materials. Answer the following questions:
		    ▪ What components of the curriculum are considered essential to effective implementation?
		        ▪ What are the "must-dos" within the curriculum?
		    ▪ How do the materials connect to existing instructional practices and/or initiatives?
		        ▪ Will we be able to continue existing practices (i.e., thinking maps, student engagement structures, etc.)?
		        ▪ Are there practices within the materials that support existing instructional practices?
		        ▪ Are there places where the curriculum is in conflict with existing instructional practices?
		    ▪ What decisions will teachers need to make within a unit? Within individual lessons?
		    ▪ What aspects of the curriculum should be used in a consistent way across classrooms?
		    ▪ What guidance does the curriculum developer offer about planning routines and customizations?
		    ▪ How do our current practices for instructional planning align to the curriculum? Will we be able to continue existing practices? What changes might we need to make?
		
		Based on your inquiry, determine the considerations for action for your system:
		    ▪ What training will teachers and leaders need to

		understand how to best utilize the materials? ▪ What training will teachers and leaders need to plan for instruction effectively with the materials? ▪ What are the implications for how teachers are trained? Should it be grade specific? Different groupings?
60 mins	Coaching	Explore the curriculum, including any yearlong scope and sequences, unit or module overviews, or other supporting materials. Answer the following questions: ▪ What about the design of the curriculum matches our coaching and/or evaluation framework? ▪ What about the design of this curriculum does not match our coaching and/or evaluation framework? ▪ Are there recommendations for what to look for in observations within the materials? ▪ Are there any observation and/or coaching tools embedded into the materials? Based on your inquiry, determine the considerations for action for your system: ▪ What considerations might need to be made to the coaching and/or evaluation approach given the curriculum? ▪ What training will coaches and/or evaluators need when observing this curriculum?
10 mins	Closing	▪ Connecting to the goals of the process ▪ Where we're headed with the remainder of this step

Scheduling Considerations

This resource provides examples, with embedded guidance, on how to think about scheduling classes and lessons so that teachers have the time they need to meet the goals of the curriculum. There are different implications for different materials. These suggestions outline guidance and considerations across materials, but decisions should be made with the specific curriculum in mind.

Common Scenarios
- The instructional block is **too short**. For example, the curriculum is designed for 90-minute lessons and the instructional block is only 60 minutes. In this scenario, districts have these options:
    - Teach part of the lesson one day, and finish it the next day. With this option, educators will have to make strategic decisions about where to segment the lesson so that there is 1) some kind of closure on the first day and 2) on the following day, an opportunity to review and connect to the previous day's learning.
        - Upside: Schools' schedules and instructional blocks don't have to change.
        - Downside: Some curricula don't lend themselves to spliced content, and lessons cut in the middle can feel disjointed. Students may be asked to learn a concept one day, but won't be able to apply it until the next day, which may hinder learning.
    - Lengthen the instructional block.
        - Upside: Students and teachers will have the time they need to experience lessons the way they were designed.
        - Downside: Changing schedules can be cumbersome, and there may be a domino effect. Changes to the instructional block in one subject may affect timing for other subjects, as well as important school structures like lunch, recess, or related arts.
- The instructional block is **too long**. For example, the curriculum is designed for 60-minute lessons and the instructional block is 90 minutes. In this scenario, districts have these options:
    - Teach multiple lessons or lesson parts in a single day. With this option, educators will have to make strategic decisions about how to combine multiple lessons, providing an opportunity to adequately close one lesson before introducing another. Educators will also have to decide how to best assign homework if multiple lessons are taught in one day.
        - Upside: Schools' schedules and instructional blocks don't have to change.
        - Downside: Figuring out how to best combine lessons requires deep knowledge of the curriculum, because it will likely involve cutting parts of one or both lessons. Rarely will two lessons fit neatly into one instructional block. When trimming content,

educators will have to know how to consolidate material without losing key concepts and practice opportunities or diluting rigor.

- Shorten the instructional block.
    - Upside: Students and teachers will have the time they need to experience lessons the way they were designed.
    - Downside: Changing schedules can be cumbersome, and there may be a domino effect. Changes to the instructional block in one subject may affect timing for other subjects, as well as important school structures like lunch, recess, or related arts.

