Over the past several years, NIET has supported schools and districts in adopting high-quality instructional materials and effectively integrating those into their everyday instruction. In that support, we have found common cycles and strategies that school and teacher leaders can take to strengthen professional learning for teachers and make a deeper connection across instructional practices and curriculum – ultimately making the learning richer for students. This resource highlights two frameworks that can support instructional leaders as they coach teachers in this process. For more, read our report, *High-Quality Curriculum Implementation: Connecting What to Teach with How to Teach It*.

First, it is crucial for school leaders and coaches to gauge where individual teachers are in the progression of learning a new, more rigorous curriculum and determine how to best **target support for each teacher based on their needs**. NIET's *Teacher Learning Progression on Curriculum* below outlines connections between curriculum and instructional skills at various levels of expertise, tied specifically to indicators on the NIET Teaching and Learning Standards Rubric. This progression illustrates that instructional practice needs to strengthen in order to realize the full potential of high-quality instructional materials. For example, more demanding curricula require teachers to support students to take ownership of their own learning and to engage in thinking and problem-solving with their peers, described in the curriculum progression as "student-led learning."

Teacher Learning Progression on Curriculum

Content and Standards — *The What*	Basic Instruction — *The Why*	Pedagogy — *The How*	Emerging Differentiation — *For Whom*	Student-Led Learning — *By Whom*
Curriculum connections: Build teacher understanding of academic standards and curriculum. **Instructional connections:** Standards and Objectives; Teacher Content Knowledge	**Curriculum connections:** Build teacher understanding of the why behind the curriculum. **Instructional connections:** Lesson Structure and Pacing; Questioning; Activities and Materials; Student Work	**Curriculum connections:** Develop teacher ability to deliver the curriculum. **Instructional connections:** Grouping; Academic Feedback; Presenting Instructional Content; Teacher Knowledge of Students	**Curriculum connections:** Develop teacher understanding of how to use the curriculum to meet the needs of students. **Instructional connections:** Questioning; Academic Feedback	**Curriculum connections:** Understand how to transition the learning to be student-led instead of teacher-led. **Instructional connections:** Thinking; Problem-Solving; Teacher Knowledge of Students

Once leaders assess where teachers are, NIET's *Steps for Effective Learning* protocol below provides instructional leaders with a systematic process to ensure that the valuable time teachers spend in collaborative team meetings is focused, productive, and useful. In general, the steps help leaders facilitate meetings that are well planned and tied to specific student needs identified through data, introduce instructional strategies grounded in the curriculum, support teachers to plan how they will apply this learning in their classroom, and include a plan for measuring the impact on student learning. As schools adopt new materials, the *Steps for Effective Learning* can be used by leadership teams to identify and address challenges teachers are facing in curriculum implementation.

Steps for Effective Learning

During curriculum implementation, the *Steps for Effective Learning* can help leadership teams target their support for teachers in the following ways:

• Target student needs using evidence (e.g., pre-test) that is clear, specific, high-quality, and measurable in student outcomes • Connect student learning on the curriculum with instructional strategies	• Use credible sources • Use curriculum-aligned strategies with proven impact on student learning	• Deepen learning of the curriculum through demonstration, modeling, practice, team teaching, and peer coaching with subsequent analysis of student work	• Practice with support from observations, peer coaching, and self-reflection; student work provides formative assessment	• Analyze student work and assessments (e.g., post-test) to determine next steps