



AmplifyCKLA

CURRICULUM **SUPPORT** — **GUIDE** —

Phase II

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II.1

Set Goals, Roles, and Monitoring Plan

Phase II: Prepare

→ Key Action II.1: Set Goals, Roles, and Monitoring Plan

Key Action II.2: Determine the Plan for Assessment and Grading

Key Action II.3: Determine Expectations for Use and the Plan for Collaborative Planning

Key Action II.4: Determine the Plan for Coaching

Key Action II.5: Determine the Plan for Training Teachers and Leaders

Step II.1.A

Identify Implementation Support Team and Leader

Step II.1.B

Map out the Implementation Planning Process

Step II.1.C

Draft the Goals for Successful Implementation

What is the goal?

The goal of this key action is to set your CKLA implementation goals, organize roles and responsibilities, and determine how you will monitor progress and step back to adjust your plans. We recommend this be done in two parts — at the beginning of Phase II and then finished after all other Phase II planning. The work described takes place at two levels — system and school. Implementation Support Teams can be school-based or include multiple schools. While the work of the system and school isn't always exactly the same, the resources and guidance support planning for both teams. Refer to the notes and resources throughout Phase II for considerations on what decisions should be school versus system level.

Why is this Key Action Important?

Naming the team that is responsible for supporting implementation and the goals creates focus and a clear aim for the implementation effort. This key action is important because it sets the conditions for all the planning and implementation support to follow.

Explanation of Language

We use the phrase **Implementation Support Team** to refer to the team that will work together to plan for curriculum implementation. **Implementation** includes all plans for use and instructional support. We use the phrase **progress monitoring** plan to refer to the work you will need to do in order to know how things are going.

Identify Implementation Support Team and Leader

Notes

The CKLA Implementation Support Team will engage across all implementation work (Phases II and III). This team will ultimately be accountable for the success of the implementation effort.

Some of the decisions in Phase II are system level decisions, but many are school level decisions. This team will vary based on the size of system, but should always include school perspectives and teacher perspectives in addition to central system leaders.

The resource [Implementation Support Team Roles and Responsibilities](#) contains notes on how you might think about this team.

The work of this phase will include assessment implications, grading, pacing, scheduling, coaching, planning support, and training. The person leading this team should have the scope of authority to navigate decisions across these instructional systems.

The document [Implementation Support Team Leader Roles and Responsibilities](#) outlines things to consider in the selection of the team leader.

Guiding Questions

- i. What perspectives do we need on the Implementation Support Team?

- ii. Who will serve on the Implementation Support Team?

- iii. Who will lead the Implementation Support Team?

Map out the Implementation Planning Process

Notes

The [Phase II Decision-Making](#)

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

The [Phase II Decision-Making](#)

[Template](#) provides space for you to outline each decision and the people that need to be involved.

See Phase II of the [timeline](#) from the vignette case study for one way of organizing all of the meetings.

The [Agenda for Phase II Launch Meeting](#)

is an adaptable resource you can use and send your team to prepare.

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

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

Guiding Questions

- i. What are the decisions we will need to make before teachers start using the materials?
- ii. When can we launch our work as an Implementation Support Team?
- iii. How often will we need to meet as an Implementation Support Team?
- iv. How will we track decisions and plans?
- v. What do we need to do to be trained in CKLA?

Draft the Goals for Successful Implementation

Notes

[Implementation Team Charge](#) is a draft charge that you can put to the Implementation Support Team.

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

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

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

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

Guiding Questions

- i. How will we work as a team?
- ii. What are the norms we will operate with in our work together?
- iii. What are our goals for effective implementation?
- iv. How do these goals connect to our system's mission, values, and goals?
- v. What are the core beliefs that underpin our goals?
- vi. What will success look like over time?
- vii. What will success look like in year one?

Revisit and Set Implementation Goals and Determine How You Will Monitor Progress

Notes

Record your plans for progress monitoring in your [Implementation Plan](#). There will likely be both system and school level progress monitoring needs.

For school level roles and responsibilities, you can see sample distributions and guidance in the [Roles and Responsibilities Matrix](#).

Early implementers benefited from regular opportunities to bring the team together to look at how things were going and adjust course. [Progress Monitoring Practices](#) shares some best practices around progress monitoring and frequency suggestions. Page 11 from LIFT Education's [Instructional Materials Implementation Guidebook](#) provides suggestions for how to use student work samples as an effective means of monitoring progress along the way. The resource [Challenge Solving Protocols](#) outlines some effective protocols to share emerging challenges.

Refer to Key Action III.2: Step back and adjust the plan to see sample agendas and the process for leading quarterly stepbacks. Setting these dates now will help ensure the implementation team has dedicated time to reflect.

Guiding Questions

- i. What, if any, adjustments do we need to make to our draft goals for implementation?
- ii. How will we know if we reach our goals?
- iii. For each goal, when will we know if we are on track?
- iv. What data will we review?
- v. Operationally, what needs to happen to get this data? Who is responsible?
- vi. In addition to monitoring progress, how will we collect stakeholder feedback?
- vii. When will we step back to review our progress toward our goals holistically? Who will be part of these stepbacks?
- viii. Who should each group of stakeholders go to with questions?

Revisit Roles and Responsibilities and Set the Plan

Notes

Review the plans you developed for supporting planning, coaching, and training in Key Actions II.3–II.5. These represent your [Three Pillars of Teacher Support](#). Make sure that these systems work together to support teachers and ensure that teachers are getting consistent messages and feedback about how to utilize materials.

Your team originally set the roles and responsibilities in *Step II. 1.A: Identify Implementation Support Team and Leader* and you have been able to adjust across Phase II.

Step back from this list and make sure the distribution of work makes sense. Just like in Phase I, setting up decision-making protocols in advance will make things easier down the road.

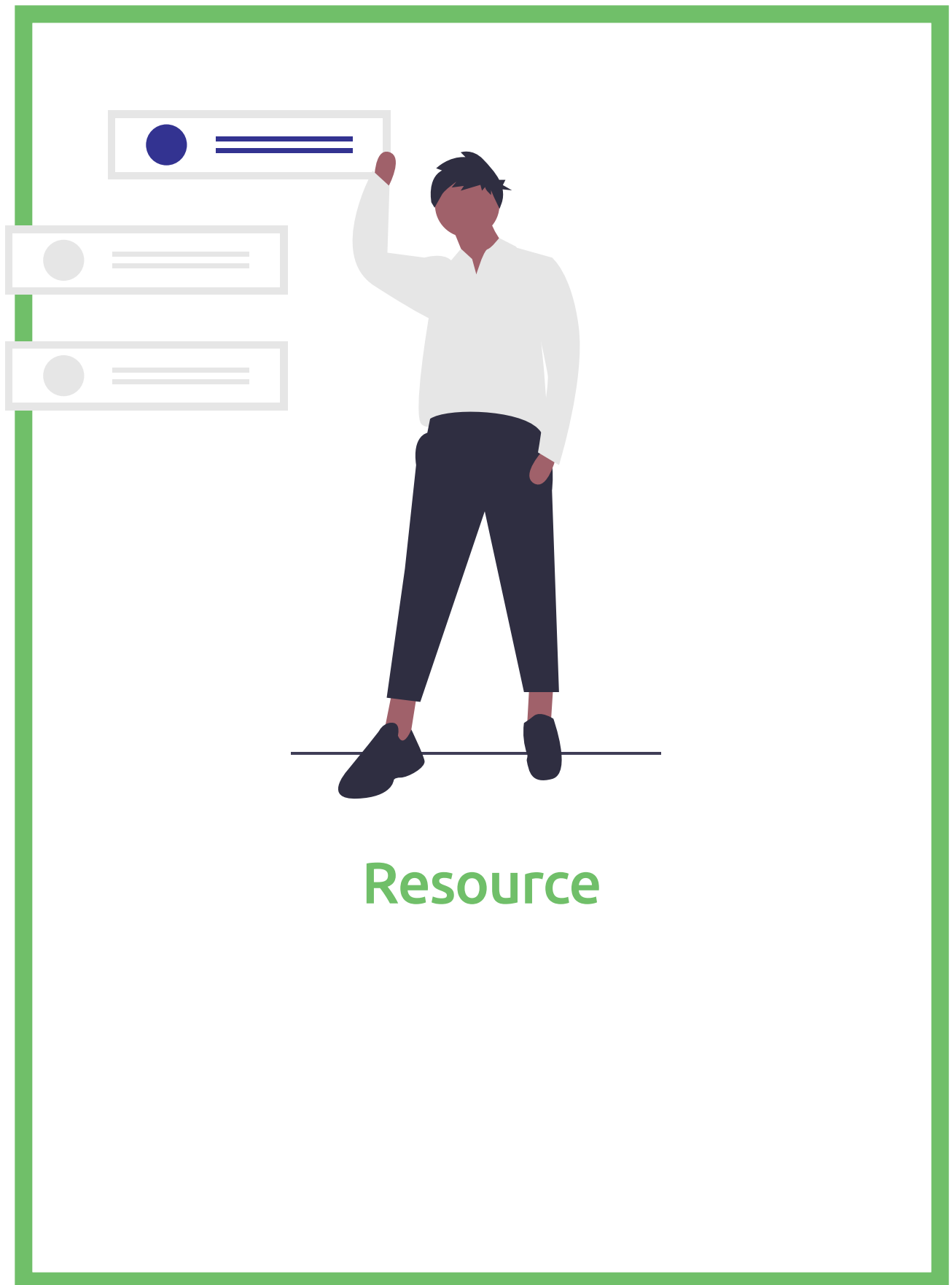
Go back to your [Implementation Plan](#) and be sure that everyone involved knows their key work and deadlines.

You have finished Phase III! You should now have a clear plan for implementation support. Next, it is time to launch the work.

Find a list of ways that you can celebrate in the resource [Celebration Ideas!](#)

Guiding Questions

- i. Go back to the roles and responsibilities list. Does anything need to change?
- ii. Are the roles and responsibilities clear? Are there places of potential overlap or confusion?
- iii. Does any group or one person have an unreasonable workload? What can we do to prioritize and reassign?
- iv. For each workstream, what are the key activities and deadlines?
- v. How will we check in to ensure that all of the work gets done?
- vi. Are our systems for planning, coaching, and training aligned and coherent?
- vii. What are we going to do as an Implementation Support Team to celebrate finishing this important planning work?



Resource

RESOURCE

Implementation Support Team Role and Responsibilities

This resource outlines the role of the Implementation Support Team and the responsibilities for the members of this team.

Role of the Implementation Support Team

The Implementation Support Team is responsible for the implementation work for the system and will ultimately be responsible for the overall success of the CKLA implementation. Some of the work of this team includes considering assessment implications, grading, pacing, scheduling, coaching, planning support, and training. This team is often made up of a cross-functional group of people that represent multiple roles, schools, perspectives, and expertise.

Roles to Include

*Prioritize content-area expertise and those responsible for leading and supporting implementation

School leader from each school participating in implementation
 A teacher leader from each school participating in implementation
 A representative from each grade participating in implementation
 Coaches (system and/or school level)
 English Language Learner and/or Special Education coaches, teachers, or system leaders
 System-wide literacy specialists

Responsibilities of this Team

- Studying the materials deeply and becoming experts on the materials
- Supporting decision-making on assessment, grading, pacing, scheduling, coaching, planning, and training
- Soliciting feedback from other stakeholders
- Investing others in decisions and communicating decisions with rationale
- Answering questions about implementation and championing the materials
- Observing and gathering data about implementation in order to support continuous improvement
- Problem-solving challenges that arise
- Leading trainings on the materials and/or training and supporting others to lead trainings
- Attending weekly to bi-weekly meetings as well as specific trainings for supporting the implementation process

RESOURCE

Phase II Decision- Making Map

This resource outlines all of the significant decisions that need to be made throughout Phase II and provides guidance for a decision-making structure.

Responsible: The person who does the work to achieve the task. They have responsibility for getting the work done or decision made. As a rule, this is one person; examples might be the system curriculum lead or the superintendent.

Accountable: The person who is accountable for the correct and thorough completion of the task. This must be one person or team and is often the project executive or project sponsor. This is the role that the person responsible is accountable to and approves their work.

Consulted: The people who provide information for the project and with whom there is two-way communication. This is usually several people, often subject matter experts like teachers and coaches.

Informed: The people kept informed of progress and with whom there is one-way communication. These are people that are affected by the outcome of the tasks, and therefore need to be kept up-to-date. You can use your stakeholder list to determine who is informed.

Phase	Key Decision	Who's Responsible?	Who's accountable?	Who's consulted?	Who's informed?
II.1	Defined the Implementation Support Team, Implementation Support Team Leader, and key roles and responsibilities	System leader	System leader	- Participating school leaders - Members of the system-level instructional team	Teachers & leaders at all participating schools
	Mapped out the implementation planning process	Implementation Support Team Leader	Implementation Support Team Leader	- Members of the system-level instructional team	Participating school leaders
	Drafted the vision, goals, measures, and progress monitoring plan	Implementation Support Team Leader	Implementation Support Team Leader	- Members of the system-level instructional team - Participating school leaders	Teachers & leaders at all participating schools
	Communicated the implementation plan	Implementation Support Team Leader	Implementation Support Team Leader	- Members of the system-level instructional team - Participating school leaders	Teachers & leaders at all participating schools
II.2	Established your key assessment purposes and inventoried all current assessments	Assessment, Grading, & Data Analysis Team	Implementation Support Team	- Implementation Support Team	Implementation Support Team
	Developed a plan for common assessments for the year and what you will do with the data to accomplish your purposes	Assessment, Grading, & Data Analysis Team	Implementation Support Team	- Members of the system-level instructional team - Participating school leaders	Teachers & leaders at all participating schools
	Developed guidance for grading with the new materials	Assessment, Grading, & Data Analysis Team	Implementation Support Team	- Members of the system-level instructional team - Participating school leaders - Teacher leaders	Teachers & leaders at all participating schools

RESOURCE

Phase II Decision- Making Map

This resource outlines all of the significant decisions that need to be made throughout Phase II and provides guidance for a decision-making structure.

Phase	Key Decision	Who's Responsible?	Who's accountable?	Who's consulted?	Who's informed?
II.3	Studied the curriculum design	Instructional Planning & Pacing Team	Implementation Support Team	- Implementation Support Team	Teachers & leaders at all participating schools
	Set the daily schedule to match the design of the curriculum	Instructional Planning & Pacing Team	Implementation Support Team	- Members of the system-level instructional team - Participating school leaders	Participating school leaders
	Determined the yearlong pacing schedule	Instructional Planning & Pacing Team	Implementation Support Team	- Members of the system-level instructional team - Participating school leaders - Teacher leaders	Teachers & leaders at all participating schools
	Established guidance for unit and lesson customization	Support Use of Curriculum Team	Implementation Support Team	- Members of the system-level instructional team - Participating school leaders	Teachers & leaders at all participating schools
	Determined plans for collaborative planning and reflection	Support Use of Curriculum Team	Implementation Support Team	- Members of the system-level instructional team - Participating school leaders - Teacher leaders	
	Determined support plans for individual planning	Support Use of Curriculum Team	Implementation Support Team	- Members of the system-level instructional team - Participating school	
II.4	A coaching plan for teachers, including the observation tool that will anchor feedback	Support Use of Curriculum Team	Implementation Support Team	-Members of the system-level instructional team - Participating school leaders	Teachers & leaders at all participating schools
	A clear picture of how your evaluation and curriculum can support each other	Support Use of Curriculum Team	Implementation Support Team	- Implementation Support Team	Leaders at all participating schools
	A plan for how you will support coaches and evaluators to understand the	Support Use of Curriculum Team	Implementation Support Team	- System level instructional team -Implementation Support Team	Teachers & leaders at all participating schools
II.5	A training plan for each impacted group (teachers, leaders, coaches)	Support Use of Curriculum Team	Implementation Support Team	- Implementation Support Team	Teachers & leaders at all participating schools
	A plan for training the trainers	Support Use of Curriculum Team	Implementation Support Team	- Implementation Support Team	Teachers & leaders at all participating schools

RESOURCE

Phase II Decision- Making Template

This resource is a template you can use when finalizing your decision-making process for Phase II.

Responsible: The person who does the work to achieve the task. They have responsibility for getting the work done or the decision made. As a rule, this is one person; examples might be the system curriculum lead or the superintendent.

Accountable: The person who is accountable for the correct and thorough completion of the task. This must be one person or team and is often the project executive or project sponsor. This is the role that responsible is accountable to and approves their work.

Consulted: The people who provide information for the project and with whom there is two-way communication. This is usually several people, often subject matter experts like teachers and coaches.

Informed: The people kept informed of progress and with whom there is one-way communication. These are people that are affected by the outcome of the tasks, so they need to be kept up-to-date. You can use your stakeholder list to determine who is informed.

