

# Curriculum Implementation Framework

The purpose of this resource is to provide a detailed roadmap for the three stages of curriculum implementation. The criteria in each phase are not intended to serve as a checklist. Instead, they are offered as considerations for district and school leaders to use for the purpose of developing more detailed implementation plans, with the ultimate goal of an improved, more vibrant student experience as outlined in the “Student(s)” column.

As you review each stage of this implementation framework, reflect on the current status of your district in relation to the identified actions for district leaders, school leaders, teachers and students. The criteria and corresponding descriptors can be used as prompts for reflection in order to determine which implementation stage your district is currently in. Within that stage, identify areas of strength and those areas that need continued focus before moving into the next stage. As you reflect, focus on the actions that will have the biggest impact on improving the student experience and their ability to engage daily with grade-level content.

**To access tools and resources referenced below as well as additional tools and resources to support each stage of implementation, please refer to:**

- [Phase 4 of the Curriculum Development Process](#) – leadership tools (e.g., setting implementation goals, developing a professional learning plan, engaging in quarterly/end-of-year step-backs) to support continuous improvement
- [Curriculum-Based Professional Learning Guidance Document](#) – leadership tools (e.g., guidance for structuring quarterly professional learning, classroom observation tools) and educator protocols (e.g., unit/lesson internalization, student work analysis) to support professional learning aligned to each stage
- [Intellectual Preparation Guide](#) – leadership tools (e.g., further guidance for establishing and supporting the core curriculum-based professional learning (CBPL) processes of unit/lesson internalization, lesson rehearsal and student work analysis).

*\*Note: The KDE **strongly recommends** following phases 1-3 of the [Curriculum Development Process](#) prior to implementation to help avoid common “pitfalls” such as lack of understanding and ownership by staff, incoherence between curriculum and intended outcomes caused by not having an instructional vision and curriculum/resource misalignment to the Kentucky Academic Standards (KAS).*

Use the hyperlinks below for quick access to the roles and responsibilities for a specific stage:

[Stage 1: Launch](#) (Spring/Summer prior to 1<sup>st</sup> year of implementation)

[Stage 2: Early Implementation](#) (Year 1, potentially extending into Year 2)

[Stage 3: Ongoing Implementation](#) (Year 2 and beyond)

## Stage 1: Launch

***As districts prepare for initial implementation of the local curriculum and high-quality instructional resources (HQIRs), the main focus is on developing or updating the systems, structures and protocols that will support the initial phase, or launch, of implementation.***

District Leaders	School Leaders	Teachers	Students
<p><b>District leaders ensure selected HQIR(s) is purchased and distributed.</b></p> <ul style="list-style-type: none"> <li>• Ensure resource materials are ordered well in advance and plan for timely distribution.</li> <li>• Ensure schools remove existing resources not outlined in the local curriculum document as primary or potential supplemental resources.</li> </ul> <p><b>District leaders provide teachers and leaders professional learning (PL) to develop a shared understanding of the curriculum and HQIR(s).</b></p> <ul style="list-style-type: none"> <li>• Continue to develop a shared understanding across stakeholders of the content area instructional vision, the research behind HQIR(s), and how the local curriculum and selected HQIR(s) align to the vision. (<a href="#">PSEL Standard 4, Element A</a>)</li> <li>• Leverage site visits (internal and/or external models) and classroom observations to develop understanding of current state of instruction vs. ideal state with school leaders and staff.</li> <li>• Plan for initial training for leaders and teachers to develop understanding of the curriculum</li> </ul>	<p><b>School leaders work with district leaders to ensure that the selected HQIR(s) is purchased, delivered and distributed.</b></p> <ul style="list-style-type: none"> <li>• Ensure resource materials are ordered well in advance and plan for timely distribution.</li> <li>• Remove existing resources not outlined in the local curriculum document as primary or potential supplemental resources.</li> </ul> <p><b>School leaders engage with teachers in professional learning (PL) to develop a shared understanding of the curriculum and HQIR(s).</b></p> <ul style="list-style-type: none"> <li>• Continue to develop a shared understanding across school-level stakeholders of the content area instructional vision, the research behind HQIR(s) and how the local curriculum and selected HQIR(s) align to the vision. (<a href="#">PSEL Standard 4, Element A</a>)</li> <li>• Leverage site visits (internal and/or external models) and classroom observations to develop understanding of current state of instruction vs. ideal state with district leaders and staff.</li> <li>• Engage in initial training to build understanding of the approach and design of the curriculum, HQIR(s)</li> </ul>	<p><b>Teachers ensure HQIR(s) are received and that they have access to supplemental resources outlined in the local curriculum.</b></p> <ul style="list-style-type: none"> <li>• Remove existing resources not outlined in the local curriculum document as primary or potential supplemental resources from classroom use.</li> </ul> <p><b>Teachers develop an understanding of the curriculum, selected HQIR(s) and how they can improve student outcomes.</b></p> <ul style="list-style-type: none"> <li>• Engage in opportunities provided by district and school leaders to understand the content area instructional vision, the research behind HQIR(s), and how the local curriculum and selected HQIR(s) align to the vision.</li> <li>• Engage in initial training to build understanding of the approach and instructional design of the curriculum, HQIR and what strong implementation looks like.</li> <li>• Understand logistical and technological considerations required to effectively use the HQIR(s).</li> </ul>	<p><b>Students are prepared for the shifts in expectations that will accompany curriculum implementation.</b></p> <ul style="list-style-type: none"> <li>• Develop an understanding of the content area instructional vision and why a change in curriculum and resources is necessary to achieve it.</li> </ul>

