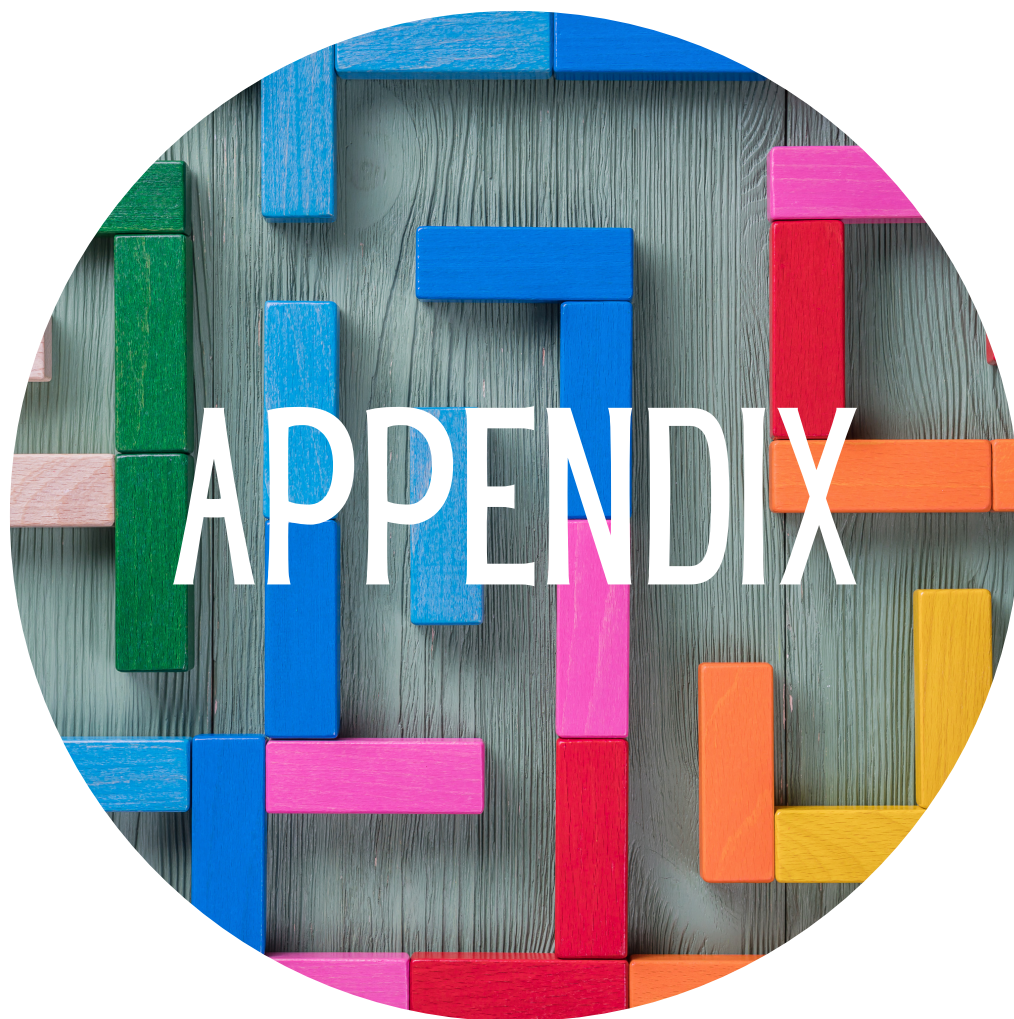
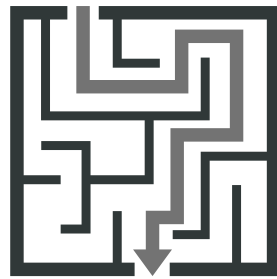




WANT DIGITAL VERSIONS?



Download digital versions of all tools in the Appendix.
<https://www.edutwentytwenty.com/resources/>

IMPLEMENTATION CHECKPOINT

STEP 1: TEACHER IMPLEMENTATION

Stage 1: Fidelity

Focus: Learn to use the materials for instruction.

- ☐ Yes ☐ No 1.a - The teacher is using the curriculum materials.
- ☐ Yes ☐ No 1.b - The teacher is closely following the lesson as intended.

The teacher part of the observation stops and the teacher will be considered "Stage 1" if any of the questions above are answered with "no".



Once a question is answered "no" above, begin looking for evidence of the student performance indicators.



Stage 2: Ownership

Focus: Learn to use the materials to provide purposeful instruction and move students toward mastery.