Key Action	Key Decision	Who's Responsible?	Who's accountable?	Who's consulted?	Who's informed?
II.1	<p>Defined the Implementation Support Team, Implementation Support Team Leader, and key roles and responsibilities</p> <p>Mapped out the implementation planning process</p> <p>Drafted the vision, goals, measures, and progress monitoring plan</p> <p>Communicated the</p>				
II.2	<p>Established your key assessment purposes and inventoried all current assessments</p> <p>Developed a plan for common assessments for the year and what you will do with the data to accomplish your purposes</p> <p>Developed guidance for grading with the new materials</p>				
II.3	<p>Studied the curriculum design</p> <p>Set the daily schedule to match the design of the curriculum</p> <p>Determined the yearlong pacing schedule</p> <p>Established guidance for unit and lesson customization</p> <p>Determined plans for collaborative planning and reflection</p>				

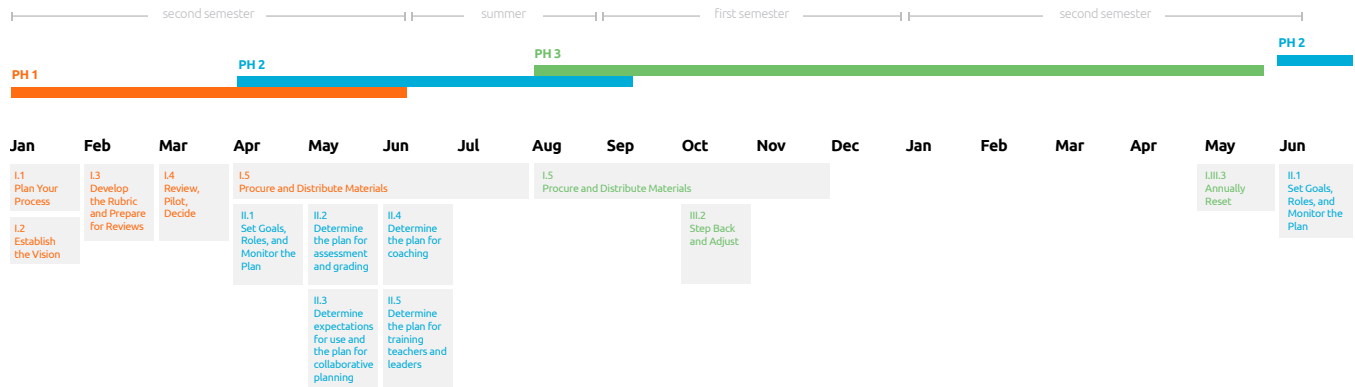
Key Action	Key Decision	Who's Responsible?	Who's accountable?	Who's consulted?	Who's informed?
II.4	<p>A coaching plan for teachers, including the observation tool that will anchor feedback</p> <p>A clear picture of how your evaluation and curriculum can support each other</p> <p>A plan for how you will support coaches and evaluators to understand the materials</p>				
II.5	<p>A training plan for each key stakeholder group</p> <p>A plan for training the trainers</p>				

RESOURCE

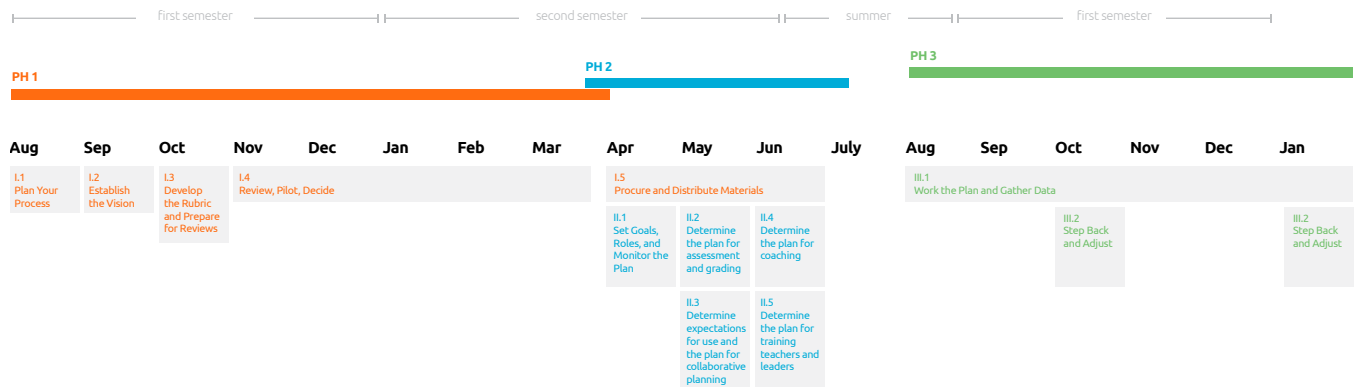
Curriculum Implementation Timeline

This resource is a draft charge that you can provide to the Implementation Support Team. It outlines the rationale for the work and team norms.

Curriculum Implementation Timeline



Curriculum Implementation Timeline (with pilot of new materials)



RESOURCE

Agenda for Phase II Launch Meeting

This resource is a sample meeting agenda for the launch of the Implementation Support Team. During the meeting, the team defines team norms, roles and responsibilities, decision-making, and creates the team charter.

Agenda Item/Timing	Activities
Welcome (10 mins)	<ul style="list-style-type: none"> • Whip around introductions • Purpose of the Implementation Support Team
Co-construct team norms (20 mins)	<p>Share sample norms and adjust with team:</p> <ul style="list-style-type: none"> • We will be present both physically and mentally • We will use our time wisely, starting and ending our meetings on time • We will be on time and allow no interruptions (i.e. make or take phone calls, etc.) • We will distribute tasks equally amongst members • Topics outside of the agenda will be documented and tabled for a later time • We will address conflict by dealing with the issue, not the person • We will ask questions when in doubt • We will complete our assigned tasks by our assigned deadlines
Define roles and responsibilities for the team (10 mins)	<p>Discuss Implementation Team Roles and Responsibilities. Ask team members to read and clarify different responsibilities.</p>
Finalize the decision-making matrix (30 mins)	<p>Walk through the Phase II Decision-Making Template and assign team members different responsibilities.</p>

RESOURCE

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 & Frequency	How will be 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

RESOURCE

Implementation Team Charge

This resource is a draft charge that you can provide to the Implementation Support Team. It outlines the rationale for the work and team norms.

Why Our Work Matters

When we made the decision to take on the task of implementing CKLA in our district, we did so because we fundamentally believed that it was the right decision for kids and teachers. We know that this process will have challenges, but we know that with a culture of continuous improvement we can figure it out together. We know that the kids in our care are capable of so much, and we owe it to them to provide them with consistent opportunities to show themselves (and us) just how capable they are. Our teachers work tirelessly every day, and they deserve the resources equal to their effort. As the Implementation Team we are charged with the lofty responsibility of shepherding these new resources

forward and ensuring success in implementation at every level. If we are successful in this, then we should see the fruits of that labor playing out every day in every classroom across our system.

Norms

- We will be present both physically and mentally.
- We will use our time wisely, starting and ending our meetings on time.
- We will be on time and allow no interruptions to make or take phone calls, etc.
- We will distribute tasks equally amongst members.
- Topics outside the agenda will be documented and tabled for a later time.

- We will address conflict by dealing with the issue, not the person.
- We will ask questions when in doubt.
- We will complete our assigned tasks by our assigned deadlines.

Our goals

- The launch of CKLA materials goes smoothly (teachers know how to use materials and have access to the materials and support they need).
- Teachers and students are excited about the materials and use them daily.
- Teacher instructional practice improves over the course of the year.
- Student's learning on aligned, rigorous tasks and assessments improves over the school year.

RESOURCE

Goals for Implementation

This resource shares considerations about setting specific goals in the following areas: teacher practice, student and staff investment, and student growth, as well as sample goals and outcomes for each area.

Sample Goals and Outcomes:

Target	Measurement	Year 1 Goal	Considerations
Student and Staff Investment	<p>Teacher and Leader Survey We will send an electronic survey to educators at the end of each quarter. We will have a survey for teachers and a survey for principals/coaches. Surveys are on a 5-point scale (Agree, Somewhat Agree, Neutral, Somewhat Disagree, Disagree). Surveys will be anonymous.</p> <p>Student Survey We will ask all teachers to choose five students (potentially just in grades 3-5) to take a pencil and paper survey each quarter. The survey will be on a 3-point scale (Yes, Kind of, No). Teachers should try to choose five new students each quarter.</p> <p>See below for sample survey questions for teachers and students.</p>	<p>A 1.5 point increase on the scale from the beginning of the year to the end of the year.</p> <p>A 1 point increase on the scale from the beginning of the year to the end of the year.</p>	Early implementers shared that their levels of investment in the materials increased throughout the school year as they gained confidence in using them and saw their students rise to the level of rigor. Consider setting a goal around improvement in investment over time or incremental goals around growth.
Teacher Practice	<p>Walkthrough Data As leaders conduct informal walkthroughs and formal observations, they will document the use (or evidence of the use) of strategies in classrooms on the walkthrough form.</p>	Teachers will exhibit growth from baseline as measured by our walkthrough tool. Each teacher will have a goal they are working towards and as a system, we'll see an average of 1 point improvement across focus indicators on our walkthrough tool.	As teachers become more familiar with the materials, systems and schools can shift their focus to ensuring that the materials are being used effectively. Consider establishing a focus area for teachers as defined by a shared walkthrough tool (for example, in K-2 Skills, that might be chaining). This focus area can be system-wide or specific for individual teachers. In addition, using a walkthrough tool that is aligned to the system's vision can be helpful as well, as it provides a concrete set of look-fors and can also be used as a coaching tool for teachers, coaches, and leaders.
Student Outcomes	Student performance on benchmark assessments (Middle of Year and End of Year)	Students will exhibit growth in proficiency on benchmark assessments.	When adopting materials, many schools experience an "implementation dip" in the first year as a result of the significant increase in rigor in daily tasks. Because this adjustment takes time for both teachers and learners, it is important to make considerations when setting goals in this area. When making goals for student learning, review II.2 on assessment and grading.

Sample Questions for Surveys	
Teacher satisfaction with the curriculum	<ul style="list-style-type: none"> • CKLA provides me with resources that help me reach all students • CKLA has helped me build my own knowledge of literacy instruction • CKLA is helping my students learn
Teacher knowledge and confidence with the curriculum	<ul style="list-style-type: none"> • I understand how to use the curriculum • I am confident in my ability to teach a full lesson with the curriculum • I understand the learning goals of the module I'm currently teaching
Teacher satisfaction with curriculum supports	<ul style="list-style-type: none"> • Trainings on the curriculum help me understand and use the materials • PLCs help me understand and use the curriculum • Observations and feedback from my coach help me understand and use the curriculum • Meetings with my coach help me understand and use the curriculum • Observations and feedback from my principal help me understand and use the curriculum • Module walkthroughs help me understand and use the curriculum • I have the support I need to understand and use the curriculum • I have resources that help me understand and use the curriculum
Specific questions for leaders	<ul style="list-style-type: none"> • I have the information and resources I need to support teachers at my school in implementing the curriculum • The work I do as a principal/coach supports teachers in understanding and using the curriculum
xxx	<ul style="list-style-type: none"> • The curriculum is helping teachers improve their instructional practice • The curriculum is helping students learn
Sample questions for student surveys	<ul style="list-style-type: none"> • Do you find your literacy class interesting? • Is the material you study in class challenging? • How do you typically feel in class?

Progress Monitoring Plan and Approaches

This resource includes guidance on progress monitoring as well as a sample plan.

Common Approaches to Progress Monitoring & Collecting Data

1. Determine Data: Start by determining what data you need to collect to measure progress to your goals. Below are sample data points that early implementers tracked:

- Student & Staff Investment:
 - Formally survey staff and students at multiple intervals throughout the year to collect data on what is working with the curriculum rollout and what is feeling challenging.
 - Informally survey staff during coaching conversations, grade team meetings, common

planning time, etc. to get anecdotal information about the current perception and commitment to the plan.

- Teacher Practice:
 - Create an observation look-for document that outlines the non-negotiable components of the curriculum that teachers must be implementing.
 - Include a curriculum implementation row onto a pre-existing observation tool (i.e. IPG, TEAM rubric, etc.).
 - Use this tool when doing informal and formal observations of classrooms to determine coaching next steps for teachers.
- Student Outcomes:
 - Choose curriculum-embedded assessments that will be used as benchmarks to evaluate student

performance and progress.

- Student performance on the state assessment.

2. Determine Who, When, and How:

Next determine where each data collection point lives - school level? system level? Then determine owners, timeframes, and methods for collecting the data.

3. Determine when you will step back and how you will use the data: Decide when you will step back on the data to adjust your plans. The resource "Progress Monitoring Practices" has suggestions and ideas. Ideally you form an ongoing progress monitoring cadence (every other week or monthly) as well as a quarterly stepback to help problem-solve bigger challenges.

Sample Progress Monitoring Plan: This sample plan contains suggested actions around teacher practice.

Date	Goal	Progress Monitoring Action(s) to be Taken	Owner	Outcome(s)
August	Teacher Practice	Communicate and share walkthrough tools with teachers.	Principal	
September	Teacher Practice	<p>With leadership team, determine a plan for observing all teachers and naming current data on walkthrough tool.</p> <p>At mid-September leadership team meeting, set growth goal for teacher practice.</p> <p>At mid-September leadership team meeting, name 2 indicators to focus on as a team and draft a plan for teacher support.</p>	Principal	
September	Teacher Practice	By end of September, all coaches and teacher leaders have created plans for supporting teachers - in planning, coaching, and training.	Coaches and teacher leaders	
September/ October	Teacher Practice	Coaches and teacher leaders take ongoing actions in plan. Report weekly on progress.	Coaches and teacher leaders	
October	Teacher Practice	Discuss progress to goal at quarterly stepback and adjust plans.	Principal, coaches, and teacher leaders	
October/ December	Teacher Practice	Coaches and teacher leaders take ongoing actions in plan. Report weekly on progress.	Coaches and teacher leaders	
January	Teacher Practice	<p>Gather data on teacher practice goal and analyze if goal was met.</p> <p>Determine next areas for focus and set a semester 2 goal.</p> <p>Create plans for supporting teachers through planning, coaching, and training.</p>	Principal, coaches, and teacher leaders	

Roles and Responsibilities Matrix

This resource provides a template and examples for outlining the roles and responsibilities in implementation.

Matrix Template

	Role 1	Role 2	Role 3	Role 4
Instructional Planning and Pacing				
Support Use of the Curriculum <ul style="list-style-type: none"> • Train • Plan • Coach 				
Assessment, Grading, and Data Analysis				
Continuous Improvement				

Use this matrix to clearly define the roles and responsibilities for each group. There are three examples on the following pages.

Example 1: This matrix belongs to District 1, a small district that created a school-based literacy coaching program to support the implementation of CKLA. District 1 created the Literacy Coach job description in a way that allows coaches to spend almost all their time working with teachers. Principals supervise the literacy coaches at their school, but otherwise spend little time directly supporting curriculum implementation. (Since there are no assistant principals in District 1, principals are responsible for the majority of schools' priorities around operations, safety, environment, and community relations.)

	District Curriculum Specialist	Principals	School-based Literacy Coaches	Teachers
Instructional Planning and Pacing	<ul style="list-style-type: none"> Determine unit pacing across the year Set expectations for what teachers will do to prepare for and internalize lesson and unit content 		<ul style="list-style-type: none"> Create planning resources to support teachers (i.e. weekly summaries of objectives and key resources such as qualitative text analyses) Provide feedback to teachers on lesson preparation notes and text annotations 	<ul style="list-style-type: none"> Submit weekly lesson preparation notes and text annotations to literacy coaches
Support Use of the Curriculum <ul style="list-style-type: none"> Train Plan Coach 	<p>Train</p> <ul style="list-style-type: none"> Lead CKLA training sessions for principals, coaches, and teachers Use survey data and interviews with teachers and coaches to determine when additional curriculum-related PD is needed Gather and analyze feedback from professional development sessions <p>Coach</p> <ul style="list-style-type: none"> Work with literacy coaches to set expectations for coaching practices (who, how often) 	<p>Train</p> <ul style="list-style-type: none"> Participate in professional development experiences <p>Plan</p> <ul style="list-style-type: none"> Set expectations for what teachers will do during PLC meetings <p>Coach</p> <ul style="list-style-type: none"> Observe and provide feedback on classroom instruction, based on the district's observation rubric 	<p>Train</p> <ul style="list-style-type: none"> Participate in professional development experiences <p>Plan</p> <ul style="list-style-type: none"> Lead monthly module internalization sessions with teachers, which include reading and annotating unit texts and planning for misconceptions Provide support to teachers who need help with lesson internalization and preparation Join weekly ELA planning meetings with each grade level team <p>Coach</p> <ul style="list-style-type: none"> Use a walkthrough tool that is specifically aligned to CKLA and use it during classroom observations Observe classroom instruction and provide feedback to all teachers implementing CKLA at least once every two weeks 	<p>Train</p> <ul style="list-style-type: none"> Participate in professional development experiences <p>Plan</p> <ul style="list-style-type: none"> Participate in curriculum internalization sessions and plan for classroom instruction Take turns leading weekly ELA planning sessions in grade level teams

Assessment, Grading, and Data Analysis	<ul style="list-style-type: none"> Determine when the CKLA-based assessments will be administered Determine how CKLA-based assessments will fit into the school's/district's overall assessment plan Update grading policies based on CKLA Set expectations for school-based data practices, including which data sources will be collected and how frequently they will be tracked 	<ul style="list-style-type: none"> Lead regular data reflection meetings with grade level teams and literacy coaches 	<ul style="list-style-type: none"> Create rubrics and other resources, if needed, to support curriculum-aligned assessment and grading practices -Support teachers in operationalizing grading rubrics and other resources Participate in regular data reflection meetings 	<ul style="list-style-type: none"> Grade student work and provide feedback to students Collect and track assessment data Participate in regular data reflection meetings
Continuous Improvement	<ul style="list-style-type: none"> Create surveys to gather feedback on how to better support teachers, principals, and coaches Create a system for gathering teachers' feedback on which units and lessons 			<ul style="list-style-type: none"> Provide feedback on the curriculum; take notes about what went well and what changes should be made to lessons and units to inform planning for next year

Example 2: This matrix belongs to District 2, a mid-size district that is implementing CKLA. The district's Director of ELA Instruction is the primary curriculum implementation leader and works with both principals and instructional coaches. Since instructional coaches are responsible for supporting teachers in all content areas, not just ELA, District 2 has designated one ELA teacher in each grade level, K-5, as a curriculum leader to provide another layer of support. ELA team leaders had to apply for the role and will earn an additional stipend for their work.

