Instructional Materials Implementation Guidance

KANSAS
STATE DEPARTMENT OF
EDUCATION

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Introduction

Selecting high-quality materials is the first step in providing equitable outcomes for all students - but selection is just that: a first step. Materials must be integrated into a broader academic system that includes educator professional learning and coaching to build leader capacity and teacher knowledge to implement the materials with integrity. ***Instructional materials will only have the desired impact on students' experiences and outcomes when paired with ongoing support for thoughtful implementation.***

Implementation of instructional materials involves establishing and monitoring the effectiveness of enabling conditions that include shifts in teacher practice, professional learning, systems, structures, and policies. Success of implementation hinges on how well a district's and school's leaders can do the following:

- Navigate and understand the context and capacity of their system,
- Support and manage critical stakeholders through organizational change, and
- Display a willingness to transform all students' access to and success in high-quality academic experiences.

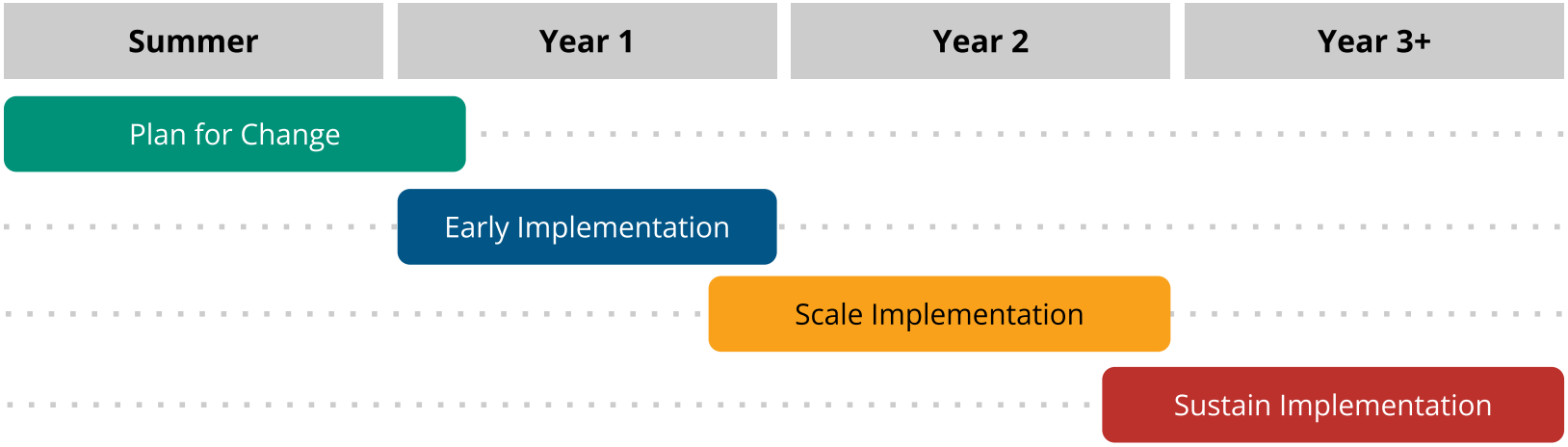
Purpose of this guidance

This guidance is intended to serve as a series of high-level recommendations for districts and schools to prioritize for successful implementation of new instructional materials in any grade level or content area. The KSDE recommends the implementation process occur across four phases:



Each phase in the guidance that follows includes a high-level summary of its purpose, goals or measures of success, a shortlist of key responsibilities by role, and further key actions to support each of those role-specific responsibilities.

Because of the complexity of this work, the guidance below is not meant to outline every action a team must or will take as they support materials implementation. Instead, it represents KSDE's prioritization of a few key aspects of implementation. The timeline below is an estimation, acknowledging that districts or schools may spend more or less time in an individual phase, depending on their readiness as well as how quickly student experiences are improving at scale.



The last section of this guidance includes Key Responsibilities by Role[1] that can be used to see high-level actions across all four phases of the implementation process differentiated for district leaders, school leaders, and teachers.

[1] See page 21.

Phase 1: Planning for Change

Summary: In the planning phase, districts assess the current state of instruction against the instructional vision for the content area (developed during the materials selection process) and create an impetus for change. To support change management efforts, districts develop an implementation strategy, including plans for systems alignment, stakeholder engagement, and progress monitoring.