- ☐ Yes ☐ No 2.a - The teacher has identified the essential content of the lesson.
- ☐ Yes ☐ No 2.b - The teacher facilitates the essential content through each component of the lesson.
- ☐ Yes ☐ No 2.c - Checks for understanding are purposeful and aligned to the essential content.

The teacher part of the observation stops and the teacher will be considered "Stage 2" if any of the questions above are answered with "no".



Once a question is answered "no" above, begin looking for evidence of the student performance indicators.



Stage 3: Dynamic Use

Focus: Learn to dynamically use the materials and student work to accelerate learning and improve craft.

- ☐ Yes ☐ No 3.a - The teacher utilizes the provided curriculum differentiated learner supports.
- ☐ Yes ☐ No 3.b - The teacher uses knowledge of the students and their work to tailor supports for differentiated student needs.
- ☐ Yes ☐ No 3.c - The teacher dynamically uses student work models to accelerate learning for all students.

The teacher part of the observation stops and the teacher will be considered "Stage 3" if any of the questions above are answered with "no".



Once a question is answered "no" above OR all questions are answered "yes", begin looking for evidence of the student performance indicators.



STEP 2: STUDENT PERFORMANCE

- ☐ Yes ☐ No S.a - Students are engaging with curriculum materials the majority of the lesson.
- ☐ Yes ☐ No S.b - Most students are actively engaged in the essential content.
- ☐ Yes ☐ No ☐ N/A S.c - Most students are required to think and apply the essential learning of the lesson.
- ☐ Yes ☐ No ☐ N/A S.d - Most students are mastering the essential content.

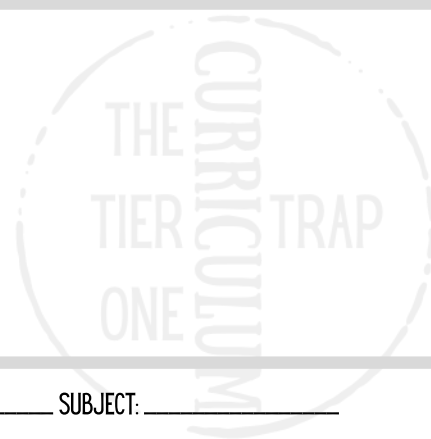
Look for evidence of student performance by answering the questions in order. Stop when an answer is "no" or "n/a".

NOTES ABOUT STUDENT PERFORMANCE

NOTES ABOUT TEACHER IMPLEMENTATION

TEACHER NAME: _____ DATE: _____ GRADE: _____ SUBJECT: _____

UNIT OR MODULE NAME/NUMBER: _____ LESSON: _____ WITHIN 2 WEEKS OF THE PACING GUIDANCE? __ YES __ NO



LESSON OWNERSHIP ROADMAP

STEP	GUIDING QUESTIONS & PROMPTS	CHECKPOINT INDICATOR CONNECTION
Step 0: Unit Culminating Task	• Read the end-of-unit task. • Determine the purpose/standards focus of the task. • Determine what skills and knowledge students will need to be successful on the task.	2.a, 2.c
Step 1: Lesson Goal(s) and Assessment	• What are the goal(s) of the lesson? • How will the goal be measured by the end of the lesson?	2.a
Step 2: Assessment Criteria and Alignment	• Answer the lesson assessment. • What is the criteria for mastery of this lesson's assessment? • What standard(s) is this learning tied to?	2.a, 2.b, 2.c
Step 3: Essential Content Activities	• What are the most important activities in this lesson based on the priority content? • How are these activities building the skills/knowledge of students that are necessary for success in the culminating unit task?	2.a, 2.b
Step 4: Essential Content Progress Monitoring	• What checks within the lesson will be used to monitor student progress toward mastery BEFORE the lesson assessment?	2.c, S.b
Step 5: Lesson Roles	• In which parts of the lesson will the teacher lead and model? • In which parts of the lesson will students practice and apply the content with only feedback support from the teacher?	2.b, S.c

**Before beginning the steps in the Roadmap, complete Step 0 which involves owning the end-of-unit task. Step 0 must only be done once per unit. Steps 1-5 will repeat for daily lessons.*