	District Director of ELA Instruction	Principals	Instructional Coaches	Grade Level ELA Team Leaders	Teachers
Instructional Planning and Pacing	<ul style="list-style-type: none"> Set expectations for what teachers will do to prepare for and internalize lesson and unit content 		<ul style="list-style-type: none"> Review lesson plans and make sure teachers are on pace with the curriculum 		<ul style="list-style-type: none"> Share lesson annotations with instructional coaches
Support Use of the Curriculum <ul style="list-style-type: none"> Train Plan Coach 	Train <ul style="list-style-type: none"> Lead CKLA training sessions for principals, coaches, and teachers Determine when additional curriculum PD is needed Gather and analyze feedback from PD sessions Plan <ul style="list-style-type: none"> Set expectations for what teachers will do during curriculum planning and internalization sessions Coach <ul style="list-style-type: none"> Create or find a curriculum-specific walkthrough tool that principals and coaches can use during classroom observations 	Train <ul style="list-style-type: none"> Participate in professional development experiences Coach <ul style="list-style-type: none"> Share feedback with the Director of ELA Instruction and instructional coaches on classroom observation trends and suggestions for additional support Observe each CKLA classroom once a month and provide feedback using the CKLA-specific walkthrough tool (in addition to quarterly observations using the district's evaluation rubric) 	Train <ul style="list-style-type: none"> Participate in professional development experiences Review material from PD sessions with teachers, if needed Lead weekly meetings with grade level ELA team leaders to discuss progress and areas where more support is needed Coach <ul style="list-style-type: none"> Share feedback with Director of ELA Instruction on instructional trends and suggestions for additional support Teach demonstration lessons or co-teach with CKLA Observe each CKLA classroom once a month and provide feedback using the walkthrough tool 	Train <ul style="list-style-type: none"> Participate in professional development experiences Plan <ul style="list-style-type: none"> Lead weekly lesson internalization sessions (discuss objectives for following week, complete daily tasks) Lead module internalization sessions (discuss key unit concepts, pacing, complete the culminating assessment) 	Train <ul style="list-style-type: none"> Participate in professional development experiences Plan <ul style="list-style-type: none"> Participate in unit/lesson internalization sessions and plan for classroom instruction

Assessment, Grading, and Data Analysis	<ul style="list-style-type: none"> Determine when the CKLA-based assessments will be administered Determine how CKLA-based assessments will fit into the school's/ district's overall assessment plan Set expectations for school-based data practices (what data is collected and when) Create grading policies related to the new curriculum Create rubrics and other resources to support curriculum-aligned assessment and grading practices 	<ul style="list-style-type: none"> Lead regular data reflection meetings with grade level teams and instructional coaches 	<ul style="list-style-type: none"> Support teachers in collecting and analyzing data 		<ul style="list-style-type: none"> Collect and track student data Grade student work and provide feedback to students
Continuous Improvement	<ul style="list-style-type: none"> Create surveys to gather feedback on how to better support teachers, principals, and coaches Work with grade level ELA team leaders to gather teachers' feedback on changes for next year 		<ul style="list-style-type: none"> Share feedback with district leaders on how professional development systems can be improved to better support teachers 	<ul style="list-style-type: none"> Gather feedback from teachers on lessons and units to inform planning for next year 	<ul style="list-style-type: none"> Provide feedback on the curriculum; take notes about what went well and what changes should be made to lessons and units to inform planning for next year

Example 3: This matrix belongs to District 3, a large district that has prioritized the role of principals and assistant principals in supporting the implementation of CKLA. District 3 has literacy coaches; however, each coach works with a group of schools and is primarily responsible for leading professional development and managing assessment systems. Since principals and assistant principals are school-based, District 3 wants them to play a leading role in providing feedback to teachers and helping them prepare

	Chief Academic Officer	Principal Supervisors	Principals	Assistant Principals	Literacy Coaches (each supports a group of 3-5 schools)	Teachers
Instructional Planning and Pacing	<ul style="list-style-type: none"> Set expectations for what teachers will do to prepare for and internalize lesson and unit content 			<ul style="list-style-type: none"> Review one daily plan annotation closely and share feedback 	<ul style="list-style-type: none"> Determine pacing for module start/end dates 	<ul style="list-style-type: none"> Submit weekly lesson annotations to assistant principal
Support Use of the Curriculum <ul style="list-style-type: none"> Train Plan Coach 	<p>Train</p> <ul style="list-style-type: none"> Train literacy coaches on CKLA Work with literacy coaches to determine when additional curriculum PD is needed <p>Plan</p> <ul style="list-style-type: none"> Set expectations for planning and internalization sessions <p>Coach</p> <ul style="list-style-type: none"> Work with principals and assistant principals to set expectations for observations and coaching Work with literacy coaches to create or find a curriculum-specific walkthrough tool for classroom observations 	<p>Train</p> <ul style="list-style-type: none"> Participate in PD <p>Coach</p> <ul style="list-style-type: none"> Join each principal for monthly instructional rounds; support the principal in gathering feedback on CKLA 	<p>Train</p> <ul style="list-style-type: none"> Participate in PD <p>Plan</p> <ul style="list-style-type: none"> Lead quarterly module internalization sessions with grade level teams, where teachers discuss the texts and key themes that students will work on that quarter, and collaboratively work through writing tasks <p>Coach</p> <ul style="list-style-type: none"> Observe all classrooms quarterly and provide feedback on classroom instruction, based on the district's evaluation rubric Join assistant principals for monthly observations of all ELA classrooms, using the curriculum-specific walkthrough tool 	<p>Train</p> <ul style="list-style-type: none"> Participate in PD <p>Plan</p> <ul style="list-style-type: none"> Lead weekly lesson internalization sessions, where teachers rehearse part of an upcoming lesson <p>Coach</p> <ul style="list-style-type: none"> Observe each ELA classroom monthly and provide feedback on instruction, using the curriculum-specific walkthrough tool Use observations and student data to determine which teachers need additional support 	<p>Train</p> <ul style="list-style-type: none"> Participate in PD <p>Plan</p> <ul style="list-style-type: none"> Lead weekly lesson internalization sessions, where teachers rehearse part of an upcoming lesson <p>Coach</p> <ul style="list-style-type: none"> Observe each ELA classroom monthly and provide feedback on instruction, using the curriculum-specific walkthrough tool Use observations and student data to determine which teachers need additional support curriculum implementation 	<p>Train</p> <ul style="list-style-type: none"> Participate in PD <p>Plan</p> <ul style="list-style-type: none"> Participate in module/lessons internalization sessions and plan for classroom instruction

Assessment, Grading, and Data Analysis	<ul style="list-style-type: none"> Set expectations for school-based data practices, including which data sources will be collected and how frequently they will be tracked Work with literacy coaches to create grading policies related to CKLA 	<ul style="list-style-type: none"> Join each principal for regular data reflection meetings with at least one grade level team 	<ul style="list-style-type: none"> Lead regular data reflection meetings with grade level teams and assistant principals 	<ul style="list-style-type: none"> Participate in regular data reflection meetings 	<ul style="list-style-type: none"> Determine when CKLA-based assessments will be administered Determine how CKLA-based assessments will fit into the school's/district's overall assessment plan Create rubrics and other resources to support curriculum-aligned assessment and grading practices 	<ul style="list-style-type: none"> Collect and track student data Grade student work and provide feedback to students
Continuous Improvement	<ul style="list-style-type: none"> Work with literacy coaches to analyze trends in feedback and make a plan for how to improve CKLA use and support for teachers 			<ul style="list-style-type: none"> Gather feedback from teachers on how to improve professional development supports related to CKLA 	<ul style="list-style-type: none"> Gather feedback from teachers on lessons and units to inform planning for next year, such as modifications to specific lessons 	<ul style="list-style-type: none"> Provide feedback on CKLA; take notes about what went well and what changes should be made to lessons and units to inform planning for next year

Stakeholder Feedback Survey

This resource provides sample survey questions to gather feedback from teachers, students, and leaders on CKLA implementation.

Notes on Survey Construction

Districts should include scale-based questions and open-ended questions. Multiple choice questions that allow teachers to rate their response, such as a Likert scale, are helpful for

understanding high-level trends. These questions can be rated on a scale of 1-5 where 1=disagree, 2=somewhat disagree, 3=neutral, 4=somewhat agree, and 5=agree. While it takes time to read open-ended responses, they provide important details about teachers' experiences and additional context for interpreting the responses teachers give to the multiple choice questions.

In addition to hearing about stakeholders' experiences with CKLA,

surveys can be helpful in gathering notes and ideas about specific lessons and units. Teachers and coaches can use surveys to answer questions like "What was challenging?" or "What would we modify?". At the end of each module or unit is the perfect time to capture these notes. At the end of each quarter, revisit the list and make updates. This will become helpful in revisiting pacing for next year and in training new teachers.

Sample Questions for Teachers	
Teacher satisfaction with the curriculum	<p>Scale-based questions:</p> <ul style="list-style-type: none"> • CKLA gives me resources that help me reach all students. • CKLA has helped me build my literacy content knowledge. • CKLA is helping my students learn. <p>Open-ended questions:</p> <ul style="list-style-type: none"> • What do you like about CKLA? Why? • What don't you like about CKLA? Why?
Teacher knowledge and confidence with the curriculum	<p>Scale-based questions:</p> <ul style="list-style-type: none"> • I understand how to use CKLA. • CKLA is easy to use. • I understand where to find information in CKLA when I need it. • I am confident in my ability to teach a full CKLA lesson. [3-5] • I am confident in my ability to teach a full Skills lesson. [K-2] • I am confident in my ability to teach a full Knowledge lesson. [K-2] • I understand the learning goals of the unit I'm currently teaching. <p>Open-ended questions:</p> <ul style="list-style-type: none"> • What about planning and using CKLA is most challenging? Why? • What part of planning and teaching with CKLA do you feel best about? Why?
Teacher preparation with the curriculum	<p>Scale-based questions:</p> <ul style="list-style-type: none"> • I have a system for preparing to teach lessons that works for me. • I have the time I need to prepare to teach lessons. • I have the resources I need to prepare to teach lessons. <p>Open-ended questions:</p> <ul style="list-style-type: none"> • How do you prepare to teach lessons? • What is most helpful in preparing to teach with CKLA? • What additional resources or supports would help you in your lesson preparation?
Teacher satisfaction with curriculum supports	<p>Scale-based questions:</p> <ul style="list-style-type: none"> • Trainings on CKLA help me understand and use the materials. • Common planning supports help me understand and use CKLA. • Observations and feedback from my coach help me understand and use CKLA. • Meetings with my coach help me understand and use CKLA. • Observations and feedback from my principal help me understand and use CKLA. • Module walkthroughs help me understand and use CKLA. • I have the support I need to understand and use CKLA. • I have resources that help me understand and use CKLA. <p>Open-ended questions:</p> <ul style="list-style-type: none"> • What kinds of curriculum supports have been most helpful? Why? • What additional supports do you wish you had?
Sample questions to ask teachers after each unit	<p>All open ended</p> <ul style="list-style-type: none"> • Which unit did you teach? • If you made any modifications, what were they? Did they work? • What should we modify the next time we teach this unit? • What was challenging? • What worked really well?

Sample Questions for Leaders	
Leader satisfaction with the curriculum	<p>Scale-based questions:</p> <ul style="list-style-type: none"> CKLA is helping teachers improve their instructional practice. CKLA is helping students learn.
Leader knowledge and confidence with the curriculum	<p>Scale-based questions:</p> <ul style="list-style-type: none"> I understand the design of CKLA. I understand the learning goals of CKLA.
Leader satisfaction with curriculum supports	<p>Scale-based questions:</p> <ul style="list-style-type: none"> I have the information and resources I need to support teachers at my school in implementing CKLA. The work I do as a principal/coach supports teachers in understanding and using CKLA. <p>Open-ended questions:</p> <ul style="list-style-type: none"> What kinds of curriculum supports have been most helpful to you? Why? What additional supports do you wish you had? What kinds of curriculum supports have been most helpful to teachers? Why? What additional supports do you wish teachers had?

Sample Questions for Students <i>(answer choices are Yes, No, Kind of)</i>	
Student satisfaction with the curriculum	<p>Scale-based questions:</p> <ul style="list-style-type: none"> Do you like CKLA? Are your reading lessons interesting? Does CKLA help you learn? <p>Open-ended questions:</p> <ul style="list-style-type: none"> What about CKLA is challenging? What do you like best about CKLA?
Student knowledge and confidence with the curriculum	<p>Scale-based questions:</p> <ul style="list-style-type: none"> Do you know what you're supposed to do as a learner during (name specific part of the lesson structure, i.e. pocket chart chaining)? Do the (name specific curriculum resource, i.e., read aloud stories) help you learn?
Student satisfaction with curriculum supports	<p>Scale-based questions:</p> <ul style="list-style-type: none"> My teacher knows how to use CKLA. My teacher expects me to learn from CKLA. <p>Open-ended questions:</p> <ul style="list-style-type: none"> What would help you learn more?

Progress Monitoring Practices

This resource outlines best practices in progress monitoring as well as gives guidance on how often data is collected and analyzed.

Early implementers benefited from regular opportunities to bring the team together to look at how things were going and adjust course. Early implementers tracked data on Student and Staff Investment, Teacher Practice, and Student Outcomes.

Routines

- Form an ongoing progress monitoring cadence (every other week or monthly) as well as a quarterly stepback to help problem-solve bigger challenges. The process should include the Implementation Support Team as well as participating principals, coaches, and teacher leaders.
- Determine which routines should happen at the school level versus which routines should be system-wide. Quarterly stepbacks should be system-wide, but it's also helpful to have a monthly system-wide structure (including the CKLA Implementation Support Team as well as some other school representatives) so that schools can learn from each other. Weekly and bi-weekly routines might live at the school level.

- Make sure that there are clear roles and responsibilities for data gathering, reporting, and analysis.
- Some early implementers found it helpful to do monthly updates to the team on progress to goals across all three measures. Others opted for a quarterly data roll up.

Best Practices: Student and Staff Investment

- Formally survey staff, students, and families at multiple intervals throughout the year to collect data on what is working with the CKLA rollout and what is feeling challenging.
 - Name data and set growth goals after each formal survey.
 - Name indicators to focus on as a team and draft a plan of action.
 - Discuss progress to goal at quarterly stepback and adjust plans.
 - Gather data on next survey and analyze if goal was met.
 - Determine new areas for focus and set new goals.
- Informally survey staff during coaching conversations, grade team meetings, common planning time, etc. to get anecdotal information about the current perception and commitment to the plan.

Best Practices: Teacher Practice

- Communicate and share walkthrough tools with teachers and

leaders.

- Determine a plan for observing all teachers and naming current data on walkthrough tool.
- Set growth goals for teacher practice.
- Name indicators to focus on as a team and draft a plan for teacher support.
- Create plans for supporting teachers in planning, coaching, and training.
- Report weekly on progress.
- Discuss progress to goal at quarterly stepback and adjust plans.
- Gather data on teacher practice goal and analyze if goal was met.
- Determine new areas for focus and set new goals.

Best Practices: Student Outcomes

- Use the benchmark assessments (BOY, MOY, EOY) to evaluate student performance and progress.
 - Determine a plan for how assessments will be tracked and analyzed at the classroom level, school level, and system level.
 - Name current data and set growth goals for student outcomes.
 - Report weekly or quarterly on progress.
 - Discuss progress to goal at quarterly stepback and adjust plans.
- Gather data on student outcomes and analyze if goal was met.

Challenge Solving Protocols

This resource outlines reactive systems and protocols for unpacking and solving challenges. The first chart gives an example of how

to capture and log challenges. Under “Example Protocols,” you can see systems for analyzing and unpacking challenges.

Capturing Challenges
It can be helpful to develop a shared system for tracking challenges as they emerge. This could be in the form of a “Delta File” (delta meaning change), with ideas for short-term and long-term changes.

Delta File

Name	Date	Describe the Challenge	Short-Term or Long-Term Change?

Example Protocols

The following protocols can be used to unpack challenges and progress to goals.

Example 1: SWOT Analysis

SWOT is an acronym for “strengths, weaknesses, opportunities, and threat.” The goal of this type of analysis is to gain an understanding of the internal factors (strengths and weaknesses) and external factors (opportunities and threats) that are influencing your team.

This protocol is most helpful to use when you’re planning a new project

or initiative in order to think about everything that could potentially impact your success.

You can use SWOT discussions as the basis for a brainstorming session about where to take your team next. If you have a particular problem you’re concerned with, focus SWOT analysis directly on the issue. Start by drawing a large square on a whiteboard or paper.

Divide the square into quadrants. Label the upper left quadrant “Strengths,” the lower left “Weaknesses,” the upper right “Opportunities,” and the lower right “Threats.”

After filling in the quadrants, talk about what stands out from this analysis. What is surprising? What are the next steps?

Example 2: Decision Trees

A decision tree is another decision support tool that uses a tree-like model of decisions and their possible consequences. Decision trees are used to help identify a strategy most likely to reach a goal.

