Recommendation 1: Focus on leaders first.

**Action Steps for District Leaders**
- Invest time upfront for learning the new curriculum and how it aligns to other core instructional elements (standards, instruction, assessment, and evaluation and feedback).
- Identify any gaps between standards, curriculum, and assessments, both interim and summative.
- Communicate the connections and coherence between the new curriculum and other initiatives.
- Plan for curriculum implementation by creating specific, districtwide professional learning structures and identifying effective partners.
- **Virtual Strategy:** Guiding questions for planning virtual learning provide a tool for teachers as they consider objectives and the primary content for each lesson and make intentional connections across standards, instruction, and curriculum.

**Action Steps for School Leaders**
- Create opportunities for the school leadership team (including teacher leaders or instructional support staff) to learn the new curriculum.
- Communicate to teachers how the curriculum connects to other core instructional elements (standards, instruction, assessment, and evaluation and feedback).

**Action Steps for Teacher Leaders**
- Learn the new curriculum and how it connects to other core instructional elements (standards, instruction, assessments, and evaluation and feedback).
- **Virtual Strategy:** Use a standards recovery planning template to help teachers identify missed standards, make connections to where they are covered in the curriculum, and create an action plan for integrating those in instruction.

Recommendation 2: Create time, structures, and formal roles for ongoing, collaborative professional learning at the school level.

**Action Steps for District Leaders**
- Create, fund, and train formal, instructionally focused teacher leadership roles at the school level with the time and authority to provide support for curriculum implementation.
- Develop protocols to support and standardize the work of professional learning teams.

**Action Steps for School Leaders**
- Create time and structures for weekly, collaborative professional learning team meetings and school leadership team meetings.
- Analyze data, set goals, monitor progress, and adjust plans for curriculum support.
- Support teacher leaders to effectively lead collaborative professional learning.

**Action Steps for Teacher Leaders**
- Lead collaborative professional learning teams that focus on building teachers’ instructional capacity to deliver their curriculum in the classroom.
- Serve on the school leadership team.
- **Virtual Strategy:** Support peers in their online instruction and ensure students are engaged with the content. Professional learning and coaching for teachers can move online, too.
Recommendation 3: Adopt a research-based instructional rubric to guide conversations around teaching and learning with the curriculum.

Action Steps for District Leaders
• Adopt a research-based instructional rubric that creates a common language to describe instructional practice at levels that increase in effectiveness.
• Communicate how instructional practices support curriculum implementation.

**Virtual Strategy:** Use a rubric companion tool to show what use of high-quality instruction and materials can look like in a virtual setting.

Action Steps for Teacher Leaders
• Build teacher leader skills in using the instructional rubric to support professional learning.

**Virtual Strategy:** Help teachers plan for how students will demonstrate that they know the content in a virtual environment. This can include being clear and intentional about success criteria, modeling, and providing strong examples.

Action Steps for School Leaders
• Strengthen teachers’ implementation of curriculum lessons and units by using an instructional rubric to build their instructional skills.

Recommendation 4: Anchor coaching and feedback in the curriculum.

Action Steps for District Leaders
• Train district leaders to create coherence and consistency in coaching school leaders and teacher leaders.
• Observe, analyze, and support necessary adjustments as curriculum is implemented.

Action Steps for School Leaders
• Observe classrooms to identify challenges with curriculum implementation.
• Use curriculum resources and supports when coaching and providing feedback.
• Build teacher leader skills in providing high-quality coaching and feedback grounded in the curriculum.

**Virtual Strategy:** Provide a strong lesson planning template for virtual learning to support teachers as they identify resources students will need.

Action Steps for Teacher Leaders
• Observe classroom lessons to understand how teachers are implementing the curriculum.
• Provide feedback and specific recommendations for improvement that are grounded in the curriculum and student work.

**Virtual Strategy:** Using a rubric companion tool for virtual learning, look for intentional use of activities, materials, and tools on platforms such as Zoom or Google Classroom to analyze how a teacher uses the curriculum during the lesson.
Recommendation 5: Recognize the stages of curriculum implementation and what teachers need to progress to higher stages.

**Action Steps for District Leaders**
- Visit classrooms and work with principals and their leadership team members to identify specific challenges teachers are facing in implementing the curriculum with students.
- Ensure that professional learning and coaching for school leadership team members address the specific challenges classroom teachers are facing with curriculum implementation in their school.

**Action Steps for School Leaders**
- Build expertise in the skills and knowledge needed by each teacher to implement their curriculum well.
- Support professional learning teams to focus on the skills and knowledge that teachers in that team need to grow and develop.

**Action Steps for Teacher Leaders**
- Provide individual coaching that helps teachers to improve their skills and knowledge using the curriculum.
- Lead weekly professional learning that supports teams of teachers to improve their skills and knowledge in implementing specific units and lessons in the curriculum.
- Help classroom teachers to analyze their instructional practice, reflect on areas for improvement, and make steady improvements in their ability to teach using high-quality instructional materials.
- **Virtual Strategy:** Focus job-embedded professional learning on building the skills necessary to deliver lessons virtually, including modeling how to use high-quality content and observing and providing feedback to teachers on their virtual lessons.

Recommendation 6: Ensure that districts work closely with school leaders to plan for, communicate, and implement school-based professional learning that blends support for curriculum and instructional practice.

**Action Steps for District Leaders**
- Create professional learning structures and opportunities for leaders at all levels to collaborate on curriculum implementation throughout the year.
- Coordinate district training and support with the school-based work of teacher leaders and school leaders.
- Coordinate the work of different service providers working in schools.
- **Virtual Strategy:** Work closely with school leaders to plan ongoing and job-embedded professional learning.

**Action Steps for School Leaders**
- Coordinate with district leaders to plan for, communicate, and implement school-based professional learning that blends support for curriculum and instructional practice.

**Action Steps for Teacher Leaders**
- Engage in opportunities to work with district and school leaders on curriculum implementation.