District Leaders	School Leaders	Teachers	Students
<p>and HQIR(s).</p> <ul style="list-style-type: none"> <li>○ Work with HQIR vendors to ensure educators have PL to build understanding of the instructional approach and design of the curriculum, HQIR(s) and what strong implementation looks like.</li> <li>○ Clarify logistical and technological considerations required to effectively use the HQIR(s).</li> </ul> <p><b>District leaders begin to create the enabling conditions for strong implementation.</b></p> <ul style="list-style-type: none"> <li>● Build coherence by examining and adjusting systems-level policies, structures and procedures.</li> <li>● Collaborate with school leaders to review and modify schedules (if necessary) to ensure adequate time for implementation of the selected HQIR(s).</li> <li>● Begin to establish a shared leadership model (district, school and teacher) for resource implementation.</li> <li>● Equip leaders to allocate essential resources and time needed for a strong curriculum implementation.</li> <li>● Work with school leaders to ensure necessary high-quality professional learning structures (PLCs, workshops, etc.) are in place to support strong</li> </ul>	<p>and what strong implementation looks like.</p> <ul style="list-style-type: none"> <li>● Work with vendors, district leaders and staff to ensure initial trainings build understanding of the curriculum/HQIR(s) instructional approach and design and needs for follow-up PL are identified.</li> <li>● Clarify logistical and technological considerations required to effectively use the HQIR(s).</li> </ul> <p><b>School leaders begin to create the enabling conditions for strong implementation at the building level.</b></p> <ul style="list-style-type: none"> <li>● Build coherence by examining and adjusting school-level policies, structures, and procedures.</li> <li>● Review and modify schedules (if necessary) to ensure adequate time for implementation of the selected HQIR(s).</li> <li>● Ensure necessary high-quality professional learning structures (PLCs, workshops, etc.) are in place and adjusted to support strong curriculum implementation.</li> <li>● Work with district leaders to determine protocols (e.g., unit/lesson internalization, lesson rehearsal, student work analysis) used to support core processes within PLCs at the school level.</li> <li>● Work with district leaders to introduce intellectual preparation, beginning with unit internalization, and to provide time for teachers to internalize first unit(s) with</li> </ul>	<p><b>Teachers are prepared for the shifts in expectations, collaborative structures and protocols and feedback at the school level.</b></p> <ul style="list-style-type: none"> <li>● Discuss with school leaders shifts in PLC time to allow for intellectual preparation, beginning with unit internalization.</li> <li>● Begin to collaboratively internalize the first unit(s) of instruction.</li> <li>● Prepare to implement any adjustments to policies, structures and procedures.</li> <li>● Share relevant changes with students and families relevant in a positive way that leaves students and families feeling prepared and excited for the year to come.</li> </ul>	