This protocol is most helpful to use when evaluating choices and chance events of a decision you or your team is making.

In a decision tree, each internal node represents a “test” on an attribute, each branch represents the outcome of the test, and each leaf node represents a label. A decision tree consists of three types of nodes:

- Decision nodes - typically represented by squares
- Chance nodes - typically represented by circles
- End nodes - typically represented by triangles

The decision-making tree is usually built starting with the initial decision option and moving through choices and chance events until all outcomes are reached. Once the tree is developed, you work backward from the outcomes to determine the values used to find the best path or set of choices to move through the tree.

Example 3: Example Problem-Solving Process

This protocol is most helpful to use when there is a specific challenge that your team is working to solve.

Step	Questions to Consider
Identify and clarify the issue the team needs to address by phrasing the issue as a question.as a question.	How can we ensure that all students are meeting the benchmarks in foundational skills?
Brainstorm where there is success regarding the issue.	Where are students who struggle with foundational skills doing well?
Identify what is going on in the areas where success is being seen.	What is occurring in these classes that contributes to student success?
Brainstorm ways to incorporate the identified successful practices into the problem area.	How can we infuse CKLA lessons with the practices that are helping students succeed in other areas?
Develop a way to measure success.	What formative assessments will we use to measure student progress in reading?
Summarize and record the plan for addressing the issue.	What practices will we try in the CKLA classes? Who is responsible for implementation? When is our target date for implementation?

Example 4: Consultancy Protocol

A consultancy protocol is a structured process for helping an individual or team think more expansively about a particular challenge. Holding consultancy protocols helps build better school and classroom environments by building trust and relationships. Instead of simply identifying problems, everyone

becomes part of the solution. This could easily be done for students during morning meeting/class meeting or during a staff meeting for teachers.

This protocol is most helpful to use to develop participants’ capacity to see and describe the challenges that are essential to the success of their work,

and to help each other understand and deal with these challenges.

This example of a consultancy protocol was developed by Faith Dunne, Paula Evans, and Gene Thompson-Grove as part of their work at the Coalition of Essential Schools and the Annenberg Institute for School Reform.

<p>Step One: Presenter Overview, 5-10 minutes</p>	<p>The Presenter gives an overview of the challenge with which they are struggling and frames a question to the Consultancy Group to consider.</p> <p>Questions to guide your writing:</p> <ul style="list-style-type: none"> • Why is this a dilemma or barrier for you? Why is this dilemma or barrier important to you? • If you could take a snapshot of this dilemma, what would you/we see? • What have you done already to try to remedy or manage the dilemma or barrier? What have been the results of those attempts? • What do you assume to be true about this dilemma or barrier, and how have these assumptions influenced your thinking about the problem?
<p>Step Two: Clarifying Questions, 5-10 minutes</p>	<p>The group asks clarifying questions of the Presenter. Questions should have brief, factual answers. Clarifying questions ask the Presenter the “who, what, where, when, and how” of their problem. These are not “why” questions, and generally can be answered quickly and succinctly. These questions are not meant to fuel discussion, but rather to make clear any important points of reference.</p>
<p>Step 3: Problem Questions, 5-10 minutes</p>	<p>The group asks probing questions of the Presenter. These questions should be worded to help the Presenter clarify and expand their thinking about the presented challenge. Probing questions get to the “why” of the Presenter’s problem. These may be open-ended inquiries. The Presenter may respond to the questions, but there is no discussion of the Presenter’s responses by the group. At the end of the ten minutes, the Facilitator will ask the Presenter to restate their question to the group.</p>
<p>Step 4: Group Challenge Discussion, 15-20 minutes</p>	<p>The Consultancy Group analyzes the problem while the Presenter moves back from the circle, remains quiet, does not interrupt or add information, and takes notes during the discussion. Possible questions to frame the discussion:</p> <ul style="list-style-type: none"> • What did we hear? • What didn’t we hear? • What assumptions seem to be operating? • What questions does the dilemma or barrier raise for us? • What do we think about the dilemma or barrier? • What might we do, or try to do, if faced with the same dilemma or barrier? <p>Members of the group sometimes suggest actions the Presenter might consider taking. However, they work to define the issue more thoroughly and objectively.</p>
<p>Step 5: Presenter Reflection, 5-10 minutes</p>	<p>The Presenter reflects on what they heard and on what they are now thinking. They then share with the group anything that particularly resonated during the Consultancy.</p>
<p>Step 6: Facilitator Debrief, 2-5 minutes</p>	<p>The Facilitator leads a brief discussion about the group’s observation of the Consultancy Process.</p>

Three Pillars of Teacher Support

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

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

Train

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

- Understand the design of the curriculum and their alignment to the standards
- Best utilize the materials at the lesson and unit level to provide quality instruction for students
- Implement the instructional practices within the curriculum that make the curriculum come to life

- Customize the materials, where appropriate, to make informed instructional decisions that strengthen student engagement and success
- Utilize the specific protocols and tools provided for pacing, collaborative planning, student work analysis, and data analysis from curriculum-embedded assessments

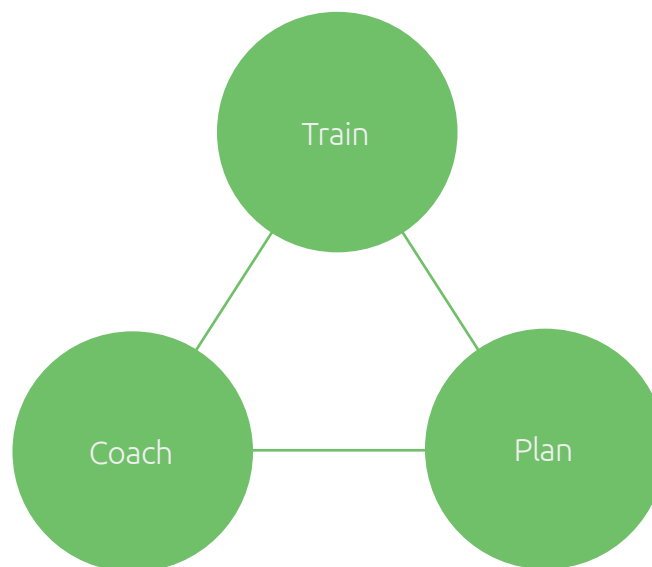
One of the pitfalls many systems encounter is viewing Train as a one-time activity - providing initial training for teachers, coaches, and leaders when a curriculum is first adopted and implemented - but not having a plan to provide ongoing training to continuously improve implementation. The most successful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

Plan

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

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

As teachers begin to engage with a new curriculum, it is important to consider that the work shifts from



instructional planning to intellectual preparation - that is, the goal is for teachers to deeply study and understand the materials through intellectual preparation as a means of preparing for instruction.

Coach

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

- Observe teachers, which can be an informal opportunity to monitor implementation of the materials, as coaches are able to see how they are being used in practice
- Identify trends in instruction and in the use of materials, which can inform future trainings, help to identify common planning challenges, and identify model

classrooms

- Provide individualized support to teachers to implement the training they have received, or to execute the plan created during internalization

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

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

A common pitfall in the implementation of Coach is that the people charged with providing coaching to teachers have not

received their own version of Train, Plan, Coach to fully understand the materials, how to use them effectively, and how to integrate the materials into their current coaching work. When this occurs, coaches can sometimes view their role as separate from the instructional materials and only provide coaching on instructional practices. This has the potential to undermine implementation efforts as coaches can give feedback that conflicts with the design of the materials, and therefore erodes teacher trust. It is essential that Coach is tightly aligned to the implementation of the instructional materials, and that coaches receive the training, planning, and coaching support necessary to implement these pillars for teachers.

Celebration Ideas

This resource outlines fun ways to celebrate teamwork.

What are we going to do as a CKLA Implementation Support Team to celebrate finishing this important planning work? Here are a few ways to celebrate and have fun with your team:

- Have a potluck lunch: Have the school cater the main course, and then ask each team member to bring in a side-dish. Enjoy a family-style meal together.
- Do something off-site: Visit an attraction in your city, go bowling, or have a team happy hour.
- Thank you note party: Gather the team to have a party where teammates create thank you notes for each other.
- Core Value Awards: Have an awards ceremony where teammates celebrate and earn awards for embodying the shared core values.
- Messages from students and families: Collect pictures, notes, and videos from students and families to give to each teammate. A variation on this is asking a former student to come back and share the impact that school and their teachers had on their life.
- Share success stories: Share about a student and the impact the team or school has on that student.
- Stock the office: Stock the office refrigerator and snack area with some of your teammates' favorite treats.
- Swag: Give your teammates a new piece of school swag - a coffee mug, water bottle, hoodie, backpack, etc.
- Project toast: Have team members grab a drink and give a toast to the hard work already completed and all the good to come.
- Early release/late arrival/extended lunch: Give teammates the option to leave early, arrive late, or have an extended break or lunch.
- Dress Down Days: Have a casual or "dress down" day.

II.2

Determine the Plan for Assessment and Grading

Phase II: Prepare

Key Action II.1: Set Goals, Roles, and Monitoring Plan

→ Key Action II.2: Determine the Plan for Assessment and Grading

Key Action II.3: Determine Expectations for Use and the Plan for Collaborative Planning

Key Action II.4: Determine the Plan for Coaching

Key Action II.5: Determine the Plan for Training Teachers and Leaders

Step II.2.A

Study the assessments in CKLA

Step II.2.B

Inventory all currently used assessments for purpose, frequency, and quality

Step II.2.C

Determine the plan for common assessment and what you will do with the data

Step II.2.D

Establish grading guidance for the new materials

Step II.2.E

Organize next steps and communicate the plan

What is the goal?

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

Why is this Key Action Important?

It's important to consider CKLA's overall assessment strategy (the purpose, frequency, and quality of each assessment) as you think through the role of CKLA-embedded assessments. Taking the time to understand the various assessments in CKLA, how they fit into your larger assessment strategy, and what will get graded can reduce mixed signals, confusion, and anxiety for all involved.

Explanation of Language

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

II.2. A

Study the Assessments on CKLA

Notes

CKLA's long cycle assessment strategy includes Beginning of Year, Mid-Year, and End of Year Assessments. Time for these assessments is captured by reserving multi-day assessment lessons in units across the year. Study the EOY assessments from one grade in the K-2 band and one grade in the 3-5 grade. Have the team take the assessments individually (outlining instead of writing full responses) to understand the mental work required.

The resource [Agenda for Assessment Study](#) has an agenda that you can adapt to facilitate this meeting.

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

In CKLA, Unit Assessments are found in the last lesson of each unit. (Note that in K-2, there is a Unit Assessment at the end of the units in the Skills Strand and a Domain Assessment at the end of the units in the Knowledge Strand.) Have the team take the unit assessments individually to understand the mental work required

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

Guiding Questions

- i. Look at the End of Year (EOY) Assessment. What does it assess?
- ii. How is it designed?
- iii. What kind of information will this assessment give teachers?
- iv. For Grades 3-5: How is this similar or different than our state test?
- v. What do unit assessments assess?

Guiding Questions Continued

vi. How are they designed?

vii. What information will the unit assessments give teachers?

viii. Study the Formative Assessments and Checks for Understanding within a unit. What do they assess?

Have the Implementation Support Team select a few lessons to examine from a unit in K-2 Skills, K-2 Knowledge, and 3-5 Integrated.

ix. How are they designed?

x. What information will the assessments within units give teachers?

Inventory All Curriculum Used Assessments for Purpose, Frequency, and Quality

Notes

The resource [Assessment Purposes](#) provides a starting point for this discussion.

Use the [Assessment Inventory Template](#) to develop your inventory. For elementary literacy, this is an important exercise in surfacing assessments that do not align to the science of reading.

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

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

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

Guiding Questions

- i. What are our key purposes for assessments?
- ii. What are all the assessments that students in our district currently take and how often do they take them?
- iii. What purpose(s) does each assessment serve?
- iv. What is the quality of each assessment?
- v. What do we do with the data from each assessment?

Notes Continued

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

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

Many CKLA implementors found it important to clearly message the discontinuation of running records. If you are a district that has a running record assessment system for your elementary students, it will be helpful for the Implementation Team to plan how to support teachers' understanding of what the CKLA assessments provide in contrast to a running record model.

Guiding Questions Continued

- vi. Are there any purposes that we lack assessments for at this time?
- vii. What purposes can the CKLA-embedded assessments we studied serve?
- viii. Are there any assessments that have redundant or conflicting purposes that we can discontinue?
- ix. Are there any assessments that have overlapping purposes? What is the best course of action?
- x. Which assessments are we going to administer across the district in each grade?

Determine the Plan for Common Assessment and What You Will Do With the Data

Notes

Plan to consistently administer all CKLA unit/domain and benchmark assessments across the district.

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

The [Assessment Purpose Template](#) can help you organize your answers, and includes a few sample responses. These questions often need to be considered at both the system and school levels.

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

The Amplify Progress Reports offer a template for sharing feedback from unit assessments with students and families.

Guiding Questions

- i. Of the assessments (CKLA and other) we will administer across the district, what is the purpose each assessment is seeking to serve?
- ii. Is each assessment high-quality? How do we know?
- iii. What will we do with the results from each assessment?
- iv. What feedback will students get from each assessment?
- v. When will we give each assessment?

Notes Continued

There are a number of platform providers that are able to import your assessments directly and help with administration and roll-up.

Be careful in standard-based reporting for ELA — this is not reflective of how the state test is designed or how students learn to read. [SAP's Text at the Center paper](#) is an overview of what is different for ELA, and [SAP's ELA Assessment Quick Reference Guide](#) shares dos and don'ts for ELA assessment.

You will lay out your plan in more detail in **Step II.3.E: Determine how you will support collaborative and individual planning.**

Guiding Questions Continued

vi. For each assessment, will we collect the data centrally? If so, how?

vii. How will results get reported?

viii. For each assessment, what do we expect teachers to do with the data?

ix. How will we know if that is happening?

Establish Grading Guidance for the New Materials

Notes

[Resources on Grading](#) shares a compilation of good resources around grading policy.

Make sure the team has done the work of Steps II.2.A–II.2.C before tackling grading. Grading decisions should be made in the larger context of a defined assessment strategy. In considering what to grade, review your formative assessment list.

Grading policies are very specific to districts and cannot be made by curriculum developers.

CKLA includes rubrics and sample student work, but there is a lot of judgment that teachers and leaders need to make to match CKLA to your grading policy.

[Common Grading Challenges](#)

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

Guiding Questions

- i. What is our district/school grading policy, if any, for this K-5 grade band?
- ii. What parts of CKLA do we expect to be graded?
- iii. What questions will come up about how to grade these parts? What are our answers to these questions?
- iv. What other questions will come up about grading? How will we handle them?

Organize Next Steps and Communicate the Plan

Notes

Go back to your [Implementation Plan](#) to track your next steps and add to your roles and responsibilities tracker.

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


Remember to track all of the needs as you go in your [Implementation Plan](#).

Go back to your [Implementation Plan](#) to review your list of stakeholders and key messages.

Use the resources [Email Communicating Assessment Choices](#) and [PowerPoint Communicating Assessment Choices](#) as a starting point to communicate your process.

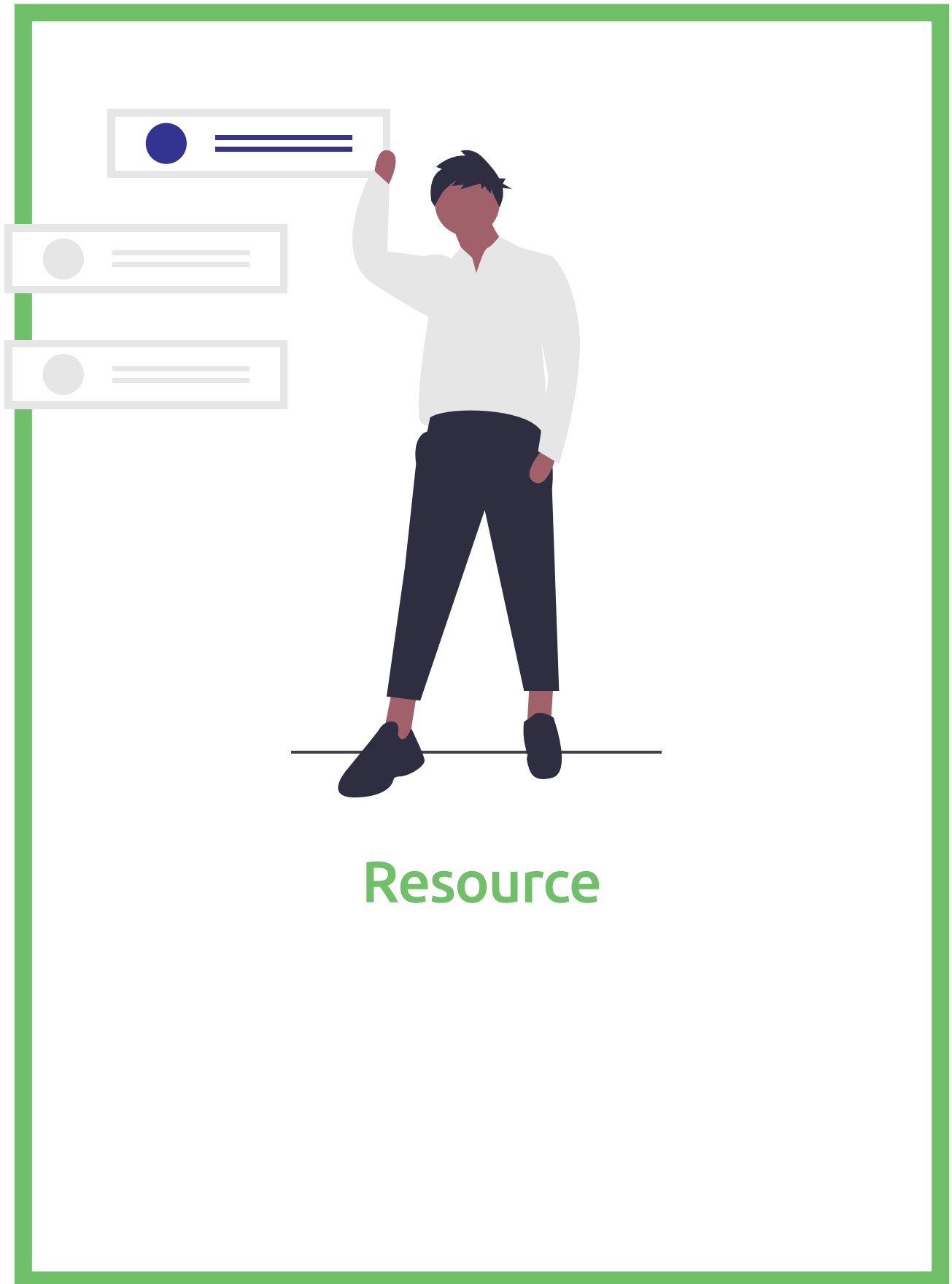
Guiding Questions

- i. In this key action, we reviewed the assessment and grading plan. What are the next steps that we need to take based on the decisions we made together?
- ii. What can we add to our roles and responsibilities tracker?
- iii. What training will all teachers using CKLA need prior to launching the materials in order to be ready for their assessment and grading responsibilities?
- iv. What training will all leaders supporting CKLA need prior to launching the materials to be ready for their assessment and grading responsibilities?
- v. How will we answer them?