Considerations for combining or splitting lessons:
- Check to see if the developer has guidance on pacing.
- Think back to your curriculum study and the pacing guidance and use guidance that your team created. You can use the same guiding principles to make decisions about how to combine or split lessons based on the scheduling you land on. These decisions should all be aligned and work together to support implementation with integrity.
- Consider the key ideas and build of the unit and lesson to figure out how to utilize your block. Sometimes old structures around centers and intervention can be used for extension work and independent practice, giving additional space for Tier I instruction.

The examples below illustrate how some districts responded to scheduling challenges.

Example 1: High School Math
The district adopted a new math curriculum with lessons designed for 45 minutes. Each lesson is designed to follow one of four lesson structures. For example, some lessons follow a traditional sequence where the teacher models problems and then students practice, while others take the shape of a Socratic seminar.

The district currently has 90-minute math blocks. District educators decided to have teachers teach two lessons in each block. Some educators worried that students would get burned out if they were asked to do the same thing for 90 minutes. The district convened a group of educators from each grade level to look at the lesson sequence and determine if there were any days when students would be asked to repeat the same lesson structure for consecutive lessons (i.e., participate in two back-to-back Socratic seminars). In the handful of instances when this happened, the team of educators proposed alternatives for how teachers could cover the same content presented in the curriculum, but employ alternative teaching methods to help keep students engaged.

The district also provided teachers with guidance on how to assign homework when two lessons were taught in a day and how to provide appropriate closure to the first

lesson before beginning the second lesson. Closure strategies included having students move places or change seating arrangements to signal a start to a new lesson, as well as having students predict what the next lesson could be and how it would connect to the lesson they just studied.

Example 2: Middle School Math
The district adopted a new math curriculum with lessons designed for 45 minutes. The district currently has 75-minute math blocks. At first, the district decided to keep the 75-minute block and ask teachers to teach two lessons, cutting down parts of the lessons if needed to make them fit in the shorter time frame. Teachers expressed lots of concern about this proposal – they worried about not being able to get through lessons and compromising the rigor of content to accommodate the schedule. Instead, the teachers proposed switching to 60-minute math lessons. Teachers would teach one full lesson in the 60 minutes and use the remaining time for small group instruction. Students not working with the teacher in the small group could work on homework.

Changing the math block from 75 to 60 minutes had a potential impact on other subject areas. The district considered two alternatives. The first was to make all four academic subject blocks 60 minutes (ELA, math, science, social studies) and use the extra 15 minutes from each class to create a new 60-minute homeroom where students could work on homework and teachers could work with small groups. The second choice was for the other subjects to keep their 75 minutes and for the math teacher to do 15 minutes of additional instruction in a non-math subject that the district thought was important, like test-taking strategies or study skills. To choose, the district asked all middle school teachers to vote.

Example 3: Elementary ELA
The district adopted a new ELA curriculum with lessons designed for 90 minutes. The first 30 minutes of instruction focused on foundational skills and the remaining 60 minutes was devoted to reading and writing about texts. The 30-minute foundational skill lesson needed to come first because the subsequent reading lesson provided opportunities for students to apply foundational skills in context.

Educators in the district decided that ideally the 90-minute block would be uninterrupted, but at a minimum the final 60 minutes needed to be continuous because it was critical for students to connect the reading and writing activities.

School leaders identified a few classrooms whose current schedules did not accommodate either 90 or 60 uninterrupted minutes. Accordingly, leaders adjusted their related arts and lunch/recess schedules. For example, 2nd grade originally had an hour of class time in the morning, an hour-long related arts class, and then 45 minutes in class before lunch. Leaders changed the schedule so that 2nd grade could have the first related arts block, and in turn, enough time before lunch to fit in their

ELA lessons. 4th grade was also given a later lunch time so they could fit the 30-minute foundational skill block in before their related arts class, leaving enough time for the 60-minute reading and writing lesson before they went to lunch.

School leaders also worked with special education teachers to ensure that all students experienced core instruction and no students were pulled out during the new ELA schedule.