DYNAMIC USE OF MATERIALS ROADMAP

STEP	GUIDING QUESTIONS & PROMPTS	CHECKPOINT INDICATOR CONNECTION
Step 6: Analyze Critical Media *Skip this step if your unit does not include text or other media	• If there is an anchor text, read the entire text. • Read the summaries/overviews of any supplemental texts or media that are used in multiple lessons. • Identify the themes and big ideas of all media. • Determine the knowledge students can learn about the content of the unit from main texts or media. • Identify the background knowledge students will need to build from texts or media in order to master the culminating task.	3.b
Step 7: Revisit Unit Culminating Task	• Complete the task in full. • If there is a student exemplar, analyze the exemplar • Determine the background knowledge needed to answer task. Add this to original list from Step 0. • Determine the skills students need to answer the task. Add this to original list from Step 0. • Use your exemplar to create criteria for mastery of the culminating task.	3.b
Step 8: Consider Student Access	• Consider what additional background knowledge must be provided for various learners. • Consider what additional intentional scaffolding must be distributed across lessons that include critical skills various learners will need to master the task.	3.b
Step 9: Identify High Leverage Checks for Understanding	• Go into the unit's lessons and identify high-leverage checks for understanding that are aligned to the skills/knowledge required by the culminating unit task.	3.b, 3.c

**In Stage 3, follow the Lesson Ownership Roadmap, but with these additional steps included. Steps 6-9 must only be done once per unit. Steps 10-12 will repeat for daily lessons.*

DYNAMIC USE OF MATERIALS ROADMAP (CONT.)

STEP	GUIDING QUESTIONS & PROMPTS	CHECKPOINT INDICATOR CONNECTION
Step 10: Other Curriculum Supports	- Identify possible misconceptions within the essential content of the lesson. What additional curriculum supports can be provided for students who struggle? - What additional curriculum supports can be provided for students who have already mastered the essential content?	3.a
*The steps from this point forward will either happen during the lesson or in preparation for the next lesson.		
Step 11: Student Work Analysis	- Analyze student work. - Use criteria for mastery to group students according to the characteristics of their work. - What are specific next steps for groups or individual students?	3.b
Step 12: Utilize Student Work Within the Lesson	How can student work be used within the lesson to address common misconceptions or highlight strengths?	3.c

**In Stage 3, follow the Lesson Ownership Roadmap, but with these additional steps included. Steps 6-9 must only be done once per unit. Steps 10-12 will repeat for daily lessons.*

COACHING PLANNER

IF "NO" ON TEACHER INDICATOR...

THEN...

STAGE 1 COACHING

- | | |
|--|---|
| <ul style="list-style-type: none">• 1.a The teacher is using the curriculum materials. | <ul style="list-style-type: none">• Review the curriculum expectations. |
| <ul style="list-style-type: none">• 1.b The teacher is closely following the lesson as intended. | <ul style="list-style-type: none">• Revisit curriculum components. |

STAGE 2 COACHING

- | | |
|--|---|
| <ul style="list-style-type: none">• 2.a The teacher has identified the essential content of the lesson. | <ul style="list-style-type: none">• Plan a lesson together to practice identifying the essential content.• Plan facilitation and communication of the essential content. |
| <ul style="list-style-type: none">• 2.b. The teacher facilitates the essential content through each component of the lesson. | <ul style="list-style-type: none">• Plan a lesson together modeling how to facilitate essential content.• Model a lesson highlighting essential content.• Plan or model a lesson to demonstrate appropriate lesson pacing of essential content. |
| <ul style="list-style-type: none">• 2.c Checks for understanding are purposeful and aligned to essential content. | <ul style="list-style-type: none">• Plan checks for understanding that are aligned to the essential content.• Model a lesson with purposeful checks for understanding. |

STAGE 3 COACHING

- | | |
|---|---|
| <ul style="list-style-type: none">• 3.a The teacher utilizes the provided curriculum differentiated learner supports. | <ul style="list-style-type: none">• Review the differentiated learner supports that are available.• Model use of an available support. |
| <ul style="list-style-type: none">• 3.b The teacher uses knowledge of the students and their work to tailor support for differentiated student needs. | <ul style="list-style-type: none">• Analyze student work.• Plan for tailored supports in the moment of the lesson or using the student work after the lesson.• Model using student work to tailor supports in the lesson. |
| <ul style="list-style-type: none">• 3.c The teacher dynamically uses student work models to accelerate learning for all students. | <ul style="list-style-type: none">• Plan a lesson using student work models.• Model a lesson using student work models. |

COACHING PLANNER (CONT.)

IF "NO" ON STUDENT INDICATOR...

- S.a - Students are engaging with curriculum materials the majority of the lesson.
- S.b - Most students are actively engaged in the essential content.
- S.c - Students are required to think and apply the essential learning of the lesson.
- S.d - Most students are mastering the essential content.

THEN...