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

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



Resource

RESOURCE

Agenda for Assessment Study

This resource is an agenda for studying the assessments within CKLA to make decisions about how to effectively utilize the CKLA-embedded assessments in alignment with overall assessment vision.

Meeting Goals

The overall goal for this meeting is to develop an understanding of the assessments included in CKLA and to identify initial ideas for how the assessments may be used as part of the overall assessment strategy.

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 (CAO, Director of ELA, etc.).
Who should participate in the process?	Participants should include: <ul style="list-style-type: none"> • Members of the Implementation Support Team • Representative(s) from the Assessment & Data Teams
What will we study?	<p>It is helpful to have all participants study the same set of assessments to better understand the assessment design and alignment within the curriculum, but it will likely be most effective to divide participants into a K-2 group and a 3-5 group because the assessment framework varies between the grade bands.</p> <p>With that, you will want to go through the process through the lens of a grade level from the K-2 band (where there are Benchmark Assessments, Skills unit assessments, Knowledge domain assessments, and lesson-embedded formative assessments) as well as through the lens of a grade level from the 3-5 band (where there are Benchmark Assessments, Integrated Strand unit assessments, and lesson-embedded formative assessments). During the meeting, groups can share and compare findings to provide a cohesive picture of the K-5 assessment strategy.</p>

Time	Section	Description
5 min	Opening	<ul style="list-style-type: none"> • Introductions • Norms • Goals
10 min	CKLA- Embedded Assessment Overview	<p>Explore CKLA through the lens of a specific grade level and identify the different assessments embedded within the materials. These include:</p> <ul style="list-style-type: none"> • BOY, MOY, and EOY Benchmark Assessments • Mid and End Unit/Domain Assessments • Formative & Checks for Understanding
20 min	End of Year Benchmark Assessment	<p>Each participant should independently take the End of Year Benchmark Assessment for the specified grade level (1st and 4th work well) as if they were a student to understand the work required.</p> <p><i>Where the assessment includes a long response question, participants should simply outline their response vs. constructing a full response as a student might be required to do.</i></p>
40 min	Analyze the End of Year (EOY) Benchmark Assessment	<p>Analyze the EOY Benchmark assessment and discuss the following questions:</p> <ul style="list-style-type: none"> • What does the assessment actually assess? • What type of data or information will the assessment provide for teachers? • How do the K-2 and 3-5 assessments compare? • (If time, briefly look at the BOY and MOY Benchmarks to compare.) <p>(Divide into a K-2 group and a 3-5 group)</p>
25 min	Analyze Unit/Domain Assessments	<p>Explore the unit assessments for a select grade level and discuss the following questions:</p> <ul style="list-style-type: none"> • What does the assessment actually assess? • In K-2, how do the Skills and Knowledge unit assessments capture different information on student progress?
25 min	Analyze Formative Assessments and Checks for Understanding	<ul style="list-style-type: none"> • What do the Formative Assessments & Checks for Understanding actually assess within a lesson? • What type of data or information will the assessment provide for teachers?
20 min	Implication for Action	<ul style="list-style-type: none"> • What are our initial impressions and recommendations for how we might utilize the assessments? • What are the implications of these assessments on our other assessments and/or practices? • How is this different or similar than our state test?
10 min	Closing	<ul style="list-style-type: none"> • Connecting to the goals of the process <ul style="list-style-type: none"> • Where we're headed (II.2B and II.2C)

RESOURCE

Guide for Discussing Assessment

This resource provides a guide to managing emotions around assessment. It outlines key messages that can help clarify the importance of assessment in teaching and learning as well as specific ideas about how to handle possible scenarios that may emerge as stakeholders review assessments embedded in CKLA.

Key Messages:

- We believe our students are capable of performing well on challenging assessments aligned to the rigor of the standards. It is our responsibility to give students meaningful assessment opportunities that prepare them for college and careers.
- For many educators, assessments drive the ways we spend our time in the classroom and our expectations for students.
- We believe that assessment should be tied to daily instruction. Assessments support excellent teaching & learning and give us insight to our students' understanding.
- Teachers need assessments that spotlight grade-level standards and practices. This is critical to illuminating where students are and what they need to do to improve.

Common Challenges or Areas for Discussion:

If...	Then...
The group needs to reset or clarify expectations around the role of assessment in curriculum	Return to your core beliefs and instructional vision. Discuss how assessment is reflected in this vision/ belief statement.
The group needs to surface conflicting emotions about assessment	<p>Consider these activities:</p> <ul style="list-style-type: none"> Take a Stand: <ul style="list-style-type: none"> Place the word “positive” on one- side of the room and “negative” on the other. Ask participants to think about the word “assessment” and where they stand on the scale of positive to negative. Direct them to stand on the line accordingly. Discuss variance instances. Best Experience: <ul style="list-style-type: none"> Ask participants to consider their best, most positive experience with assessment – as a teacher or learner. Generate group criteria for positive assessment experiences.
The group expresses concern about the rigor of new assessments	<p>Discuss:</p> <ul style="list-style-type: none"> What fears do we have? Why do we- have them? When we embrace assessment as a starting point for instruction, how will that change our practice? How do assessments support equity in our schools? What do common assessments allow us to know and do? <p>Draw upon resources in the Key Messages for Maintaining High Expectations for Students document.</p>
The group expresses concern about assessment overload	<p>Return to the notes from the CKLA assessment study. Discuss:</p> <ul style="list-style-type: none"> What information do we gain about readers through the CKLA assessments? How does this information provide us precise next steps for instruction? What do we feel like we would miss from the running records? Where is that addressed in CKLA assessments? What can we use from our understandings about the science of reading to make this transition? <p>Draw upon resources in the Key Messages for Maintaining High Expectations for Students document.</p>
The group expresses concern or confusion over eliminating leveled readers/ running records from the assessment framework	<p>Preview the steps to come in Key Action II.2, emphasizing that there will be time in the process to develop a comprehensive assessment strategy.</p> <p>Share pages 14-16 from Achievement Network’s White Paper: Teaching Comes First to spotlight the overarching process.</p> <p>Discuss:</p> <ul style="list-style-type: none"> What kinds of professional learning around assessment is needed to best support our teachers? What systems are already in place to support analysis of assessments and re-teaching? What systems are needed?

RESOURCE

Assessment Purposes

This resource shares purpose, frequency, and examples of the various types of assessments.

Summative/Evaluative Assessments

- **Purpose-** These are usually used as part of an accountability system (national, state, and/or district) or to otherwise inform policy. They are the least flexible of the assessments.
- **Frequency-** Given one time at the end of a set time period (i.e. semester or school year) to evaluate students' performance against a defined set of content standards and to monitor and track student performance as a group.
- **Examples-** State test scores used by a principal to evaluate the success of a new curriculum; SAT scores used by colleges to evaluate college readiness.

Formative/Instructional Assessments

- Purpose- As a result of formative assessments, teachers provide corrective feedback and can modify their instruction to improve student understanding.
- Frequency- These assessments are conducted by teachers in the classroom for the explicit purposes of diagnosing where students are learning and identifying gaps in their knowledge and understanding. These assessments are small-scale, short-cycle, and embedded within the current unit of instruction.

Formative assessments can be differentiated depending on the teacher's judgement about the need for specific information about a student at a given point in time.

- Examples- End-of-unit module used by a teacher to check understanding; a daily exit ticket used by a teacher to guide the next day's lesson.

Interim/Benchmark Assessments

- Purpose- The results of these assessment can be meaningfully aggregated and reported at a broader level.
- Many interim tests are intended to

serve as predictive for an end of year assessment, often the state test.

To truly be predictive, a test must quantifiably show how results align with end-of-year tests.

- Interim assessments can also serve formative instructional purposes, but only if they are substantially aligned with local curricula and are timed to allow teachers to adapt instruction.^{1,2}
- Frequency- These tests are given in cycles throughout the year, usually every 6-8 weeks.
- Examples- iReady, ACT practice tests, state practice tests

¹Perie, M., Marion, S., & Gong, B. (2009). Moving toward a comprehensive assessment system: A framework for considering interim assessments. *Educational Measurement: Issues and Practice*, 28(3), 5-13.

²Achievement network, (2018). Teaching comes first: How school district leaders can support teachers, save time, and serve students with a new vision for assessment.

RESOURCE

Completed Assessment Inventory

This resource provides a completed example of the Assessment Inventory Template for a school from our early implementer group. These use notes are not intended to be an evaluation of this assessment, but are intended to share how one system thought about their use of this specific assessment.

Name	STEP: Strategic Teaching and Evaluation of Progress
Entity Requiring (state, school, etc.)	School
Grade(s)	Kindergarten - 3rd Grade
Subject	ELA
Intended Purpose and Use	Formative - A research-based formative assessment that provides data to inform classroom literacy
Actual Purpose and Use	Given as a diagnostic benchmark at the beginning of the year to determine a student's independent reading level; given as a formative assessment at the end of each quarter to show reading growth and inform classroom instruction; provides opportunity for grade-level data comparisons and trend analysis
Assessment Administration Time	Given one-on-one; takes about 15-30 minutes per scholar
Frequency	Benchmark (beginning of the year) + four end of quarter waves
How is the data used?	Data is used to inform literacy instruction in the following areas: phonemic awareness, reading accuracy, reading fluency, reading comprehension, and developmental spelling
Assessment Interplay with CKLA	While STEP data could be used for Tier II or Tier III support, this data would not be used during Tier I instruction
Cost	~\$5,200.00/year

RESOURCE

Assessment Purpose Template

This resource provides a template for you to organize your analysis of current assessments and their purposes. It can be helpful to use your Assessment Inventory as a starting place. This template is designed to capture your final decisions.

Assessment Name	Type (diagnostic, interim, summative,	What is the intended purpose?	Who will analyze data and how will we	How will results be reported?	What feedback will students get?

RESOURCE

Resources on Grading

This resource outlines the considerations that should be taken prior to initializing or adjusting a grading policy. It also provides example grading policies and links to relevant resources about grading research, guidelines, and principles. You can also refer to the resource, “Grading Challenges”, before constructing or revising a policy.

Conversations about grading can be emotional and loaded because many people have had their own personal experience as a student or an educator. While discussing grading and all that comes with it can feel daunting, it is also crucial to provide clarity and guidance for educators, kids, and families. While the Implementation Team will be the primary driver of constructing or revising the grading policy, it is important to solicit feedback from other stakeholders throughout (i.e. teacher leaders, families, students).

As you begin the process of constructing or refining your grading policy, consider the following: (Please note: If you do not yet have a grading policy, refer to the example grading policies below as starting points.)

- As an Implementation Team, review your current grading policy and previous steps in [Key Action II.2](#).
 - Ensure all members of the team are aware of the current grading policy.
 - Provide any necessary context to the Implementation Team behind the current grading policy.
 - Review the completed steps of II.2A-II.2.C to ensure those are top of mind. Reviewing those steps will also allow you to proactively identify if there are any glaring revisions that need to be made to the grading policy to align with the work done in those steps.
- Go back into the completed II.2.A and II.2.B steps to identify which pieces of CKLA align with the different categories of the grading policy.
 - Your grading policy might include assessment data, classwork, homework, etc. You will want to identify the specific assessments, classwork, or homework that would be utilized as part of the grading policy. For example, if classwork is embedded in a grade, is there specific classwork that should be included? You may need to refer back to the grading policy after you've completed step [II.3A "Study the Design of the Materials"](#). Please also refer to the "Example Curriculum and Grade Specific Grading Policy" below.
- Refine your grading policy. Consider having a system-level grading policy as well as a CKLA-specific policy to ensure as much clarity as possible for teachers and students.
 - Refine your grading policy to ensure it reflects:
 - The vision for high quality instruction established in [KeyActionI.2](#).
 - The decisions made in step [II.2.C "Determine the plan for common assessment and what you will do with the data"](#).
 - Consider the tools that exist within CKLA to assess student performance (i.e. rubrics, exemplars, etc.) and how teachers should be using these to grade student work.
- Ensure specificity (CKLA-specific and grade-specific) in what assignments will be graded and which category those assignments fall within (i.e. classwork, assessment, etc.).
- Engage grade team leader or department chairs
 - At each impacted school, grade team leaders or department chairs are provided upfront and ongoing training on:
 - Rationale for revisions to the grading policy.
 - Use of CKLA-specific rubrics and exemplars to grade student performance.
- Communicate final grading policy with students and families
 - Share the final grading policy with students and families.
 - Revisit the grading policy multiple times throughout the year to ensure students and families are continuously aware of how student grades are being calculated.

Example Curriculum and Grade Specific Grading Policy

This example grading policy is specific to 3rd grade CKLA.

Vision

The purpose of grades and gradebooks is to give students and families an accurate reflection of a student's mastery of academic content. Gradebooks are not intended to reflect effort, completion, or reward positive behaviors. We celebrate effort in other ways (i.e. assemblies, parent communication, class jobs). Because our goal is for students to master the grade-level content that is presented to them, students are permitted to redo classwork for partial credit. It is our hope that these are *inputs to an output of academic achievement*.

Gradebook Weights

Assessments	Classwork
60%	40%

Assessments

Assessments include:

- Mid-unit assessments
- End-of-unit assessments
- Lesson assessments

Classwork

Classwork may include:

- *Fluency exercises*
- *Writing tasks/opportunities*
- *Activity pages*
- *Journal entries*

Assigning Grades

Each assignment in the gradebook is graded for mastery/accuracy. Teachers may assign ungraded assignments for the purpose of delivering feedback.

At minimum, teachers are expected to have the following grades in the gradebook weekly: 3 class- work assignments (i.e. activity pages), and 1 assessment (i.e. exit ticket).

For clarity, all assignment grades (assessments, classwork) are communicated out of 100%. Some assignments will be graded on a rubric and converted to a score out of 100%. Rubric scores will be adjusted to make grades reasonable.

Please reach out directly to your child's teacher if you have any questions regarding the grading policy for 3rd grade ELA.

RESOURCE

Common Grading Challenges

This resource outlines some of the challenges and considerations around grading during the implementation process. These are some of the more common challenges that arise, but please note that this is not an exhaustive list, and some unique grading challenges might not be reflected here.