Pacing Guidance

This resource provides considerations and guidance for setting pacing across the school year. The underlying consideration is figuring out how shared the expectations will be (i.e. which groups are expected to be on the same schedule).

Pacing Options	Considerations
Follow pacing exactly as written in the materials, at the lesson level	Following the same daily schedule can make planning together easier, but it can also feel limiting to teachers. Even if you opt to follow shared daily pacing, think carefully about how you set the timeline. Both the developer and other districts that have used these materials will have good lived experience on the best places to consolidate within a given grade if you need to make room.
No pacing guidance, full autonomy	Full autonomy allows teachers maximum flexibility for adjusting lessons. However, many early implementers found challenges with full autonomy. It made common planning difficult for teachers since they were in different parts of the curriculum and often led to stress or frustration when there was a set system-level testing calendar. Some classrooms ended up speeding through the materials while others ended up spending an entire semester on a unit. This can be challenging to navigate and requires individualized support on pacing decisions.
Pacing at the unit level	Most early implementers opted to set common pacing expectations one level up from the lesson (at the phase/unit/section level). This option allows for teacher autonomy on a daily level but keeps teams on the general same schedule which enables common planning and makes aligning assessment calendars easier.
A unit-by-unit strategy	Some curricula offer options for selecting units. Determine how many units teachers will need to complete in a year to cover the breadth and depth of the standards. Careful consideration will need to be given to how knowledge is built across units and whether that will require a particular sequence of instruction.

	Particularly when piloting, selecting a few units where everyone starts and ends the unit at the same time can be a great way to introduce team members to the materials.

Examples:

- **Shared expectations at the lesson level, with suggestions for consolidating lessons if teachers fall off pace:** *"Keep in mind that Grade 4 is comprised of 153 daily lessons. The remaining 27 instructional days are devoted to the 12 assessments. Assessments are typically allotted half a day to administer the assessment, half a day to return and review the assessment, and one day for remediation or enrichment. The embedded 10 remediation/enrichment days are intended to provide some built-in flexibility for teachers. However, in the event that even more flexibility is needed, these suggestions for consolidation or omissions will free up additional days. These suggestions should not be viewed as a mandate to omit or consolidate lessons, but as guidance for how to do so wisely when the need arises."*
- **Pacing at the unit level:** *"A group of coaches, teachers, and administrators worked to determine pacing guidance at the unit level. Keeping a shared calendar around units allows us to plan at the unit level together and learn from each other in daily lesson planning. This ensures that we're covering all critical content and will help us make sure our assessments and teaching calendars are aligned. If you have questions about determining how to adjust lesson pacing, work with your content team to figure out where to make adjustments."*

Agenda and Email for Determining Pacing

This resource is a sample email for teacher leaders. The email includes goals and an agenda for a meeting to determine pacing.

Teacher Leader –

We are looking forward to drafting our curriculum pacing guides next week from 9:00-4:00. This meeting will help us create district and school expectations for scheduling, pacing, and use of materials that support teachers and students in meeting the learning goals for the curriculum.

Below are high-level goals and the agenda for the day:

Goals:
- Set clear expectations for how teachers should follow the curriculum pacing guides.
- Set clear expectations for when and how teachers can make modifications to the curriculum.
- Make a plan to communicate all expectations to teachers.
- Create opportunities for teachers to provide feedback on plans for scheduling, pacing, and use.

Agenda:
- 9:00-9:30 – Opening, Icebreaker, Norms, and Purpose Setting
- 9:30-10:30 – Review Curriculum Pacing Guides Provided by the Developer
- 10:30-11:30 – Discuss Pros and Cons of Different Pacing Options and Make a Choice
  - No pacing guidance
  - Setting pacing at the lesson level
  - Setting pacing at the unit level
- 11:30-12:00 – Lunch
- 12:00-12:30 – Set Clear Expectations for How Teachers Should Follow the Pacing Guides
- 12:30-1:30 – Set Clear Expectations for When and How Teachers Can Make Modifications to the Curriculum
- 1:30-3:30 – Begin Drafting Grade-level Curriculum Guides
- 3:30-4:00 – Next Steps:
  - How will we communicate the pacing expectations to the teachers?
  - What opportunities will we provide for teachers to provide feedback on plans for scheduling, pacing, and use?
  - Establish a timeline for completing the drafts and communicating the information to teachers.