Goals: By the end of Phase 1, and before moving into Phase 2, districts have completed the following:

- Developed a vision to anchor the change process and mapped the changes necessary to align instruction to that vision, and
- Created a plan to support stakeholders through orienting to, preparing to use, and using the materials, with the goal of achieving routine use.

DISTRICT LEADERS	SCHOOL LEADERS	TEACHERS
❑ Articulate the vision for excellent instruction in the content area, how the new materials support that vision, and the current state of instruction compared to the vision. ❑ Develop a strategy to drive toward targeted goals and ensure stakeholders have the tools (i.e., for observations) to implement the new instructional materials successfully. ❑ Provide professional learning to teachers and leaders to develop a shared understanding of the new materials, instructional vision, and implementation strategy.	❑ Engage in professional learning to norm on the district vision for excellent instruction and understand the strategy for implementation. ❑ Communicate the vision for excellent instruction to teachers, how the materials support that vision, and the current state of instruction compared to the vision. ❑ Establish initial enabling conditions for successful implementation of the new materials, including structures for internalization and observations. ❑ Develop a family and caregiver engagement plan.	❑ Engage in professional learning to understand the district's vision for excellent instruction. ❑ Engage in an initial orientation to the materials.

DISTRICT LEADERS

Articulate the vision for excellent instruction in the content area, how the new materials support that vision, and the current state of instruction compared to the vision.

- Assess the current state of instruction by observing and analyzing classroom instruction and student assignments against the vision.
- Review selected materials to determine where alignment to the vision is strongest and weakest. Doing this will inform what adaptations may need to be made.
- Set goals for changes in teacher practice, student learning, and teacher/leader investment and perceptions based on the current state of instruction (compared to the ideal state).

Develop a strategy to drive toward targeted goals and ensure that stakeholders have the tools (i.e., for observations) to implement the new instructional materials successfully.

- Identify any long- and short-term barriers to successful implementation. For example:
    - What are the competing priorities within the system?
    - What is the predictability of leader and teacher turnover?
    - Who within the system is holding the knowledge?
- Work to achieve coherence across all strategic initiatives and priorities designed to improve teaching and learning. For example:
    - Does scheduling allow for ample time lessons from the new materials?
    - Do teacher evaluation practices prioritize what we have identified as important in our instructional vision?
    - Does the district/network assessment strategy and pacing align with the requirements of the new materials?
    - Are materials across Tier 1, Tier 2, and Tier 3 instruction aligned? Do they contribute to a coherent academic experience for students?
- Establish clear roles and responsibilities within the district team.
- Determine a plan for monitoring progress and depth of implementation with a variety of data sources including:
    - Classroom observations
    - Assignments and student work analyses
    - Teachers' and leaders' shifts in knowledge, perceptions, and practice (i.e., lesson internalization, use of PLCs, etc.)
    - Students' experiences and perceptions
- Determine who will participate in early implementation of the new instructional materials (e.g., all schools/all grade levels, selected schools/selected grade levels, etc.)
- Identify or create a common tool for walkthroughs and observations aligned to the materials vision for excellent instruction, as well as protocols/expectations for unit and lesson internalization; alternatively, determine which of these structures and processes will be streamlined across the district and which will be up to each school's discretion.

Provide professional learning to teachers and leaders to develop a shared understanding of the new materials, instructional vision, and implementation strategy.

- Provide an initial orientation to the new instructional materials, including how the materials are structured, what resources are provided, and how stakeholders should navigate them.
- Norm on the district's vision for excellent instruction in the content area and how the new materials support that vision.
- Share the longer-term strategy for implementation of the new instructional materials.

SCHOOL LEADERS

***See considerations for district stakeholders; adjust as needed for school-level context. For example, school leaders should participate in vision walks, be part of the vision-setting and strategy development process, etc.

Engage in professional learning to norm on the district vision for excellent instruction and understand the strategy for implementation.

- Participate in district-provided professional learning or request district support or development to more deeply understand and internalize the district-wide implementation strategy.

Communicate the vision for excellent instruction to teachers, how the materials support that vision, and the current state of instruction compared to the vision.

- Assess the current state of instruction within the school by observing and analyzing classroom instruction and student assignments against the vision.
- Set school-level goals aligned to district goals for changes in teacher practice, student learning, and teacher/leader investment and perceptions based on the current state (compared to the ideal state).

Establish initial enabling conditions for successful implementation of the new materials, including structures for internalization and observations.