Common Challenge	Consideration
<p>Teachers/school leaders have different perspectives on the purpose for grading</p>	<p>The Implementation Team should share the varying perspectives on the purpose(s) for grading before beginning the process of refining a grading policy. Refer to the following research as a starting point:</p> <ul style="list-style-type: none"> • Grading Principles and Guidelines (Great SchoolsPartnership) • Conversations About Grading (ASCD,2011) • The Opportunity Myth (TNTP) • Grading and Reporting Student Learning (Thomas Guskey) <p>Once a grading policy is refined/ created, it is important that there be clear rationale for how and why these decisions were made and how the grading policy aligns with the curriculum (refer to decisions made in II.2.C).</p>
<p>There is not currently a school or system-level assessment and/or grading policy, so there is considerable variance in how and what teachers are grading within the curriculum. This challenge is directly linked to II.2.C and determining an assessment strategy because if it is not clear what assessments/ assignments will be graded across the school/system, variance in what and how things are being graded is inevitable.</p>	<p>The Implementation Team is tasked with constructing a grading policy for the system in an effort to provide clarity and guidance, but also to ensure that there is a common grading experience for all students. The Implementation Team will need to consider how the grading policy is working in tandem with assessment strategy, student data review, and PLCs. Refer to II.2.C during this time, and circle back when you have completed Key Action II.3.</p>
<p>Some students are passing their classes but are not showing proficiency on standardized assessments.</p>	<p>When finalizing the purpose(s) for grading, if it is determined that grades should be a predictor for student performance on standardized assessment, ensure that common grading policy reflects that purpose. Ensuring clear procedures for what is being graded, as well as how it is being graded through student work review in PLCs or collaborative planning time will help to ensure a similar bar for student responses. This challenge often arises when teachers are unclear what their criteria for success is on a specific assignment/ assessment.</p>
<p>The state/city/district dictates a specific number of assignments/types of assignments that need to be in the grade book.</p>	<p>Make sure to keep this in mind during your common assessment inventory and when you are reviewing the materials in step II.2.B and II.2.C.</p> <p>Ensure that these requirements align with your common grading policy in II.2.D</p>
<p>Since implementing the new curriculum, students' grades have dramatically dipped.</p>	<p>Preemptively addressing this possibility with teachers, kids, and families is a crucial part of the communication plan the Implementation Team creates during Phase II.</p> <p>Consider including in your grading policy that students may redo assignments for partial/whole credit when that student shows mastery of the content being assessed.</p>
<p>Teachers are having a challenging time finding enough assignments in the materials to fill the required number of grades.</p>	<p>Ideally a system's grading policy aligns with the chosen curriculum, and if it doesn't, then the system troubleshoots solutions proactively. In the event this is not possible, it is first important that this challenge be identified prior to the school year beginning so that an appropriate plan can be put into place to address it. In order to be aware of if this is a challenge that will arise, schools and systems need to have thoroughly completed II.2A-11.2C. Once that is complete, if it is found that there are not enough assignments within the curriculum to meet the required number, then the Implementation Team should provide guidance to schools about the approved supplemental assignments to provide to students. Many materials have optional extension assignments that the Implementation Team can include in the assessment strategy.</p>

RESOURCE

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

RESOURCE

Email Communicating Assessment Choices

This resource provides a sample email that can be shared with leaders and teachers about the assessment plan that will be adopted to support the implementation of the new curriculum.

Team,

As we prepare to implement Core Knowledge Language Arts in grades K-5, I want to share with you the plan for assessment and grading in this new literacy curriculum. Assessment is a cornerstone of our curriculum implementation process. With strong assessment systems in place, we can ensure that we know exactly how our teaching is working!

A team of educators has been hard at work analyzing the assessments we currently have in place and evaluating the assessments embedded in CKLA. The team has considered the frequency, quality, and purpose of the various assessments to determine the best plan moving forward.

Based on the recommendations of our assessment team, we will plan to use all of the assessments embedded in our new curriculum when we roll out CKLA next school year. This means that students will take Benchmark Assessments at the beginning, middle, and end of the year, as well as unit assessments at the end of each unit/domain. These common assessments will replace quarterly interim assessments, current reading unit tests, and running records; they will be used as essential data to measure students' progress. We will all use the rubrics and scoring guides provided in CKLA to grade the assessments. During monthly data meetings, teachers will be able to work in grade-level teams to analyze the assessment results and plan for reteaching, using resources from the curriculum. Students will continue to take one practice test prior to our state end-of-year assessment (grades 3-5 only).

Type of Assessment	Purpose	Grades	Change from current practice?
NYS Annual Test	The state test is a summative assessment given in April. It shows students' performance on grade-level standards.	3-5	No
CKLA Benchmark Assessments	Instead of doing quarterly interim assessments, we will take the BOY, MOY, and EOY Benchmark assessments and one practice test before the state assessment.	3-5	Yes
CKLA Unit/Domain Assessments	The unit assessments will be given every 4-6 weeks at the end of a unit. They help diagnose gaps in students' knowledge and understanding. Teachers can use this data to modify instruction.	K-5	Yes. The CKLA unit

In addition to the assessments listed above, teachers will use ongoing informal assessments embedded in each lesson to track student progress and inform next steps in daily instruction. Feedback is essential to our students' growth!

If you have any questions about the assessment plan, please don't hesitate to follow up.

Best,
Leader

Assessment Plan

What was the process for determining the plan for assessment and grading?

A team of educators:

- Studied the assessments embedded in the new curriculum
- Inventoried currently used assessments to analyze purpose, frequency, and quality
- Determined which assessments to include
- Created a timeline and plan for analyzing data
- Established grading guidance

How will the assessments be graded?

- The CKLA Benchmark and unit assessments will be scored using the rubrics and scoring guides provided in the CKLA curriculum
- The scores will be rolled up into a marking period grade using our district's standards grading guidelines

How will the assessment data be used?

- The data from the CKLA Benchmark and unit assessments will inform teachers' instructional decisions for whole-group and small-group teaching
- Teachers will have time during bi-monthly data meetings to analyze class data and to plan reteaching lessons



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Objectives

- Share the process involved in determining the plan for assessment and grading in the new literacy curriculum
- Describe which assessment practices will continue and which practices will change with the implementation of Core Knowledge Language Arts

What will continue and what will change?

Type of Assessment	Purpose	Graded	Change from current practice?
AMS Annual Test	The state test is a summative assessment given in April. It shows students' performance on grade-level standards.	3-5	No
One Practice Test	Instead of doing quarterly reviews, we will do one practice test before the state assessment.	3-5	Yes
CKLA Unit/Domain Assessments	The unit/domain assessments will be given every 4-6 weeks at the end of a unit. They help diagnose gaps in students' knowledge and understanding. Teachers can use this data to modify instruction.	4-5	Yes. The CKLA unit/domain assessments will replace current reading unit assessments and running records.

Questions?

II.3

Determine Expectations

Phase II: Prepare

Key Action II.1: Set Goals, Roles, and Monitoring Plan

Key Action II.2: Determine the Plan for Assessment and Grading

→ Key Action II.3: Determine Expectations for Use and the Plan for Collaborative Planning

Key Action II.4: Determine the Plan for Coaching

Key Action II.5: Determine the Plan for Training Teachers and Leaders

Step II.3.A

Study the Design of the Materials

Step II.3.B

Ensure every School has Appropriate Time in the Schedule

Step II.3.C

Determine the Yearlong Pacing Schedule

Step II.3.D

Establish Guidance for Common Use and Customization

Step II.3.E

Determine How You Will Support Collaborative and Individual Planning

Step II.3.F

Organize Next Steps and Communicate the Plan

What is the goal?

The goal of this key action is to set up the plans for CKLA pacing, use, and planning. This key action includes ensuring the right

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 CKLA 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.”

Study The Design Of The Materials

Notes

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

Pick one grade from the K-2 band and one grade from the 3-5 band, as the unit structures differ.

Amplify provides an enormous amount of helpful information to support CKLA. Start by accessing the Program Guides (K-2; 3-5) to serve as a backstop as you unpack the resources. Also have handy the grade level Pacing Guides.

The resource [Curriculum Study](#) provides guidance, a sample agenda, and prep email. Amplify's Unit Planning Templates offer a clear protocol for internalizing the key elements of a given unit.

Supplemental materials in CKLA include the Assessment Remediation Guide, fluency work, additional grammar lessons (2nd - 5th), and vocabulary toolkit.

Guiding Questions

- i. Which grade(s) are we studying? Which unit(s)?
- ii. How many 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? What are the different components within the lessons?
- v. What do supplemental materials, such as fluency activities, include?

Ensure Every School Has Appropriate Time In The Schedule

Notes

It is very hard to implement CKLA well if you do not have the same amount of time allocated in the schedule as intended in the curriculum design. 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.

Guiding Questions

- i. Does the scheduling guidance (120 minutes for K-3 and 90 minutes for 4-5) match our current structure (for every school using these materials)?
- ii. Are there intervention programs being used that currently take up ELA instructional minutes? How does that impact pacing?
- iii. If not, how will we adjust?

Determine The Yearlong Pacing Schedule

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 in the K-2 grade band and one in the 3-5 grade band to study as an Implementation Support Team. Make sure you have the Amplify CKLA Pacing Guides handy, as well as your school/district calendars.

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.

Guiding Questions

- i. How do the CKLA Pacing Guides pace the units across the weeks of the school year? Where are the Pause Points?
- ii. What school or district-wide events do we already know of that we need to plan around?
- iii. What points in the curriculum do we want all district teachers reaching at the same time?
- iv. What is our yearlong pacing schedule for this grade?
- v. What needs to happen to get to a final pacing schedule for the other grades?

Establish Guidance for Common Use and Customization

Notes

There are heartfelt emotions that come up when teachers see the more scripted pieces of CKLA. Many will love the clarity, but some experience a sense of restrictiveness when they see the instructional design done for them in complete form. As in every curriculum, there are decisions within CKLA that teachers will need to make within the lesson and unit to ensure instruction meets the needs of students.

Amplify's Lesson Internalization documents ([K-2](#) and [3-5](#)) are one support that offers clear steps to internalizing the big ideas of a lesson and deciding where and what to customize.

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 how to outline potential customizations for CKLA.

Guiding Questions

- i. Review the Lesson Internalization documents from Amplify. What are some of the customizations teachers might make within a given lesson?
- ii. Which customizations do we want teachers to prioritize?

Establish Guidance for Common Use and Individual Planning

Notes

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.

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.

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

Notes Continued

Look back at your assessment and grading notes in **Key Action II.2: Determine the plan for assessment and grading** to connect student work reflection with your assessment and grading plans. For example, you may want to prioritize looking at unit assessments during collaborative planning time.

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.

Guiding Questions

- vii. When can they do this collaboration?
- 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?

Organize Next Steps And Communicate The Plan

Notes

Go back to your [Implementation Plan](#) to track your next steps and add to your roles and responsibilities tracker.

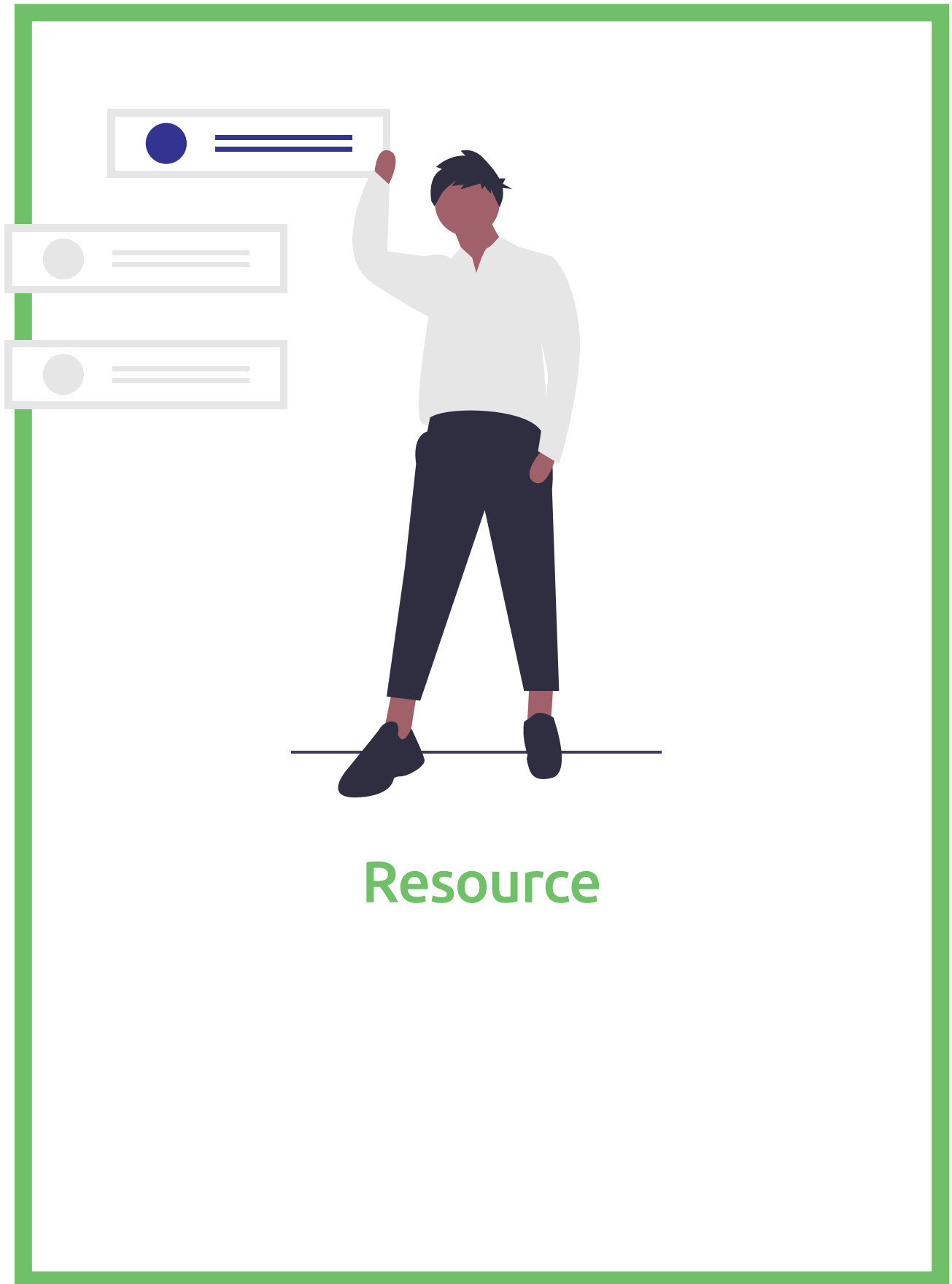
Throughout Phase II, you will track the training needs at the end of every step, and in **Key Action II.5: Determine the plan for training teachers and leaders** you will prioritize and sequence these needs.

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.

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 CKLA 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?



Resource

RESOURCE

Curriculum Study

This resource provides guidance for preparation, an agenda, and prep email for studying CKLA 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 CKLA 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 CKLA materials?

What will leaders need to understand about the CKLA 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 ELA, etc.)
Who should participate in the process?	Participants should include: <ul style="list-style-type: none"> • 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, 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?	<p>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. If you are implementing CKLA in grades K-5, you will want to have a K-2 group and a 3-5 group, as the K-2 CKLA materials include separate Skills and Knowledge strands, whereas the 3-5 materials are presented as one Integrated Strand.</p> <p>The K-2 group can study 1st grade materials as a representative grade and the 3-5 group can study 4th grade materials. Do ensure that the team notes that even within the 3-5 band, there are differences between 3rd and 4th- 5th – specifically, that 3rd grade includes continued decoding and fluency work (which is why 3rd grade CKLA lessons are 120 minutes and 4th – 5th lessons are 90 minutes).</p> <p><i>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.</i></p>
How do we leverage Amplify's resources?	Amplify has resources and trainers on hand who can help to answer design related questions. It may be useful to speak to your Amplify contact 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 60 minutes in length, participants should still review the time required and consider your specific context to determine if adjustments may need to be made.

RESOURCE

Pre-Meeting Email to Participants

Dear Implementation Support Team:

We are excited to continue our implementation planning for CKLA! 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 CKLA materials to build deep understanding of the curriculum and identify the implications for our implementation. Specifically, we will:

- Study both the 1st and 4th grade materials to understand the scope of the year as well as individual lesson structures and differences between grade bands.
- Begin to identify the implications for implementation, including instructional minutes, pacing, lesson and unit internalization, 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 EdReports for 1st and 4th grade to inform our work.

We look forward to seeing you on March 21st!

Ms. Hall

RESOURCE

Meeting Agenda

Time	Section	Description
5 mins	Opening	<ul style="list-style-type: none"> • Introductions • Norms • Goals
90 mins	Curriculum Structure & Instructional Minutes	<p>Explore the curriculum at a high level by studying:</p> <ul style="list-style-type: none"> • The Alignment Chart for the selected grade level (this shows standards across the year) • The section in the Program Guide titled: “How the Units Work Instructionally” (K-2 Program Guide or 3-5 Program Guide) • The Scope and Sequence for the selected grade level <p>Answer the following questions:</p> <p><i>Curriculum Structure</i></p> <ul style="list-style-type: none"> • <i>How are the standards integrated and/or used within the curriculum?</i> • <i>How are the units or materials structured and organized? Is there a consistent organization to units? To lessons?</i> • <i>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?</i> <p><i>Instructional Minutes</i></p> <ul style="list-style-type: none"> • <i>What are the requirements for instructional minutes to implement this curriculum?</i> • <i>Are there multiple components that require a time allocation?</i> • <i>How much time does each lesson take to implement? How much time is required for assessment?</i> <p>Based on your inquiry, determine the considerations for action for your system:</p> <ul style="list-style-type: none"> • What do teachers and leaders need to understand about how CKLA is designed? • How do we train and/or support teachers and leaders to develop their understanding of the curriculum structure? • Do the CKLA 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	<p>Explore the Scope & Sequence, Pacing Guide, and the Unit 1 Teacher Guide(s). Answer the following questions:</p> <ul style="list-style-type: none"> • What are the pacing considerations within CKLA? <ul style="list-style-type: none"> • How many lessons are there in the curriculum? • How is assessment included in unit lesson pacing? • What are the Pause Points? • What are the components within a lesson? Are there any logical splits (i.e. could K-2 do 60 min Skills in the morning and 60 min Knowledge in the afternoon) <p>Based on your inquiry, determine the considerations for action for your system:</p> <ul style="list-style-type: none"> • How do we align the pacing considerations within CKLA to our pacing context? • Do we need to make any adjustments to the CKLA Pacing Guides provided?