Please bring a computer to the meeting. Reach out with any questions.

Best –
X

Guidance on Curriculum Use

This resource outlines some considerations to think through when determining the expectations for use of the new curriculum. For more information about what this looks like in practice, refer to the Sample Use Guidance resource.

Guiding Questions	Considerations
What guidance does the curriculum developer offer about planning routines and customizations?	Oftentimes developers provide guidance on how teachers can prepare to use the materials. Frequently this guidance is around how the materials are structured or designed. This can be helpful in figuring out what makes a set of materials rigorous and impactful for student learning. When looking at developer guidance, keep in mind that you know your context best, and consider what adjustments make the most sense for your context, while maintaining the integrity of the resource.
What decisions are teachers going to need to make within a given unit?	In order for teachers to be able to make informed decisions around how to best execute a unit of study, teachers need to first have an in depth, internalized understanding of the unit itself. Teachers must carefully evaluate the sequence of standards, how the daily objectives build towards the summative task, how specific skills are sequenced, and how the rigor progresses throughout the unit. Once teachers have carefully examined a unit in its entirety, they can better identify the areas that will potentially lead to misunderstanding or misconceptions based on that teacher's knowledge of his/her students, and plan accordingly. Then, teachers can also make some decisions around pacing, taking into consideration topics or concepts that they anticipate might take longer for students to master, etc. Teachers will also need to be clear on what assignments/assessments they will grade and provide thorough feedback to students on, and what assignments/assessments will be used in more informal ways to adjust instruction.
What decisions are teachers going to need	In some cases, lesson plans in a curriculum provide more content than can be taught within a given instructional block. If it is not already provided within

to make within a given lesson?	the curriculum, teachers will need to consider what pieces of the lesson are "must dos" based on the demands of the standard that the lesson is addressing, as well as that day's learning target and end-of-lesson assessment. Some considerations for how to determine the "must do" parts of the lesson are thinking through which pieces students must engage with in order to master that day's objective (including making sure students complete tasks at the full level of rigor outlined by the objective), and which pieces are additional practice or only loosely connected to the target standard/day's learning target.
Which aspects of the unit do we want all students to experience in a common way?	There are often many embedded assessments within a given unit, from informal checks for understanding to more formal end-of-unit assessments. Be sure to think through the pieces of each unit that should be uniform for all students. These might be the pieces from each unit that you use to measure student progress. This information should be shared with teachers prior to teachers engaging in unit internalization so that they are aware of the assessments that must be common.
What kinds of customizations will we support? What kinds of customization would we *not* want to see?	Utilize recommendations from the curriculum developers and what makes the most sense for your context to make this decision. Whatever you decide, this decision needs to be effectively communicated so that there is no confusion. If you decide to allow customization, be clear about what forms, and ensure that there are systems in place to carefully monitor and support those adjustments. Some examples of appropriate customizations are adjusting an activity to increase student engagement, or choosing some but not all of the problem sets to ensure effective pacing. Some examples of inappropriate customization are teaching conceptual standards in a procedural manner or reading a text aloud that students should be reading independently.

Example Curriculum Use Guidance

This resource is a sample of what a Use Guidance document could look like. This example is for ELA based on Core Knowledge materials.

Guiding Questions	Implementation Guidance
What are the planning expectations?	Teachers, in conjunction with the instructional coach, will participate in unit internalization during a common planning period two weeks prior to the start of a new unit. During this meeting, teachers and the instructional coach will complete unit internalization for both the Foundational Skills and Listening and Learning. Teachers will use their weekly common planning time to review the upcoming lessons. Teachers should come to those meetings with the work of each lesson complete. During these weekly meetings, teachers should spend half of the meeting reviewing the Foundational Skills lessons and half the meeting reviewing the Listening and Learning lessons. Teachers will submit their annotated Foundational Skills and Listening and Learning lesson plans, including completed work for all of the lessons, at the start of each week to their coach/supervisor.
What decisions are teachers going to need to make within a given unit?	Because many of the topics covered in the Listening and Learning strand require substantial background knowledge, teachers must know in advance what kind of pre-teaching will be necessary to ensure students will have appropriate access to the topics being discussed. There are also limited assessment and writing opportunities explicitly built into the curriculum, so teachers and instructional coaches will need to decide what things will be assessed, when they will integrate additional writing opportunities, and how they will be assessed. These assessments and supplemental writing opportunities should be common across the grade level.
What decisions are teachers going to need	Teachers must complete a full Foundational Skills and Listening and Learning lesson each day; however, due