- Ensure teachers have full access to the materials and resources and understand how to use and navigate them.
- Align school-level systems and policies to the new materials where appropriate (i.e., grading/assessment policies and expectations for lesson planning).
- Establish expectations and consistent protocols for unit and lesson internalization, as well as structured time (such as PLCs or protected content team planning time during the school day) for collaborative lesson preparation among teachers implementing the new materials. For example:
    - Repurpose existing professional learning communities (PLCs) to focus on unit/lesson internalization, where teachers engage in a given protocol to articulate how a lesson fits into the larger trajectory of learning within the materials, align lessons to relevant Kansas standards, prepare for key moments of the lesson that are most critical to achieving its purpose, and plan for student engagement.
- If not already identified at the district level, identify or create a common tool for walkthroughs and observations aligned to the materials vision for excellent instruction.
- Develop an ongoing professional learning plan (aligned to the district's implementation strategy) that supports implementation and includes a regular cycle of observations and debriefs. For example:
    - Plan to observe each teacher implementing the new materials at least weekly in the first few weeks of implementation to provide immediate, actionable feedback (using an aligned observation tool) and gather information on the effectiveness of implementation.

Develop a family and caregiver engagement plan.

- Determine which decisions families and caregivers will contribute to throughout the implementation process and ways they can get involved to support learning at home and school.
- Choose critical points during the implementation process to gather and respond to feedback, understand how families and caregivers are experiencing the new materials, and share updates on the implementation process.
- Identify the conditions that facilitate or impede families and caregivers having a seat at the table for key decisions. Plan to reduce/remove any obstacles.

TEACHERS

****See considerations for district stakeholders; adjust as needed for school-level context. For example, teachers, coaches, and support staff should participate in vision walks, be part of the vision-setting and strategy development process, etc.*

Engage in professional learning to understand the district's vision for excellent instruction.

- Deepen understanding of how students learn and acquire key knowledge, skills and mindsets in the content area, and the research-based pedagogical practices that support the content.
- Build mindsets needed to implement the materials to support all students' learning, and shift from planning to deep intellectual preparation, grounded in what you want students to achieve in the long-term.

Engage in an initial orientation to the materials.

- Build understanding of how the new materials are designed to support student learning and research-based practices.
- Understand how to navigate the new materials, including accessing supplemental resources and making sense of the language used (i.e., essential questions, close reading, etc.) .
- Practice key instructional routines that support student learning.

Phase 2: Early Implementation

Summary: In the early implementation phase, districts navigate the nuances of the materials and build organic investment by creating a culture of risk-taking, quick learning, and nimble adjustments. Districts approach early implementation as an opportunity to learn from all stakeholders (especially teachers and students) what *is* and *is not* working and make shifts accordingly – even if that means moving away from systems or practices in the original implementation strategy.

Goals: By the end of Phase 2, and before moving into Phase 3, districts have completed the following:

- Provided development for teachers and leaders and set up structures to support them with routine use of the materials, and
- Gathered information to refine implementation and identified and removed any barriers to routine use of the materials.

DISTRICT LEADERS	SCHOOL LEADERS	TEACHERS
❑ Provide ongoing, job-embedded professional learning to leaders and teachers. ❑ Plan for expansion beyond early implementation. ❑ Monitor progress and depth of implementation at key benchmarks to identify priorities for improvement. ❑ Enact and refine structures to collect feedback on and communicate adjustments to implementation supports.	❑ Engage in ongoing professional learning, including observing and norming on excellent instruction, to build shared expectations for successful implementation. ❑ Create feedback cycles and ensure protected planning time to support effective use of the new materials. ❑ Build teachers' investment and trust in the implementation process. ❑ Gather data on the quality of implementation and perceptions of the materials to inform school-based decision making. ❑ Implement the family and caregiver engagement plan.	❑ Engage in ongoing professional learning, including collaborative planning, to deepen understanding of the materials and how best to use them. ❑ Use the materials as intended in classroom instruction. ❑ Share reflections on the effectiveness of implementation with school and/or district leaders. ❑ Utilize resources embedded in the materials to engage families and caregivers in supporting their students' learning.

DISTRICT LEADERS

Provide ongoing, job-embedded professional learning to leaders and teachers.