120 mins	Use Guidance & Planning	<p>Explore the Scope & Sequence, Unit 1 Teacher Guide, and Amplify's Unit Planning and Lesson Internalization Templates. Answer the following questions:</p> <ul style="list-style-type: none"> How do the materials connect to existing instructional practices and/or initiatives? <ul style="list-style-type: none"> Will we be able to continue existing practices (i.e., leveled reading groups, 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 CKLA should be used in a consistent way across classrooms? How can we leverage Amplify's Unit and Lesson Internalization documents to support 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? <p>Based on your inquiry, determine the considerations for action for your system:</p> <ul style="list-style-type: none"> 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	<p>Continue to explore the materials, and add in the Amplify Observation Tracker, which can serve as a helpful example of a CKLA-specific walkthrough or observation look-for tool.</p> <p>Answer the following questions:</p> <ul style="list-style-type: none"> What about the design of CKLA matches our coaching and/or evaluation framework? What about the design of CKLA does not match our coaching and/or evaluation framework? How does Amplify's Observation Tracker compare to tools we have used? Are there pieces we would add or subtract? <p>Based on your inquiry, determine the considerations for action for your system:</p> <ul style="list-style-type: none"> 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 CKLA?
10 mins	Closing	<p>Connecting to the goals of the process</p> <ul style="list-style-type: none"> Where we're headed with the remainder of this step

RESOURCE

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:

- Use the lesson segments listed in the Lesson at a Glance to determine the best stopping points in a lesson. (For example, in Knowledge lessons, it is suggested that students take a break between Read Aloud and the Application activity).
- 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.

RESOURCE

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 solidify CKLA pacing.

Teacher Leader –

We are looking forward to drafting our ELA 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 CKLA 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 grade level pacing guides in CKLA.
- Set clear expectations for when and how teachers can make modifications to CKLA.
- 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 CKLA Curriculum Pacing Guides
- 10:30-11:30 – Discuss Pros and Cons of Different Pacing Options and Make a Choice
- 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

RESOURCE

Example Curriculum Use Guidance

This resource is a sample of what a Use
Guidance document could look like for CKLA
Grades K-2

Guiding Questions	Implementation Guidance
What are the planning expectations?	<p>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 Skills and Knowledge strands, using the Unit Planning templates created by Amplify.</p> <p>Teachers will use their weekly common planning time to review the upcoming lessons. Teachers should come to those meetings having reviewed the lesson objectives and completed the formative assessments/checks for understanding embedded within the lessons. During these weekly meetings, teachers should spend half of the meeting reviewing the Skills lessons and half the meeting reviewing the Knowledge lessons.</p> <p>Teachers will share their annotated Skills and Knowledge lesson plans, including completed work for all of the lessons, at the start of each week with their coach/supervisor.</p>
What decisions are teachers going to need to make within a given unit?	<p>Because many of the topics covered in the Knowledge 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. Amplify's Knowledge Builder videos (K-2) are an excellent support for introducing a domain concept and teachers may want to budget time to use the videos and accompanying activities.</p>
What decisions are teachers going to need to make within a given lesson?	<p>Teachers must complete a full Skills and Knowledge lesson each day; however, due to the varying degrees of complexity within the instructional content, time spent on lessons may need to be modified at times. The 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.</p> <p>Within the Knowledge lessons, teachers must address the literal, inferential, and evaluative comprehension questions each day. Teachers may make individual decisions about how to address those questions.</p>
Which aspects of the unit do we want all students to experience in a common way?	<p>Because the 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 for Skills and Knowledge, and all students should take the Benchmark Assessments (BOY, MOY, EOY).</p>
<p>What kinds of customizations will we support? What kinds of customization would we not want to see?</p>	<p>When we come into your classroom, we will look to see how you 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 Skills and Knowledge strand are used daily and with consistency. Some questions to think about:</p> <ul style="list-style-type: none"> • 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? <p>Appropriate Customizations</p> <p>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.</p> <p>Teachers can customize 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.</p>

RESOURCE

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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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?

RESOURCE

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 Work Protocol (Achieve, 2016)	<p>The EQuIP Student Work Protocol allows teachers to consider:</p> <ul style="list-style-type: none"> • Quality of task (alignment, clarity) • Quality of student understanding (student mastery, level of student ownership) <p>The protocol focuses on the quality of a single task within a lesson or unit.</p>
Assignment Review Protocols (TNTP, 2018)	<p>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.</p>
Student Work Analysis Protocol (Rhode Island Department of Education and the National Center for the Improvement of Educational Assessment, Inc.)	<p>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.</p>
Student Work Analysis Activity (Student Achievement Partners, 2017)	<p>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.</p>
LASW Protocol (Achievement First)	<p>This protocol supports analysis of task and student understanding. After analyzing student understanding, teachers determine their plan for reteaching and supporting unfinished learning.</p>
Protocols for Professional Learning (Protocols for Professional Learning, ASCD, 2009)	<p>This chapter describes four protocols for examining student work and the professional practice that affected that work. The first two provide different methods of engagement for analyzing student work from a specific instructional time period. The third focuses on looking at work across the system. The fourth is different in that there is no upfront context-setting on the work.</p> <ul style="list-style-type: none"> • Tuning Protocol • Rounds Protocol • Vertical Slice Protocol • Collaborative Assessment Conference Protocol

RESOURCE

Collaborative Planning Protocols

The CKLA Unit Planning Template and Lesson Internalization documents (Amplify) are strong starting points for setting up collaborative work structure. This resource provides additional protocols that can be used to support collaborative planning and reflection.

Protocol	Purpose
K-2 Skills Unit Planning Template K-2 Knowledge Domain Planning Template 3-5 Integrated Unit Planning Template	These internalization documents have been created by Amplify to support CKLA implementation. Each document provides a set of steps to support teachers in unpacking and internalizing aspects of a unit.
Content Teams Lesson Internalization (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 Teachback (KIPP)	This document guides teachers through the steps required to lead a teachback session. A teachback is a training exercise where a team member selects a targeted segment of a lesson to be practiced by members of a content team. Teachers get the chance to practice and get feedback in order to build their skill.
Content Team Rubric (KIPP)	This document provides a rubric for assessing the effectiveness of a Content Team. It describes concrete best practices for how the team operates and how time is used.
Intellectual Prep Protocol Virtual PD (Achievement First) <ul style="list-style-type: none"> Tools: <ul style="list-style-type: none"> Intellectual Prep Protocol Intellectual Prep Protocol Prework Video: <ul style="list-style-type: none"> Intellectual- Prep Proto- colMS Math 	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. 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 Handbooks and Templates (Solution Tree, 2011) Example PLC Handbook (Lakeville Area Public Schools, 2010)	These Professional Learning Community Handbooks offer templates for meeting agendas and action records.
Team to Teach (National Staff Development Council, 2008)	These comprehensive documents provide guidance on everything you need to know to launch successful collaborative teams and to monitor their effectiveness.

RESOURCE

Collaborative Planning Models

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

Model	Purpose
Content Teams and 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 Handbook and 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 of Data Inquiry Teams (EL Education) and Data Inquiry 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 Teacher Collaboration School-Wide (AMLE)	This article discusses organizational models that promote teacher collaboration, as well as strategies to develop collaborative communities.

RESOURCE

Support Roles for Teacher Planning

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

Role	Responsibilities
District literacy specialist	<ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • What's working? • What's not working? • What are areas needing additional support?
School administrator	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Anticipate areas of teacher support <ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Internalize materials one week before other teachers on grade level team • Make exemplar annotations • Analyze previously annotated plans to identify elements that contributed to student learning and elements that could be improved

RESOURCE

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 & Frequency	How will be 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

RESOURCE

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 CKLA.

Dear K-2 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 CKLA training, we will devote weekly planning time to reviewing and internalizing upcoming lessons. We will use Amplify's Lesson Internalization templates to guide this work. Since the lessons in CKLA 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 CKLA 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 where to customize CKLA 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. We will no longer be using guided reading instruction in small groups.
- You also will want to use data to provide supports or modifications to match individual student needs.
- You may want to incorporate additional engagement strategies into the lesson.

Knowledge:

- In our Knowledge strand, you will want to determine which questions to prioritize from the Teacher Guide.
- 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

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

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

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



Objectives

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

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

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

Questions?

II.4

Determine The Plan For Coaching

Phase II: Prepare

Key Action II.1: Set Goals, Roles, and Monitoring Plan

Key Action II.2: Determine the Plan for Assessment and Grading

Key Action II.3: Determine Expectations for Use and the Plan for Collaborative Planning

→ Key Action II.4: Determine the Plan for Coaching

Key Action II.5: Determine the Plan for Training Teachers and Leaders

Step II.4.A

Understand Your Current Coaching Practices

Step II.4.B

Establish Your Observation and Coaching Tool

Step II.4.C

Determine How You will Support Those Responsible for Coaching

Step II.4.D

Organize Next Steps and Communicate the Plan

What is the goal?

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

Why is this Key Action Important?

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

Explanation of Language

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

Understand Your Current Coaching Practices

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.

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?

II.4. A

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.

Guiding Questions

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

Establish Your Observation And Coaching Tool

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 CKLA will invest teachers; however, not thinking through these tensions and sending mixed signals will disinvest teachers.

Amplify's Observation Tracker provides CKLA-specific indicators and look-fors that are important to effective curriculum execution. This tracker is not intended to be an evaluation tool.

Guiding Questions

- i. What about the design of CKLA matches our coaching and/or evaluation framework?
- ii. What about the design of CKLA does not match our coaching and/or evaluation framework?
- iii. Are there any questions about Amplify's CKLA Observation Tracker?
- iv. Given our vision and the design of the CKLA materials, what do we want coaches to look for in observations? How does this differ from K-2 to 3-5? observations? How does this differ from K-2 to 3-5? uators provide feedback?
- v. What do we want coaches to do with the feedback?

Notes Continued

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

Many CKLA districts found it helpful to first prioritize coaching efforts around the K-2 Skills strand, but it is also critical to message to teachers the importance of language comprehension within the Knowledge strand and to provide coaching accordingly.

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.

Guiding Questions

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)?

Determine How You Will Support Those Responsible For Coaching

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 CKLA-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.

Guiding Questions

- i. What do coaches need to know about the design of the CKLA materials before conducting
- ii. What do coaches need to do after each observation to prepare for the coaching
- iii. What support and feedback will coaches need to do this work well?
- iv. Who will provide that support to coaches?

Organize Next Steps And Communicate The Plan

Notes

Go back to your [Implementation Plan](#) to track your next steps and add to your roles and responsibilities tracker.

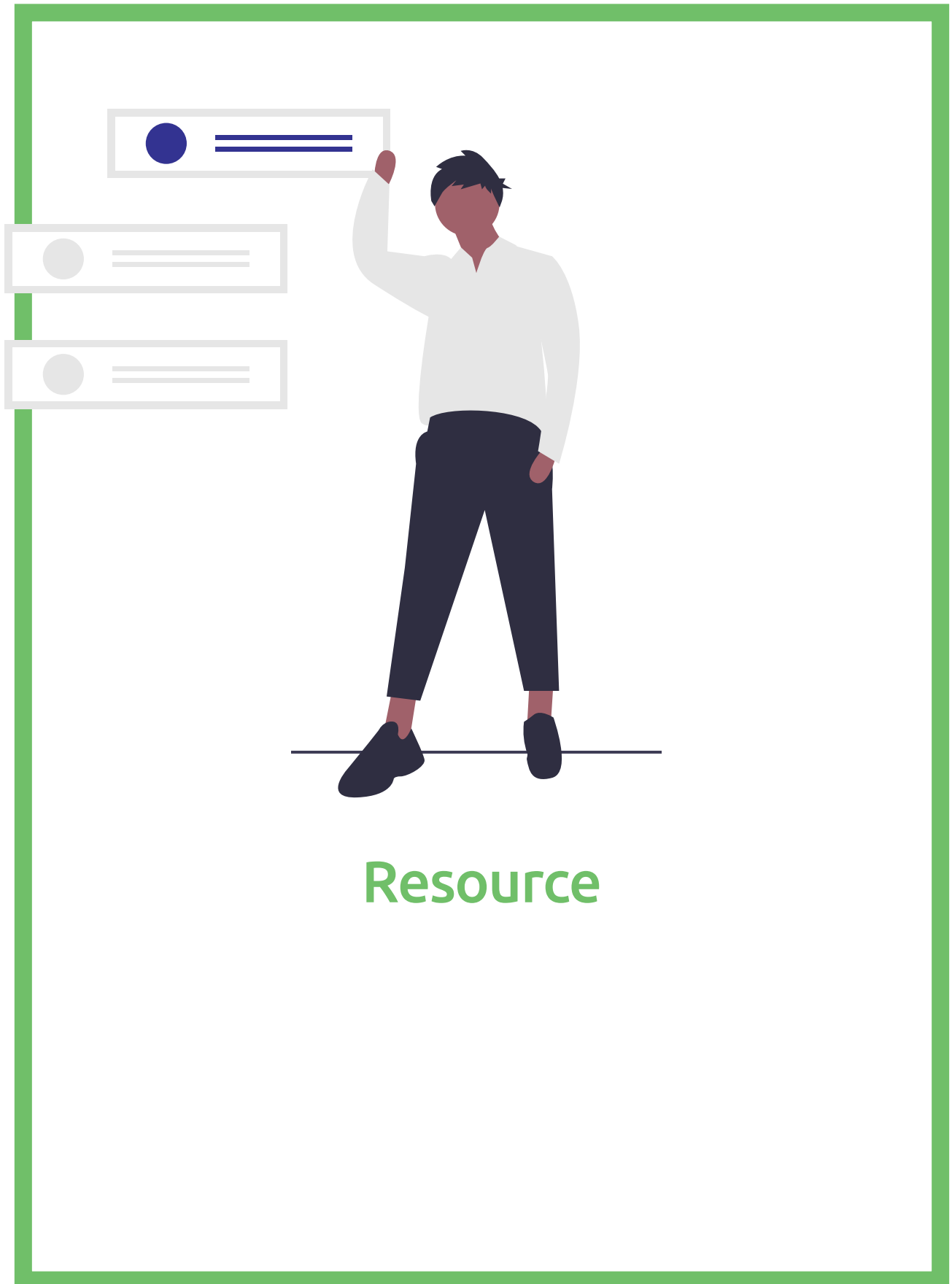
Throughout Phase II, you will track the training needs at the end of every step, and in Key Action II.5: Determine the plan for training teachers and leaders, you will prioritize and sequence these needs. Amplify's CKLA PD Catalog outlines all the ways teachers and leaders can be trained. Remember to 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 resource [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](#).

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 CKLA 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 CKLA 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?



Resource

RESOURCE

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. Strongly disagree
2. Disagree
3. Neither agree nor disagree
4. Agree
5. Strongly agree

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 analyzing student work and performance data.
- My instructional leaders are available to support me with instructional planning.
- I receive quality support throughout the instructional planning process.
- My instructional plans are consistently reviewed and feedback is given in a timely manner.
- I receive meaningful feedback on my instruction plans.

Observation and Feedback

- I am observed frequently and receive feedback on a consistent basis.
- The feedback I receive from leaders at my school helps positively impact student achievement.
- I participate in development meetings and sessions that deepen my content 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 with other teachers and leaders at my school.
- My coach provides me with exemplar videos or live models to demonstrate effective teaching methods.
- My coach seeks out resources to help meet my needs.
- I regularly discuss feedback about my teaching with an instructional leader at my school.
- My instructional coach effectively assists me with strategies to better engage my students in their own learning.
- After observations, I receive feedback and action steps aligned to my development.
- After observations, I receive support on how to implement any feedback and/or action steps.
- An instructional leader follows up to ensure I am implementing

feedback and action steps.

- My instructional leader is an effective listener.
- My instructional leader effectively engages team members and other faculty in reflecting upon their professional practices.
- I am satisfied with the overall development that my coach has provided.
- Instructional leaders at my school are effective in helping positively impact student achievement.

Open-Ended Questions

- Do you have any additional feedback to share?
- What elements of your coaching and development have been most helpful?
- What do you want most out of your coaching and development?
- What additional support would you like from your coach?

RESOURCE

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 their 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 (e.g., lesson plans, internalization documents, 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
4. Observation of instruction
 - f. Practice the area that the teacher wants to change
 - a. Have instructional materials (e.g., lesson plans, intellectual preparation, 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

RESOURCE

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 & Frequency	How will be 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

RESOURCE

Aligning Evaluation and Curriculum

This resource describes different options for addressing the potential tension that could arise between a required evaluation tool and a CKLA-specific walkthrough tool.

Guiding Questions What is the goal?

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
<p>Option 1: Use your evaluation tool only for evaluation and use the CKLA-specific walkthrough tool for coaching purposes.</p>	<ul style="list-style-type: none">• If you're in a context where you have a required and significant framework that is tied to high-stakes decisions (e.g., 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.• Teachers need to be familiar with the walkthrough tool (CKLA Observation Tracker) to understand the continuum of implementation levels.
<p>Option 2: Combine your evaluation tool with your content-specific walkthrough tool (see example below).</p>	<ul style="list-style-type: none">• 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.
<p>Option 3: Narrow your focus in your evaluation tool and combine that specific focus area with your content-specific walkthrough tool (see example below).</p>	<ul style="list-style-type: none">• 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.

RESOURCE

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 CKLA.

Curriculum Study:

For all grades that the coach supports, the coach should complete a curriculum study to deepen their understanding of the CKLA 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 CKLA throughout the year in all 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. Coaches should be clear on how the long-cycle, medium-cycle, and short-cycle assessments provide a cohesive picture of student progress.
- **Understanding of Expectations for Use, Planning, and Pacing:** Coaches

should be experts on the school's decisions around how teachers will use and customize CKLA. 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. Coaches who support K-2 should be clear on both Skills and Knowledge lesson formats. Coaches should be deeply familiar with the internalization templates from Amplify.