to make within a given lesson?	to the varying degrees of complexity within the instructional content, time spent on lessons may need to be modified at times. The Foundational Skills lesson should follow the yearlong scope provided, and teachers should stick explicitly to that scope of lessons to ensure that the progression of skills is happening appropriately. Teachers may choose whether to include a small group component to this or not. Within the Listening and Learning lessons, teachers *must* address the literal, inferential, and evaluative comprehension questions each day. Teachers may make individual decisions about how to address those questions. Teachers may choose which days they teach explicit text-based writing instruction, but it *must* happen at least three times per week.
Which aspects of the unit do we want all students to experience in a common way?	Because the Foundational Skills strand is structured to be a progression of skills across the year, teachers should be teaching that progression in the order it is provided in the curriculum. The only caveat to this is if a teacher has data that illustrates that the entire class has mastered a specific skill. All students should take the same curriculum-embedded summative unit assessments.
What kinds of customizations will we support? What kinds of customization would we *not* want to see?	When we come into your classroom, we will not have the lesson materials out to see if you're "following the script." The goal is to facilitate the curriculum with integrity. Standing up and reading from the script is not great teaching – and you all know what great teaching looks like. We do expect, however, that the Core Knowledge materials, both the Foundational Skills and Listening and Learning strand are used daily and with fidelity. Some questions to think about: ▪ How would I actually say this? ▪ Will this activity engage my students? How should I adjust it if I need to? ▪ What are the key points in the materials? ▪ What additional instructional opportunities (i.e. writing instruction) need to be embedded? **Appropriate Customizations** Teachers may choose different grouping configurations within both strands within a given lesson(s) as long as

	all students are still receiving the same grade level instruction. Teachers have the freedom to modify/provide supports to individual students based on student need driven by the data. Teachers can modify how students engage in the read-aloud portion - adjusting which questions get asked (with a focus on important questions for knowledge building and reaching the standard) and creating different methods for responding to questions to increase engagement.

Teacher Focus Group on Planning Support

This resource provides sample questions for a teacher focus group to understand current supports for planning.

Questions for teacher focus group

Current planning supports	• Describe your current participation in group common planning support (i.e. grade-band meetings, content group meetings, etc.). • What does a typical common planning meeting look like and sound like? • What is the current common planning structure? • Who meets? When and how often do you meet? • What are the norms for your common planning time? • What are the roles of the members of your common planning team?
Teacher satisfaction with planning supports	• What is effective within your common planning time? Why? • What is not effective in within your common planning time? Why? • What would you like more of?
Lesson Preparation Structures	• What role does lesson preparation play within your common planning time? • How do you prepare for lessons within your common planning time? • What is the process for understanding and planning at the unit level? • What is the process for understanding and planning at the lesson level? • Where do you need help in lesson preparation?
Use of Student Work	• How do you use student work within your common planning time? How often do you use it? • Do you use specific protocols or tools to look at student work? What are those? • How do you determine what student work to analyze within your common planning time?
Assessment Data	• What role does student assessment play within your common planning time? How do you use it and how often? • What processes or protocols do you use to look at assessment data? • What assessment data do you use?

Student Work Protocols

This resource provides protocols that can be used to analyze student work. Analyzing student work helps teachers determine where students need more support and discuss ideas for adjusting instructional practice with other teachers.

These protocols will help teachers better understand how students experience the instructional task and how the standards are reflected in the students' responses. Many systems opt to incorporate student work review into common planning or coaching sessions.