- Directly invest in and support the development of principals and other school administrators as instructional leaders.
- Facilitate structured walkthroughs to co-observe implementation of the new materials with school leaders.
- Create recurring opportunities for school leaders and teachers to ask questions and get additional support from the district.

Plan for expansion beyond early implementation.

- Define clear roles and responsibilities at all levels within the system.
- Identify and build the capacity of those using the materials who can influence others in authentic ways.
- Plan for longer-term investment and engagement, including:
    - How will new leaders be trained? New teachers?
    - How will the district leverage bright spots and learnings from early implementation?
    - What are the expectations for care and maintenance of the materials?
    - What are the budget implications for replenishing materials and publisher-provided professional development?

Monitor progress and depth of implementation at key benchmarks to identify priorities for improvement.

- Collect data points for a variety of sources identified in Phase 1, including the following: materials usage, educator investment in and perception of the materials, quality of instruction, quality of assignments, and educator shifts in knowledge and practice.
- Revisit and adjust goals for changes in practice, student learning, and teacher/leader perceptions established in Phase 1 based on findings from progress monitoring.
- Adjust coherence of other systems affected by the materials (i.e., school- and classroom-level structures like scheduling and grading policies, assessment systems, and teacher/leader professional development and evaluation systems).

Enact and refine structures to collect feedback on and communicate adjustments to implementation supports.

- Regularly solicit feedback on the supports and resources provided to educators.
- Identify and share district/network bright spots.
- Make adjustments to practices and processes based on feedback and clearly share those adjustments with all stakeholders.

SCHOOL LEADERS

****See considerations for district stakeholders; adjust as needed for school-level context. For example, school leaders should participate in vision walks, engage in professional learning, and regularly solicit feedback from students, teachers, coaches, and caregivers etc.*

Engage in ongoing professional learning, including observing and norming on excellent instruction, to build shared expectations for successful implementation.

- Collaborate with district leaders to deepen understanding of the materials' design principles and their alignment to the instructional vision.
- Co-observe with district leaders and/or other school leaders to norm on what excellent instruction using the materials looks/sounds like and what kind of feedback will authentically shift teacher practice.

Create feedback cycles and ensure protected planning time to support effective use of the new materials.

- Regularly observe instruction and provide feedback to teachers that is grounded in the vision for excellence, using an aligned tool and focused on data-informed priorities.
- Protect structured time (such as PLCs or content team planning meetings) for collaborative unit and lesson preparation.
- Provide consistent protocols or frameworks for unit and lesson internalization and monitor their use. For example:
    - Model facilitating an initial PLC guiding teachers through a specific internalization protocol, then identify and develop a lead teacher to continue facilitation at future PLCs.
    - Regularly sit in on structured prep time (i.e., PLCs) to provide feedback to the group, experience how teachers talk about and use the materials, and/or ensure the protocol is a valuable use of time for teachers.

Build teachers' investment and trust in the implementation process.

- Cultivate a safe environment that values teachers' learning over student results and creates space to try, learn, and try again.
- Celebrate and share early wins, concrete examples of new learning, and student work that shows progress toward the vision.

Gather data on the quality of implementation and perceptions of the materials to inform school-based decision making.

- Monitor the ways in which the materials fit and do not fit within school context and surface any unintended consequences.
- Watch for and course-correct early missteps that could jeopardize integrity of the materials and skew perceptions, such as skipping parts of the lessons or assessments in ways that lower the rigor.

Implement the family and caregiver engagement plan.

- Build knowledge of what children should be learning at a specific grade level, subject area, and/or course and invest families and caregivers in what their students are capable of.
- Provide an initial orientation so families and caregivers can see and experience the materials; define key terminology that may be specific to the materials or may not be intuitive to non-educators.
- Create and share multiple opportunities for families and caregivers to get involved. For example:
    - Share family-facing materials many curricula provide. Often, programs include letters sent home to explain what is being taught and why the content is important. These pre-written communications can serve as conversation starters between school staff and caregivers.
    - Offer avenues to provide feedback on the impact of instruction in the subject area on their child's learning and how it could be improved.

TEACHERS

Engage in ongoing professional learning, including collaborative planning, to deepen understanding of the materials and how best to use them.

- Practice executing key instructional routines from the materials to maximize student engagement.
- Build mindsets needed to shift from lesson planning to deep intellectual preparation.
- Engage in collaborative unit and lesson internalization using structured routines or protocols.

Use the materials as intended in classroom instruction.