Using Materials in Coaching:

Materials become a critical tool in coaching and supporting teachers. In addition to understanding CKLA design 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

templates. Materials can often serve as a master text for teacher content knowledge.

- **Observe and give content and CKLA-specific feedback:** Coaches should learn how to observe a lesson using a CKLA-specific tool, such as Amplify's Observation Tracker, for support. After an observation, coaches should give feedback on teaching practice that is in the context of the teachers' use of the materials (i.e. correct and consistent articulation of phonemes, engaging students in discussion of the read aloud).
- **Analyzing data:** Coaches need to understand the key pieces of data that teachers gather through the CKLA lessons and how to support making instructional adjustments. For example, after looking at the BOY Benchmark Assessment data, coaches can support teachers in creating small groups and pairs for partner work.

RESOURCE

Coaching Support

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

During the Observation:

- Have the actual CKLA lesson plan 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 CKLA-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 your 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. Some sample action steps might be: planning for student engagement moves, anticipating misconceptions to strengthen in-the-moment feedback, or establishing and reinforcing transitional routines.

- 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 specific CKLA 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 CKLA 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.

RESOURCE

Training Supports

Training Supports

Objectives

- Share and explain the training supports for teachers

What training supports are available?

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

Two-day training and quarterly follow ups

Within the sessions you will:

- Understand the design of CKLA 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 CKLA- embedded assessments

Collaborative and independent planning

Within these sessions you will:

- Understand the design of CKLA 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 CKLA- embedded assessments

Ongoing coaching and feedback

Within these sessions you will:

- Improve literacy-specific instructional practices and strengthen use of the CKLA 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

Why these supports?

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

Questions?



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II.5

Determine the Plan for Training

Phase II: Prepare

Key Action II.1: Set Goals, Roles, and Monitoring Plan

Key Action II.2: Determine the Plan for Assessment and Grading

Key Action II.3: Determine Expectations for Use and the Plan for Collaborative Planning

Key Action II.4: Determine the Plan for Coaching

→ Key Action II.5: Determine the Plan for Training Teachers and Leaders

Step II.5.A

Understand Available Training Time and Current Plans

Step II.5.B

Study the Training and PD Resources that Come with Your Materials

Step II.5.C

Determine Training Needs for Each Group

Step II.5.D

Determine the Plan and Prepare the Facilitators

Step II.5.E

Organize Next Steps and Communicate the Plan

What is the goal?

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

Why is this Key Action Important?

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

Explanation of Language

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

II.5. A

Understand Available Training Time And Current Plans

Notes

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

The answers to these questions may vary by school.

Guiding Questions

- i. What time do we currently have in place for training across the year? Who attends?
- ii. How is training time typically split between district-led and school-led?
- iii. Do we have additional time for any particular groups of teachers (i.e. new teachers, new to grade, etc.)?
- iv. Who decides how to use the time? Who typically facilitates?
- v. Do we have additional incentives or point structures that encourage independent study?

Study The Training And PD Resources That Come With Your Materials

Notes

Successful implementers of CKLA consistently point to the importance of providing teachers with foundational training around the science of reading. Understanding what the science says can help ease the transition to CKLA (i.e. using a sounds-first approach, not using guided reading).

Explore the videos and support tools on Amplify's CKLA hub.

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

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

[Amplify's Professional Development catalog](#) outlines the various PD supports districts can purchase. The CKLA Roadmap provides a helpful starting point when making decisions about training. Customers have access to a robust professional learning website with purchase of CKLA 2nd edition.

Guiding Questions

- i. How much training have teachers received on science of reading principles?
- ii. What are the built-in training and professional development resources that come with Amplify CKLA?
- iii. What recommendations does the developer make about upfront or ongoing training?
- iv. What trainings are offered by the developer or other organizations? What would those trainings cover?
- v. Are there educators in our area that have used these materials?

Determine Training Needs For Each Group

Notes

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

The resource [Common Materials and Vision Training Needs](#) lists common training needs for vision and curriculum implementation.

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

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

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

Guiding Questions

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

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

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

Determine The Plan And Prepare The Facilitators

Notes

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

The resource [Materials Training Options](#) gives an overview of common training options.

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

Guiding Questions

- i. What are our options for who facilitates the training?
- ii. What is our budget?
- iii. What are the overarching priorities for training for each group?
- iv. What is our training plan?
- v. What is the high-level agenda for each group (upfront and over time)?

Notes Continued

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

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

Guiding Questions

- vi. Who is responsible for supporting quality content across all training?
- vii. Who is responsible for the logistics?
- viii. What is the review process for materials that are created in-house?
- ix. What is our agenda for each group?
- x. What do all facilitators need to know about our vision and core beliefs in order to reinforce the right messages?

Notes Continued

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

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

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

Guiding Questions

- xi. What are the objectives of the session?
- xii. How will we know if participants have mastered the training objectives?
- xiii. What is the learning plan?
- xiv. Have we attended to adult learning needs and kept the design engaging?
- xv. What materials and technology will we need?
- xvi. How will we collect data at the end of the session?

Organize Next Steps And Communicate The Plan

Notes

Go back to your [Implementation Plan](#) to track your next steps and update the roles and responsibilities tracker with any additions.

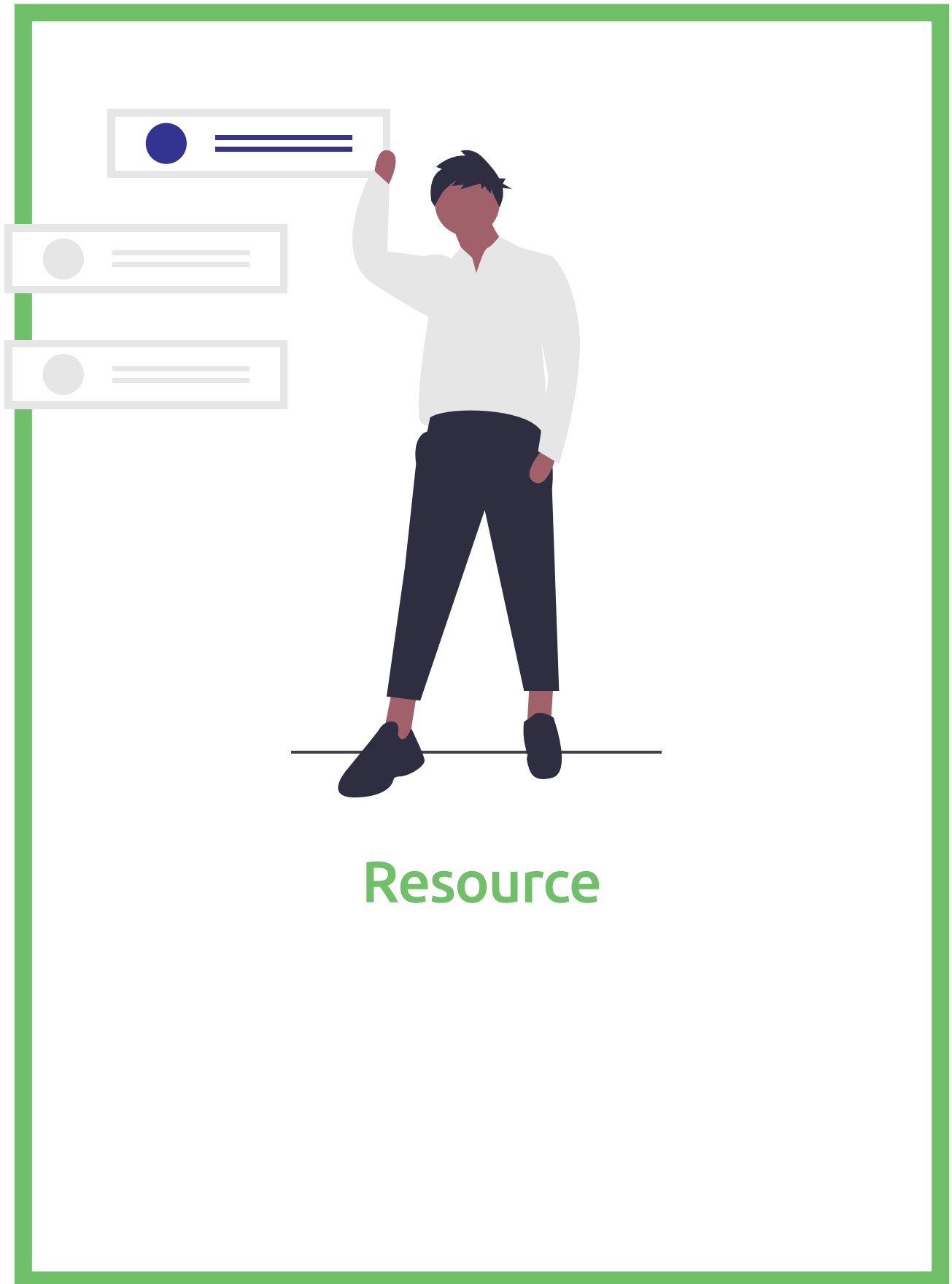
Now that you have finished your plans for the [Three Pillars of Teacher Support](#), stop to make sure that the plans are aligned and provide coherent support for teachers.

Go back to your [Implementation Plan](#) to review your list of stakeholders and key messages.

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

Guiding Questions

- i. In this key action, we determined our training plan. What are the next steps that we need to take based on the decisions we made together?
- ii. What can we add to our roles and responsibilities tracker based on the work we outlined in this key action?
- iii. What adjustments do we need to make to our plans for supporting, planning, or coaching based on our training plan?
- iv. How will we answer them?
- v. What will each identified stakeholder group want to know about the training plan?
- vi. How do we plan to proactively communicate this information? Who will deliver the communication? When?
- vii. What questions do we expect we will get? How will we answer them?



Resource

RESOURCE

Materials Training Options

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

Option	Pros	Cons
<p>System run (Internal) <i>Train the trainer: a district sends teachers or system leaders to a training and has them train the teachers in the school.</i></p> <p><i>Direct teacher training: a district team member or one teacher leader from a school trains all teachers in the district or a particular grade level.</i></p>	<p>By opting for internal training, there will be a clear understanding of how the curriculum fits in with your system's vision and context.</p> <p>Internal training sets the stage for ongoing professional development.</p> <p>Internal training will likely be more cost effective, as fewer teachers/leaders will have to be trained, as opposed to a larger group of teachers.</p>	<p>Consistency can be challenging depending on how you organize the training.</p> <p>Sometimes, no one in the system has used the materials before, which requires a large time investment in learning.</p>
<p>Developer <i>Engage in an Amplify training on-site or remotely.</i></p>	<p>Developers are very knowledgeable on their resources. They can provide lots of knowledge and suggestions for best practices and effective implementation.</p> <p>By receiving training from a developer, systems are afforded the assurance of a consistent message about how to use the materials.</p>	<p>Developer training may be limited to the design of the materials and may not address specific questions that teachers may have about how to make adjustments for their own classroom.</p> <p>There is an associated cost with sending teams to training or hiring a developer. Sometimes developers have set trainings meant to serve a variety of audiences. These trainings are less likely to be specific to your context.</p>
<p>State <i>Send teachers to training by the state department.</i></p>	<p>By opting for state training, teachers will have the opportunity to learn about how this curriculum is meant to be used in order to best prepare students for the state assessment and how the curriculum meets the demand of the state's standards.</p>	<p>If the individuals delivering the training have not had the opportunity to teach students using this curriculum, there may be some disconnect about the realistic implications of effectively using the materials.</p> <p>State trainings are often created to serve multiple audiences and may not meet the exact needs of your team.</p>
<p>Outside Partner/Vendor <i>Invite a partner with expertise in the materials to lead a training for your teachers or train your trainers.</i></p>	<p>Outside partners and vendors tend to provide trainings customized to meet the needs to your team.</p> <p>Oftentimes outside partners have supported implementation in a variety of locations and environments, which allows them to offer a variety of ideas, suggestions, and supports.</p>	<p>When contracting with an outside partner or vendor, if there is not an established agreement for ongoing training and support, there could be a loss of opportunity for continuous improvement and support with curriculum implementation.</p> <p>Partners often will not have specific context on what your system needs. Systems need to invest time in setting clear expectations with partners to make sure trainings meet the needs of your team.</p>

RESOURCE

Common Materials and Vision Training Needs

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

Training for Teachers and Leaders

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

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

Training on Materials: Teachers and leaders need time to dig into the

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

- Structure and resources in materials
 - The guiding philosophy or instructional priorities of the curriculum, supported by research
 - How the curriculum is organized (over the course of the year, a unit, and a lesson)
 - The curriculum's scope and sequence, and other information about the pacing of objectives
 - Lesson structure and conventions
 - Anchor Texts and/or

mathematical practices for each grade

- Assessment (end of module or unit, as well as shorter-cycle assessments)
- Considerations for differentiation and modification, and any curriculum-related changes for intervention services
- Materials in action
 - Observing a model lesson and practicing teaching a lesson
 - Discussing policies related to using and modifying the curriculum, scheduling, assessment, and grading
 - Reviewing supports and practicing lesson preparation

RESOURCE

Groups Who Will Need Training

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

SPED teachers and SBLC Facilitators

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

ELL teachers

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

Paraprofessionals

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

Coaches, Leaders, and anyone who evaluates teachers

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

RESOURCE

Email for External Trainers

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

External Trainer –

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

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

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

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

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

Training Goals:

- Establish a shared understanding of the district's/school's vision of excellent instruction for students - what it looks like in action, and how the materials help us achieve the vision.
- Experience standards-aligned instruction through participating in a model lesson from CKLA.
- Understand how CKLA is structured and how it is aligned to the shifts and state standards.
- Analyze structure and content of the curriculum-embedded assessments.
- Internalize and plan for the first unit and lesson.

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

Best

–X

RESOURCE

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.

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Goal Area	Goal(s)	Measures & Frequency	How will be 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?

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

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

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

Project	Task	Owner	Deadline

Three Pillars of Teacher Support

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

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

Train

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

- Understand the design of the curriculum and their alignment to the standards
- Best utilize the materials at the lesson and unit level to provide quality instruction for students
- Implement the instructional practices within the curriculum that make the curriculum come to life

- Customize the materials, where appropriate, to make informed instructional decisions that strengthen student engagement and success
- Utilize the specific protocols and tools provided for pacing, collaborative planning, student work analysis, and data analysis from curriculum-embedded assessments

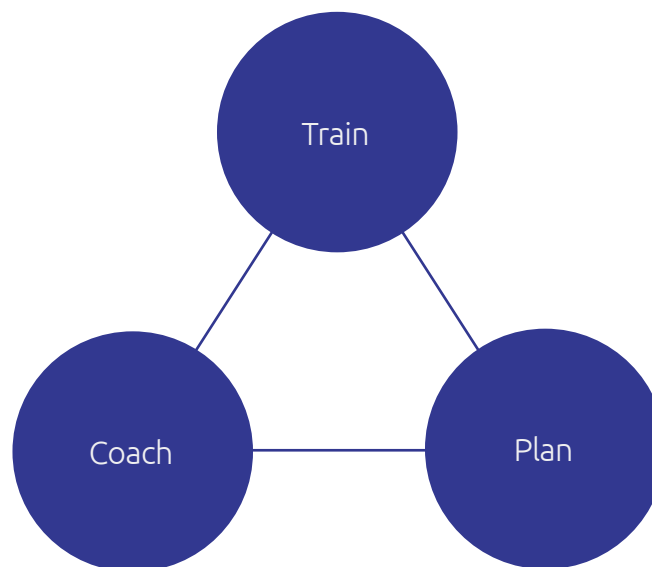
One of the pitfalls many systems encounter is viewing Train as a one-time activity - providing initial training for teachers, coaches, and leaders when a curriculum is first adopted and implemented - but not having a plan to provide ongoing training to continuously improve implementation. The most successful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

Plan

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

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

As teachers begin to engage with a new curriculum, it is important to consider that the work shifts from



instructional planning to intellectual preparation - that is, the goal is for teachers to deeply study and understand the materials through intellectual preparation as a means of preparing for instruction.

Coach

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

- Observe teachers, which can be an informal opportunity to monitor implementation of the materials, as coaches are able to see how they are being used in practice
- Identify trends in instruction and in the use of materials, which can inform future trainings, help to identify common planning challenges, and identify model

classrooms

- Provide individualized support to teachers to implement the training they have received, or to execute the plan created during internalization

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

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

A common pitfall in the implementation of Coach is that the people charged with providing coaching to teachers have not

received their own version of Train, Plan, Coach to fully understand the materials, how to use them effectively, and how to integrate the materials into their current coaching work. When this occurs, coaches can sometimes view their role as separate from the instructional materials and only provide coaching on instructional practices. This has the potential to undermine implementation efforts as coaches can give feedback that conflicts with the design of the materials, and therefore erodes teacher trust. It is essential that Coach is tightly aligned to the implementation of the instructional materials, and that coaches receive the training, planning, and coaching support necessary to implement these pillars for teachers.

RESOURCE

Training Supports

Training Supports

Objectives

- Share and explain the training supports for teachers

What training supports are available?

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

Two-day training and quarterly follow ups

Within the sessions you will:

- Understand the design of CKLA 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 CKLA- embedded assessments

Collaborative and independent planning

Within these sessions you will:

- Understand the design of CKLA 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 CKLA- embedded assessments

Ongoing coaching and feedback

Within these sessions you will:

- Improve literacy-specific instructional practices and strengthen use of the CKLA 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

Why these supports?

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

Questions?



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CURRICULUM **SUPPORT** — **GUIDE** —

Phase II