Protocol	Purpose
EQuIP Student WorkProtocol(Achieve, 2016)	The EQuIP Student Work Protocol allows teachers to consider: • quality of task (alignment,clarity) • quality of student understanding(student mastery, level of studentownership) The protocol focuses on the quality of a single task within a lesson or unit.
Assignment ReviewProtocols (TNTP, 2018)	Similar to EQuIP, this protocol focuses on quality of task and quality of student understanding. TNTP also has an extensive student work library which includes reviewed samples of work.
Student Work Analysis-Protocol(Rhode Island Department of Education and the National Center for the Improvement of Educational Assessment, Inc.)	The Student Work Analysis Protocol provides a process that groups of educators can use to discuss and analyze student work. It is intended to be applicable across subjects and grades, including literacy, mathematics, science, the arts, and others. Examples of student work that can be used as practice for analyzing are included as appendices.
Student Work Analysis-Activity(Student Achievement Partners, 2017)	This module supports understanding of planning instruction aligned to state standards through the observation and analysis of a lesson plan and student work samples. It focuses on analysis of the task as well as student understanding.

LASW Protocol(Achieve-ment First)	This protocol supports analysis of task and stu-dent understanding. After analyzing student

Collaborative Planning Protocols

This resource provides protocols that can be used to support collaborative planning and reflection. Early implementers shared that they often met to discuss hotspots and specific elements of the lesson.

Proto-col	Pur-pose
Content Teams LessonInternaliza-tion(KIPP)	This protocol, geared towards ELA, leads teachers through a discussion of the materials including analyzing vocabulary, prioritizing and scaffolding questions, and identifying student misconceptions.
Content Team Teach-back(KIPP)	This document guides teachers through the steps required to lead a teachback session. A teach-back is a training exercise where a team member selects a targeted segment of a lesson to be practiced by members of a content team. Teach-ers get the chance to practice and get feedback in order to build their skill.
Content Team Ru-bric(KIPP)	This document provides a rubric for assessing the effectiveness of a Content Team. It describes concrete best practices for how the team oper-ates and how time is used.

Intellectual Prep Proto-colVirtual PD(Achieve-ment First)
 	
• Tools:
   o Intellectual-PrepProto-col
   o Intellectual-Prep Proto-colPrework
• Video:
   o Intellectual-Prep Proto-colMS Math
 	
(Video Pass-word: train-ing2014)
	These resources walk teachers through under-standing the key ideas of the lesson, crafting questions for their class that support the key ideas, forming a vision for strong answers, and planning how to handle misconceptions in their lessons. They can be used individually or in a group.

Unit Unpacking Protocol(Achievement First)	This resource walks teachers through the process of analyzing a unit. Beginning with unit analysis, it
	allows teachers to get on the same page about the big understandings of the unit and how they will be assessed. This supports daily planning decisions.
High Impact Meetings(U.S. Department of Education)	This resource from the U.S. Department of Education offers several tips for success—and practices to avoid—when designing and implementing collaborative meetings. In addition, the three annotated agendas on the following pages will help show what effective meetings look like in practice.
All Things PLC Tools andResources (Solution Tree)	Here you'll find samples of tools you can copy and distribute freely within your team, school, and district to guide your work. Use these resources to inspire, organize, plan, measure, and celebrate your PLC journey.
All Things PLC Handbooksand Templates (Solution Tree, 2011) Example PLC Handbook(Lakeville Area Public Schools, 2010)	These Professional Learning Community Handbooks offers templates for meeting agendas and action records.
Team to Teach (National Staff	These comprehensive documents provide guidance on everything you need to know to launch successful

Collaborative Planning Models

This resource outlines different models for how to structure your collaborative planning supports.