Share reflections on the effectiveness of implementation with school and/or district leaders.

- Provide feedback on the usefulness of existing supports and additional supports or development needed.
- Share perceptions of the materials, including their usability and impact on student learning.

Utilize resources embedded in the materials to engage families and caregivers in supporting their students' learning.

Phase 3: Scaling Implementation

Summary: In the scaling phase, districts expand their focus beyond the efficacy of Tier 1 instruction to broadening use of the materials across schools and/or grade levels. In addition to ensuring stakeholders who are new to the materials are invested in and supported with understanding the shifts they require, this phase also prioritizes building a deep understanding of the materials so stakeholders are equipped to refine their use to meet the needs of all learners in the classroom.

Goals: By the end of Phase 3, and before moving into Phase 4, districts have completed the following:

- Strengthened the vertical spine of support to develop widespread ownership of implementation
- Shifted focus from *routine* to *refined* use of the materials to maximize their impact on all students' learning

DISTRICT LEADERS	SCHOOL LEADERS	TEACHERS
❑ Provide ongoing, multi-level, and differentiated support to schools and educators, including those new to the materials. ❑ Monitor progress of implementation at key benchmarks to identify priorities for improvement and opportunities to differentiate support. ❑ Collect ongoing feedback on and communicate adjustments to supports for scaling implementation. ❑ Articulate expectations for instructional coherence across tiers and aligned to Tier 1 materials so students' academic experiences are logical, predictable and unified.	❑ Engage in ongoing professional learning to refine targeted feedback to all educators, including special educators and multilingual learner support teachers. ❑ Provide ongoing, multi-level, and differentiated support to all educators, including routinizing structures (such as PLCs and coaching cycles) for learning about and practicing with the materials. ❑ Gather data on the quality of implementation and perceptions of the materials to inform school-based decisions on scaling implementation.	❑ Engage in ongoing professional learning to refine use of the materials to meet the needs of all students. ❑ Continue using the materials and their embedded routines and resources. ❑ Share reflections on the effectiveness of implementation with school and/or district leaders. ❑ Refine efforts to engage families and caregivers in their students' learning.

DISTRICT LEADERS

Provide ongoing, multi-level, and differentiated support to schools and educators, including those new to the materials.

- Continue providing job-embedded professional learning to leaders and teachers already implementing the materials.
- Provide an orientation for teachers new to the materials (i.e., new hires, new to a grade level, etc.) and opportunities to learn about the materials themselves and the pedagogical shifts they require.
- Connect educators with other teachers and schools to facilitate collaboration and further learning.
- Support school leaders and teachers with engaging families and caregivers in their students' learning.

Monitor progress of implementation at key benchmarks to identify priorities for improvement and opportunities to differentiate support.

- Revisit and adjust goals for changes in practice, student learning, and teacher/leader perceptions based on findings from progress monitoring during Phase 2. The following are examples of Phase 3 goals:
    - Increase coherence across all strategic initiatives and priorities designed to improve instruction in the content area.
    - Identify schools for differentiated support based on implementation trends.
    - Align district/network assessment strategy and Tier 1 instructional supports to meet the needs of all students (i.e., co-teaching structures, language scaffolds, etc.).
- Adjust coherence of other systems affected by the materials using information and data gathered during Phase 2. Examples of Phase 3 focus areas are the following:
    - Alignment of push-in supports for multilingual learners and/or students with IEPs to access Tier 1 instruction.
    - Aligning of teacher and leader development, including orientation, onboarding, and other training initiatives.

Collect ongoing feedback on and communicate adjustments to supports for scaling implementation.

- Continue soliciting feedback on the supports and resources provided to educators and their impact on student learning.
- Identify and share district/network bright spots, particularly as they relate to ensuring all students' access to the materials.
- Make adjustments to practices and processes based on feedback and clearly share those adjustments with all stakeholders.

Articulate expectations for instructional coherence across tiers and aligned to Tier 1 materials so that students' academic experiences are logical, predictable, and unified.

SCHOOL LEADERS

****See considerations for district stakeholders; adjust as needed for school-level context. For example, school leaders may look for competing priorities or conflicting structures at the school level, eliminate those barriers to implementation where possible, and flag for the district where necessary.*

Engage in ongoing professional learning to refine targeted feedback to all educators, including special educators and multilingual learner support teachers.