- Review student materials and how to provide student access.
- Plan a lesson to identify essential content.
- Plan opportunities for all students to interact during the lesson.
- Model a lesson where the students are actively engaging with essential content.
- Plan opportunities for students to think and apply during the lesson.
- Model a lesson where students are required to think and apply the learning of the lesson.
- Review student work.
- Create criteria for student mastery.

IMPLEMENTATION PLAN

School Year: _____ Curriculum Name: _____ Content: _____ Grade(s): _____

VISION	
FOUNDATIONAL EXPECTATIONS FOR USE	REVISED EXPECTATIONS FOR USE
CURRICULUM LEADERSHIP TEAM	
IMPORTANT IMPLEMENTATION DATES AND CHECKPOINT SCHEDULE	



TEACHER IMPLEMENTATION GOALS		STUDENT GOALS AS A RESULT OF IMPLEMENTATION	
TEACHER IMPLEMENTATION GOAL #1:		STUDENT GOAL #1:	
Action Steps:		Action Steps:	
TEACHER IMPLEMENTATION GOAL #2:		STUDENT GOAL #2:	
Action Steps:		Action Steps:	
SHORT TERM TEACHER IMPLEMENTATION GOALS		SHORT TERM STUDENT PERFORMANCE GOALS	



PLC Long Range Plan: plan is adjusted/added to after every Checkpoint based on the data collected and the teachers' implementation needs.

PLC SEQUENCE	
PLC TARGET GOAL	

PLC SEQUENCE	
PLC TARGET GOAL	

PLC SEQUENCE	
PLC TARGET GOAL	



MODEL IMPLEMENTATION PLAN

School Year: 2040-2041 Curriculum Name: Trap Reading 3000 Content: ELA Grade(s): K-5

VISION	Through a culture of “joyful rigor,” all members of BMS will work to prepare our scholars to be successful for any and all post-secondary opportunities. We will create an environment that fosters the development of deep understandings, critical thinking, problem solving, and logic for all scholars so that we can help them move closer to achieving their learning and life goals.
FOUNDATIONAL EXPECTATIONS FOR USE	1. Use the curriculum materials for every lesson. 2. Follow the lesson as it’s intended. 3. Stick as closely to the pacing guide as possible. REVISED EXPECTATIONS FOR USE (UPDATED 9/14) 1. Use the curriculum materials each day, following the pacing guides provided. 2. Communicate the essential content of each lesson on the board, written as a lesson objective. 3. Use the Lesson Roadmap guidance to plan daily lessons.
CURRICULUM LEADERSHIP TEAM	• Implementation Lead - Ms. Paige Turner - Assistant Principal • Implementation Co-Lead - Ms. Sandy Beach - Instructional Coach • Implementation Teacher Cohort - Ms. Britt (K), Ms. Streett (1st grade), Ms. Dumas (2nd grade), Ms. Marie (3rd grade), Mr. Cole (4th grade), Mr. Elliot (5th grade), Mr. Allen (SWD), Ms. Walter (SLE)
IMPORTANT IMPLEMENTATION DATES AND CHECKPOINT SCHEDULE	• Implementation Launch for entire faculty (Dream School Vision Setting and Implementation Overview: Stages, Schedule, Foundational Expectations, Vendor Training, etc.) - August 2-3 • Baseline Data Implementation Walkthroughs - September 6-10 • 1st Implementation Checkpoint - November 1-5 • 2nd Implementation Checkpoint - January 10-14 • 3rd Implementation Checkpoint - March 7-11 • Final Implementation Walkthroughs - May 12-17



TEACHER IMPLEMENTATION GOALS		STUDENT GOALS AS A RESULT OF IMPLEMENTATION	
TEACHER IMPLEMENTATION GOAL #1: 100% of teachers will move into Stage 2 by the end of the year. Action Steps: • Guided Curriculum Study • Develop/Implement curriculum pacing guide • Develop expectations for curriculum use • Develop common understanding of the Implementation Checkpoint Tool		STUDENT GOAL #1: 100% of students are actively engaged in the essential content. (indicator S.b) Action Steps: • Essential content is identified during planning • Students are aware of essential content in each lesson • Student engagement moves are identified and planned for each lesson	
TEACHER IMPLEMENTATION GOAL #2: 75% of teachers will facilitate essential content through lesson components by the end of the year. (indicator 2.b). Action Steps: • Teachers utilize the Lesson Ownership Roadmap to plan effective curriculum lessons		STUDENT GOAL #2: 50% of students will show improvement from the Q1 to the Q4 district benchmark assessment. Action Steps: • Administer all district benchmarks - analyze and monitor growth • Use backward planning to focus curriculum lessons on essential content, skills, and knowledge needed for each benchmark.	
SHORT TERM TEACHER IMPLEMENTATION GOALS STG1: By October, 100% of teachers will use the curriculum materials. (1.a) STG2: By October, at least 15% of teachers will facilitate essential content through lesson components (2.b)		SHORT TERM STUDENT PERFORMANCE GOALS STG1: By October, 100% of students will engage with curriculum materials for a majority of the lesson (S.a) STG2: By October, 20% of Checkpoints will show that most students are actively engaged in the essential content. (S.b)	

PLC Long Range Plan: plan is adjusted/added to after every Checkpoint based on the data collected and the teachers' implementation needs.