	Purpose
Content Teamsand Content Team Rubric(KIPP)	In this model, teams in the same content area work together to plan instruction through weekly meetings. The teams tackle different activities to support instruction including student work analysis and curriculum study. These documents share outlines for the process and make-up of the team as well as a rubric which outlines concrete best practices for how the team operates and how time will be used.
LEAP Handbookand LEAP Team Design Guide(DC Public Schools)	In DC's LEAP Model, content teams participate in the LEAP cycle and are led by a LEAP leader. The cycle consists of a weekly seminar, lesson observation, and debrief. This guide describes the weekly cycle, how this fits in with district systems, and examples across content areas. This guide walks through the process of creating LEAP teams.
Structure and Support ofData Inquiry Teams(EL Education) and DataInquiry Cycles(EL Education)	This online resource describes the structures and supports for developing data inquiry teams including processes and procedures. The cycle document describes the process from a teacher lens along with downloadable case studies, protocols, and templates for enacting this work.
Building TeacherCollaboration School-Wide(AMLE)	This article discusses organizational models that promote teacher collaboration, as well as strategies to develop collaborative communities.

Lesson Planning Structures

This resource gives an overview of individual planning structures that early implementers used to ensure effective lesson preparation. Early implementers found that "doing the work" of the lesson was the most helpful way to prepare.

Intellectual & Lesson Prep Resources	Purpose
Lesson Annotation	Many early implementers found that it was helpful to do away with a traditional model of lesson planning. Instead, many systems asked teachers to do the work of the lesson - whether it was solving all of the math problems or doing a close read of the text and responding to text-dependent questions and their key prep work.
Intellectual Prep Protocol Virtual PD (Achievement First) ▫ Tools: 　○ Intellectual Prep Protocol 　○ Intellectual Prep Protocol Prework ▫ Video: 　○ Intellectual Prep Protocol MS Math (Video Password: training2014)	These resources walk teachers through understanding the key ideas of the lesson, crafting questions for their class that support the key ideas, forming a vision for strong answers, and planning how to handle misconceptions in their lessons.
EL ed Lesson Planning Template (EL Education)	EL and many of the other curriculum publishers offer lesson planning templates to support their materials. This tool helps teachers clearly define how students will engage in the lesson.
Thinking Through the Lesson ELA Thinking Through the Lesson Math (Instruction Partners)	This protocol helps teachers understand the key outcomes of the unit, understand the unit sequence, and identify areas where students may lack background knowledge.

Support Roles for Teacher Planning

This resource outlines potential roles and responsibilities for supporting planning and supporting those who support planning.

Role	Responsibilities

District content specialist	• Communicate and create planning vision with school administrator
	• Work with administrators to identify dedicated planning time for all teachers
	• Lead collaboration meetings for those who support planning (instructional coaches or teacher leaders)
	• Support those leading planning sessions to notice, interpret, and respond to teacher planning needs
	• Develop/adopt/adapt and implement a planning protocol at the unit level
	• Develop/adopt/adapt and implement a planning protocol at the lesson level
	• Develop/adopt/adapt and implement a rehearsal protocol for teachers to rehearse and get feedback on aspects of instruction
	• Observe planning sessions and provide feedback on facilitation
	• Develop and implement a reflection protocol connecting planning and instruction with evidence of student learning
	• Monitor progress of instructional planning
	    o What's working?
	    o What's not working?
	    o What are areas needing additional support?

School administrator	• Provide teachers with dedicated planning time • Understand vision and protocols for planning • Engage in planning sessions with instructional coach and teacher leaders • Observe planning sessions regularly, identifying areas that would benefit from support and work with instructional coach or teacher leader to provide support
Instructional coach or teacher leader	• Anticipate areas of teacher support o Understanding content

	○ Pedagogical decisions ○ Adapting materials - Lead weekly planning meetings - Implement planning protocol at the unit level - Implement planning protocol at the lesson level - Provide teachers with feedback on lesson plans - Provide teachers with feedback on enactment of lesson plans - Use rehearsal protocol for teachers to rehearse and get feedback on aspects of instruction - Co-teach and co-plan as needed with grade level teachers
Teacher leader	- Teach materials one week before other teachers on grade level team - Annotate plans to identify elements that contributed to student learning and elements that could be improved

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

Email for Communicating Pacing, Use, and Planning

This resource provides an example of an email that can be shared with teachers to follow up on the expectations for pacing, planning, and using the new curriculum.