- Collaborate with district leaders to deepen understanding of how the materials can and should be used by ALL educators supporting students across tiers of instruction.
- Co-observe with district leaders and/or other school leaders to norm on what excellent instruction using the materials looks/sounds like and what kind of feedback will authentically shift teacher practice.

Provide ongoing, multi-level, and differentiated support to all educators, including routinizing structures (such as PLCs and coaching cycles) for learning about and practicing with the materials.

- Establish structured time, regular routines and consistent protocols for collaboration among multilingual learner support staff, special educators, Response to Intervention (RTI) support staff, and core teachers on targeted Tier 1 supports for students with additional needs.
- Sustain and monitor the effectiveness of structures and protocols for unit and lesson internalization, including PLCs.
- Continue to regularly observe instruction and provide feedback to teachers grounded in the vision for excellence, using an aligned tool and focused on data-informed priorities.
- Support teachers with engaging families and caregivers in their students' learning.

Gather data on the quality of implementation and perceptions of the materials to inform school-based decisions on scaling implementation.

- Continue to monitor the ways in which the materials fit and do not fit within school context, and refine processes where possible. The following are examples of Phase 3 focus areas:
    - Needs and supports for multilingual learned.
    - Intervention and supports for students with IEPs.
    - Alignment of materials with students' local communities and prior knowledge.

TEACHERS

Engage in ongoing professional learning to refine use of the materials to meet the needs of all students.

- Build skills and mindsets needed to engage deeply with unit and lesson internalization and reflection practices.
- Deepen understanding of the specific scaffolding suggestions within the materials for meeting the needs of groups of or individual students.
- Build the skills and mindsets needed to collaboratively prepare strategic and targeted scaffolds for students' diverse needs.
- Engage in collaborative unit and lesson internalization using structured routines or protocols.
- Engage in structured, collaborative planning among core teachers, multilingual learner and RTI support staff, and special educators to coordinate Tier 1 supports for students with additional needs.

Continue using the materials and their embedded routines and resources.

Share reflections on the effectiveness of implementation with school and/or district leaders.

- Continue to provide feedback on the usefulness of existing supports and additional supports or development needed.
- Share ongoing reflections, beliefs, and expectations related to the materials and changes in instructional practice, including the impact on students and any barriers to greater impact for all students.

Refine efforts to engage families and caregivers in their students' learning.

Phase 4: Sustaining Implementation

Summary: In the sustaining phase, districts shift their focus from refinement of use to integration of the materials into the broader system. Districts support stakeholders at all levels to become implementation experts so they can help others leverage the materials to maximize student learning and ensure alignment between Tier 1 instruction and Tiers 2-3 supports. Districts build a deep bench of support for the materials by continuing to expand the vertical spine of support and leveraging that spine to broaden ownership.

Goals: By the end of Phase 4, districts have completed the following:

- Built capacity within the district to sustain, spread, and deepen implementation efforts, and
- Have attended to assessments, accountability, stakeholder capacity, and student supports beyond Tier 1 to ensure that alignment with the materials continues.

DISTRICT LEADERS	SCHOOL LEADERS	TEACHERS
❑ Expand ownership of implementation efforts across all levels (leaders, teachers, etc.) to support long-term sustainability. ❑ Monitor progress of implementation at key benchmarks to identify priorities for improvement and surface barriers to excellent instruction. ❑ Collect ongoing feedback on and communicate adjustments to supports for sustaining implementation.	❑ Engage in ongoing, job-embedded professional learning to understand how to align Tiers 2-3 supports to the district's instructional vision. ❑ Monitor and refine differentiated supports and development provided to all educators. ❑ Establish and codify school-specific continuous improvement cycles. ❑ Provide ongoing opportunities for families and caregivers to support instructional improvement efforts.	❑ Engage in ongoing, job-embedded professional learning to skillfully adjust Tier 1 practices to meet the needs of all students. ❑ Continue using the materials and their embedded routines and resources. ❑ Share reflections on the effectiveness of implementation with school and/or district leaders. ❑ Refine efforts to engage families and caregivers in their students' learning.

DISTRICT LEADERS

Expand ownership of implementation efforts across all levels (leaders, teachers, etc.) to support long-term sustainability.

- Starting at the district level, strategize how the district will deepen ownership of implementation for dedicated and knowledgeable leaders who can influence policy and procedures.
- Continue providing job-embedded professional learning to leaders and teachers.