Launch to baseline Checkpoint	
PLC SEQUENCE	
PLC TARGET GOAL	By the baseline Checkpoint, teachers will understand the implementation process, the tools being used for monitoring and feedback, and the foundational expectations. • Week of 8/9: Share Implementation Goals and Foundational Expectations • Week of 8/16: Overview of Curriculum Components • Week of 8/23: Understanding the Pacing Guide and Lesson Pacing • Week of 8/30: Understanding the Checkpoint Tool and Creating Criteria for Indicators
After baseline (9/6) to 1st Checkpoint (11/1) (Stage 1 - as determined by baseline Checkpoint data)	
PLC SEQUENCE	
PLC TARGET GOAL	Teachers will understand the components of the curriculum in order to plan lessons that utilize the materials as intended. • Week of 9/6: Lesson Planning with the Curriculum: Looking at pacing for units and lessons • Week of 9/13: Lesson Planning with the Curriculum: Aligning essential content of lessons to a standard • Week of 9/20: Lesson Planning with the Curriculum: Aligning the essential content to the end of lesson task • Week of 9/27: Lesson Planning with the Curriculum: Understanding the lesson activities and how to engage students • Week of 10/4: Connecting lesson planning to Checkpoint Tool indicators • Week of 10/11: Fall Break • Week of 10/18: (Flex PLC: may keep going with lesson planning or may begin to look at next unit assessment) • Week of 10/25: (Flex PLC: may keep going with lesson planning or may begin to look at next unit assessment)
After 1st checkpoint (11/1) to 2nd Checkpoint (1/10) (Stage 2 - as determined by data from 1st Checkpoint)	
PLC SEQUENCE	
PLC TARGET GOAL	Teachers will understand the Lesson Ownership process in order to use curriculum materials effectively and positively impact student growth. • Week of 11/1: Introduce Lesson Ownership Roadmap and planning with the end in mind • Week of 11/8: Analyze end of unit task - determine skills and knowledge • Week of 11/15: Align essential content and end of lesson task; connect to unit task • Week of 11/22: Thanksgiving Break • Week of 11/29: Determine essential content and align to end of lesson task • Week of 12/6: Determine checks for understanding of essential content • Week of 12/13: Discover opportunities for teacher models • Week of 12/20: Holiday Break • Week of 12/27: Holiday Break • Week of 1/3: (Flex PLC: will either revisit ownership process as a whole or add begin to look at determining checks for understanding of priority content)



PLC Long Range Plan: plan is adjusted/added to after every Checkpoint based on the data collected and the teachers' implementation needs.

PLC SEQUENCE	After 2nd Checkpoint (1/10) to 3rd Checkpoint (3/7) TBD
PLC TARGET GOAL	
PLC SEQUENCE	After 3rd Checkpoint (3/7) to final Checkpoint (5/9) TBD
PLC TARGET GOAL	
PLC SEQUENCE	
PLC TARGET GOAL	

MODEL PACING GUIDE

SEPTEMBER - 5TH GRADE ELA

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2 Labor Day	3 Unit 1: Section 3 lesson 1	4 lesson 2	5 lesson 3	6 lesson 4	7
8	9 Unit 1: Section 3 lesson 5	10 Unit 1: Section 3 lesson 6	11 UNIT 1: SECTION 3 ASSESSMENT	12 Unit 1: Section 4 lesson 1	13 Early Dismissal	14
15	16 Unit 1: Section 4 lesson 2	17 Unit 1: Section 4 lesson 3	18 Unit 1: Section 4 lesson 4	19 Unit 1: Section 4 lesson 5	20 Unit 1: Section 4 lesson 6	21
22	23 Unit 1: Section 4 lesson 7	24 Unit 1: Section 4 Flex Day	25 Unit 1: Section 4 Flex Day	26 UNIT 1: SECTION 4 ASSESSMENT	27 Unit 1: Section 5 lesson 1	28
29	30 Unit 1: Section 5 lesson 2	31 Unit 1: Section 5 lesson 3				