Dear Teachers,

We are all so excited about our newly adopted curriculum, Core Knowledge Language Arts. To follow up on the information shared with you at last week's training, I want to outline the expectations for pacing, planning, and using our new curriculum.

Our district has decided to set pacing at the unit level. This means that all classrooms across the district will begin and end units at the same time, but that the daily and weekly pacing has been determined by grade level teams at each school. The district-wide common start and end dates are so important because we will be able to ensure consistency for all of our students here in XX district and we will be able to provide professional learning experiences to teachers from all schools.

At our school, one teacher from each grade level has met with the instructional coach to determine the daily and weekly pacing schedule for the grade. Teacher and grade-specific input helped make sure that we have detailed pacing guides that will work for us. Copies of our school's grade level pacing guides are linked here for your easy reference.

As you learned at our training, we will devote weekly planning time to reviewing upcoming lessons. Since the lessons in our new curriculum are very detailed and specific, we believe the best planning approach is to read and annotate the lessons, and to complete the work asked of students. You will share these annotated plans with your coach at the beginning of each week and use the plans in common planning time.

Finally, as we consider our expectations on how we will all use this curriculum, please hold tight to the idea that we are not a group of educators who just "follow a script." We have selected these materials because we know that they will provide all students will access to strong, standards-aligned content and keep you from spending a lot of time searching for resources. Your time now becomes about how to effectively use the materials and meet all student

needs. In thinking about adjusting materials, we have put together some guidelines.

What to keep as is:
- -All texts
- -All lesson components and tasks

What to consider adjusting: We want to be clear that there are times when you will need to customize your teaching to best meet the needs of your learners. Please read below for more specific guidance on what this may look like within each strand of CKLA. Your coach will help you think about these adjustments.

Skills:
- -In our Skills strand, you may want to configure small groups based on data
- -- but all students will still receive grade level instruction.
- -You also will want to use data to provide supports or modifications to match individual student needs.

Listening & Learning:
- -In our Listening & Learning strand, you may decide to zoom in on certain
- questions outlined in the read aloud plan.
- -You may also want to employ different strategies to have students engage
- in discussion of the text at various points.

As always, please reach out with any questions. Thank you for your energy and enthusiasm around this curriculum initiative!

Best,
Principal

**Expectations for
Curriculum Pacing, Use, & Planning**

Objectives

- Share rationale for curriculum pacing
- Explain expectations for lesson planning and using the curriculum

2

District Pacing

- District pacing has been set at the unit level
- All grade levels will follow the start and end dates for units
- This provides consistency for students and opportunities for professional learning across the district

3

School Pacing

- Grade level pacing guides
  - One teacher from each grade level has met with instructional coach to determine daily & weekly pacing
  - This allows us to work around school and grade-specific events
  - Grade level pacing guides still fit within district start and end dates

4

Expectations for Lesson Planning

- Teachers will use weekly common planning time to review upcoming lessons
- Teachers will submit annotated lesson plans (including the work asked of students) at the beginning of each week to their coach

5

Expectations for Using the Curriculum

- Leverage the resource!
  - Use the texts
  - Use key messages, questions, and ideas outlined in the lessons
 - Cover all of the components in a given lesson

6

When to Customize

- All students need to receive the grade-level instruction outlined in the lessons, but teachers may modify and provide supports to individual students
- Teachers should use data to determine when and how to provide supports
- Teachers may also vary engagement strategies within given lessons (i.e. a debate protocol to discuss the culminating question in a read aloud)
- Instructional coaches will help teachers think about adjustments

7

Questions?

8

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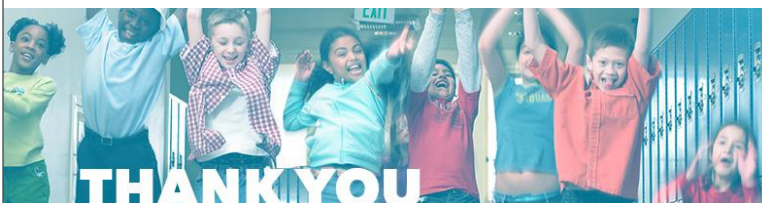
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About Us

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

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CURRICULUM SUPPORT GUIDE

WORKBOOK