Monitor progress of implementation at key benchmarks to identify priorities for improvement and surface barriers to excellent instruction.

- Revisit and adjust goals for changes in practice, student learning, and teacher/leader perceptions based on findings from progress monitoring during Phase 3. The following are examples of Phase 4 goals:
    - Identify schools for differentiated support based on implementation trends.
    - Align new district/network academic initiatives and instructional approaches across tiers of support.
- Adjust coherence of other systems affected by the materials using information and data gathered during Phase 3. Examples of Phase 4 focus areas are the following:
    - Aligning MTSS and intervention materials and practices, and
    - Aligning English language development standards and practices.

Collect ongoing feedback on and communicate adjustments to supports for sustaining implementation.

- Continue soliciting feedback on the supports and resources provided to educators and their impact on student learning.
- Include all stakeholders in processes for adjusting the system's academic and materials implementation strategies.
- Make adjustments to practices and processes based on feedback and clearly share those adjustments with all stakeholders.

SCHOOL LEADERS

****See considerations for district stakeholders; adjust as needed for school-level context. For example, leaders may need school-based structures for ensuring alignment between the materials and any new school-specific initiatives.*

Engage in ongoing professional learning to understand how to align Tiers 2-3 supports to the district's instructional vision.

Monitor and refine differentiated supports and development provided to all educators.

- Monitor and improve protocols for collaboration among all educators supporting students with additional needs, focusing on connections between Tier 1 instruction and Tiers 2-3 interventions.
- Continue supporting teachers with engaging families and caregivers in their students' learning and provide opportunities for caregivers to support ongoing instructional improvement efforts at the school level.

Establish and codify school-specific continuous improvement cycles.

- Continue regular observation/feedback cycles and codify an approach to or framework for coaching and teacher development that is sustainable at the school-level.
- Articulate and codify additional processes for continuous improvement and align to relevant Multi-Tiered System of Supports (MTSS) guidance.

Provide ongoing opportunities for families and caregivers to support instructional improvement efforts.

- Deepen families' and caregivers' understanding of the supports and scaffolds for all learners in the materials, and the additional supports students can access beyond Tier 1 instruction.
- Collect data on family perceptions of the materials and additional learning supports for students, including the following:
    - Gather input on the alignment between Tier 1 instruction and Tiers 2-3 interventions (Can students and caregivers connect the Tiers 2-3 supports they receive to their Tier 1 instruction?)
    - What evidence do they see their children are learning? What additional supports do they need?
    - Do caregivers feel equipped to provide support at home? What support can the district/school provide?

TEACHERS

Engage in ongoing, job-embedded professional learning to skillfully adjust Tier 1 practices to meet the needs of all students.

- Build the skills and mindsets needed to collaboratively prepare strategic and targeted scaffolds for students' diverse needs.
- Engage in structured, collaborative planning among all educators supporting students with additional needs, focused on aligning Tiers 2-3 interventions with Tier 1 instruction.

Continue using the materials and their embedded routines and resources.

Share reflections on the effectiveness of implementation with school and/or district leaders.

- Continue to provide feedback on the usefulness of existing supports and additional supports or development needed.
- Share ongoing reflections, beliefs, and expectations related to the materials and changes in instructional practice, including the additional supports students need beyond Tier 1 to be successful.

Refine efforts to engage families and caregivers in their students' learning.

Key Responsibilities by Role

District Leaders

Key actions across phases for district leaders prioritize: 1) capacity-building among schools and educators, 2) progress monitoring the effectiveness of implementation efforts, and 3) soliciting feedback for continuous improvement.

PLAN	IMPLEMENT	SCALE	SUSTAIN
❑ Articulate the vision for excellent instruction in the content area, how the new materials support that vision, and the current state of instruction compared to the vision. ❑ Develop a strategy to drive toward targeted goals and ensure stakeholders have the tools (i.e., for observations) to implement the new instructional materials successfully. ❑ Provide professional learning to teachers and leaders to develop a shared understanding of the new materials, instructional vision and implementation strategy.	❑ Provide ongoing, job-embedded professional learning to leaders and teachers. ❑ Plan for expansion beyond early implementation. ❑ Monitor progress and depth of implementation at key benchmarks to identify priorities for improvement. ❑ Enact and refine structures to collect feedback on and communicate adjustments to implementation supports.	❑ Provide ongoing, multi-level, and differentiated support to schools and educators, including those new to the materials. ❑ Monitor progress of implementation at key benchmarks to identify priorities for improvement and opportunities to differentiate support. ❑ Collect ongoing feedback on and communicate adjustments to supports for scaling implementation. ❑ Articulate expectations for instructional coherence across tiers and aligned to Tier 1 materials so that students' academic experiences are logical, predictable and unified.	❑ Expand ownership of implementation efforts across all levels (leaders, teachers, etc.) to support long-term sustainability. ❑ Monitor progress of implementation at key benchmarks to identify priorities for improvement and surface barriers to excellent instruction. ❑ Collect ongoing feedback on and communicate adjustments to supports for sustaining implementation.

School Leaders

Key actions across phases for school leaders prioritize: 1) their own professional learning to be able to support teachers effectively, 2) creating enabling conditions (including professional learning) for teachers, and 3) progress monitoring the effectiveness of implementation efforts.

PLAN	IMPLEMENT	SCALE	SUSTAIN
❑ Engage in professional learning to norm on the district vision for excellent instruction and understand the strategy for implementation. ❑ Communicate the vision for excellent instruction to teachers, how the materials support that vision, and the current state of instruction compared to the vision. ❑ Establish initial enabling conditions for successful implementation of the new materials, including structures for internalization and observations. ❑ Develop a family and caregiver engagement plan.	❑ Engage in ongoing professional learning, including observing and norming on excellent instruction, to build shared expectations for successful implementation. ❑ Create feedback cycles and ensure protected planning time to support effective use of the new materials. ❑ Build teachers' investment and trust in the implementation process. ❑ Gather data on the quality of implementation and perceptions of the materials to inform school-based decision making. ❑ Implement the family and caregiver engagement plan.	❑ Engage in ongoing professional learning to refine targeted feedback to all educators, including special educators and multilingual learner support teachers. ❑ Provide ongoing, multi-level, and differentiated support to all educators, including routinizing structures (such as PLCs and coaching cycles) for learning about and practicing with the materials. ❑ Gather data on the quality of implementation and perceptions of the materials to inform school-based decisions on scaling implementation.	❑ Engage in ongoing, job-embedded professional learning to understand how to align Tiers 2-3 supports to the district's instructional vision. ❑ Monitor and refine differentiated supports and development provided to all educators. ❑ Establish and codify school-specific continuous improvement cycles. ❑ Provide ongoing opportunities for families and caregivers to support instructional improvement efforts.

Teachers

Key actions across phases for teachers prioritize: 1) their own professional learning to skillfully use the materials to meet the needs of all students, 2) sharing upwards feedback on the effectiveness of district- and school-level supports, and 3) engaging families and caregivers in the implementation process.

PLAN	IMPLEMENT	SCALE	SUSTAIN
❑ Engage in professional learning to understand the district's vision for excellent instruction. ❑ Engage in an initial orientation to the materials.	❑ Engage in ongoing professional learning, including collaborative planning, to deepen understanding of the materials and how best to use them. ❑ Use the materials as intended in classroom instruction. ❑ Share reflections on the effectiveness of implementation with school and/or district leaders. ❑ Utilize resources embedded in the materials to engage families and caregivers in supporting their students' learning.	❑ Engage in ongoing professional learning to refine use of the materials to meet the needs of all students. ❑ Continue using the materials and their embedded routines and resources. ❑ Share reflections on the effectiveness of implementation with school and/or district leaders. ❑ Refine efforts to engage families and caregivers in their students' learning.	❑ Engage in ongoing, job-embedded professional learning to skillfully adjust Tier 1 practices to meet the needs of all students. ❑ Continue using the materials and their embedded routines and resources. ❑ Share reflections on the effectiveness of implementation with school and/or district leaders. ❑ Refine efforts to engage families and caregivers in their students' learning.

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- Cognitive preparation,
- Technical skills,
- Employability skills and
- Civic engagement

to be successful in postsecondary education, in the attainment of an industry recognized certification or in the workforce, without the need for remediation.

OUTCOMES

- Social-emotional growth
- Kindergarten readiness
- Individual Plan of Study
- Civic engagement
- Academically prepared for postsecondary
- High school graduation
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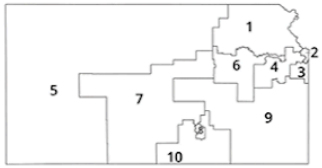
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