District Leaders	School Leaders	Teachers	Students
<p>curriculum implementation.</p> <ul style="list-style-type: none"> <li>• Work with school leaders to introduce intellectual preparation, beginning with unit internalization, and to provide time for teachers to internalize first unit(s) with colleagues who teach the same content and curriculum.</li> <li>• Determine protocols (e.g., unit/lesson internalization, lesson rehearsal, student work analysis) used to support intellectual preparation within PLCs.</li> <li>• Work with school leaders to consider the broader structure of how PL can be organized across early implementation (e.g., quarterly PL cycles for year one).</li> <li>• Support school leaders in providing and protecting necessary collaborative PLC time to support strong implementation.</li> <li>• Determine common observation tool (e.g., vendor-specific tool, KDE-provided observation tool) for providing feedback aligned to common indicators for early implementation.</li> <li>• Determine and communicate expectations for “non-negotiables” for implementation and monitoring with school leaders.</li> <li>• Manage change and the questions, concerns and attitudes of staff regarding</li> </ul>	<p>colleagues who teach the same content and curriculum.</p> <ul style="list-style-type: none"> <li>• Determine protocols (e.g., unit/lesson internalization, lesson rehearsal, student work analysis) used to support intellectual preparation within PLCs</li> <li>• Work with district leaders to consider the broader structure of how PL can be organized across early implementation (e.g., quarterly PL cycles for year one).</li> <li>• Provide and protect collaborative PLC time to support intellectual preparation.</li> <li>• Work with district leaders to determine common observation tool (e.g., vendor-specific tool, KDE-provided observation tool) for providing feedback aligned to common indicators for early implementation.</li> <li>• Communicate expectations for “non-negotiables” for implementation and monitoring with school staff.</li> <li>• Manage change and the questions, concerns and attitudes of staff regarding launch of the local curriculum and HQIR using data gathered from surveys, focus groups, etc.</li> </ul>		

District Leaders	School Leaders	Teachers	Students
<p>launch of the local curriculum and HQIR using data gathered from surveys, focus groups, etc.</p>			

### Stage 2: Early Implementation

*Leaders guide work toward goals for early implementation, helping establish systems, structures and expectations. Teachers begin using the instructional resources, deepening understanding of the curriculum and becoming effective in its use. Students have consistent opportunities to engage with grade-level content and tasks.*

District Leaders	School Leaders	Teachers	Students
<p><b>District leaders establish expectations for implementation and begin to establish structures and procedures for monitoring implementation at the district level.</b></p> <ul style="list-style-type: none"> <li>• Work with school leaders to determine implementation goals for year one and an aligned monitoring plan that includes gathering data from learning walks, classroom visits, student work/assessment and notes from intellectual preparation within PLCs.</li> <li>• Work with school leaders to develop a PL plan aligned to the implementation goals and determine how PL might best be structured (e.g., in quarterly PL cycles).</li> <li>• Establish core processes of intellectual preparation and expectations for unit/lesson internalization, lesson rehearsal and student work analysis, supporting staff in knowing how to</li> </ul>	<p><b>School leaders establish expectations for implementation and begin to establish structures and procedures for monitoring implementation at the school level.</b></p> <ul style="list-style-type: none"> <li>• Work with district leaders to set implementation goals and to ensure data aligned to implementation goals are collected and organized effectively to support reflection and decision-making at the school and district levels.</li> <li>• Work with district leaders to develop a professional learning plan aligned to the implementation goals and determine how PL might best be structured (e.g., in quarterly PL cycles).</li> <li>• Establish core processes of intellectual preparation and expectations for unit/lesson internalization, lesson rehearsal and student work analysis, supporting staff in knowing how to effectively use them and engaging in them alongside teachers.</li> </ul>	<p><b>Teachers engage in PL and use curriculum and HQIR(s) as designed in instruction.</b></p> <ul style="list-style-type: none"> <li>• Work collaboratively in PLCs to prepare for teaching lessons through intellectual preparation (unit/lesson internalization, lesson rehearsal and student work analysis).</li> <li>• As a PLC, monitor pacing to stay within the locally determined window and communicate with leadership to make sure protected time is provided to plan for maintaining pace.</li> <li>• Actively participate in learning opportunities (such as professional learning provided by the school, district or external vendor/provider) that help deepen understanding of what is available in the HQIR(s).</li> <li>• Begin to use HQIR(s) with fidelity and ensure the majority of instruction is spent engaged</li> </ul>	<p><b>Students engage with standards-aligned, grade-level learning grounded in the curriculum and HQIR(s).</b></p> <ul style="list-style-type: none"> <li>• Engage in lessons where students spend a majority of the time with grade-level content, knowledge and skills.</li> </ul> <p><b>Students transition into routines from the curriculum and HQIR(s) that foster student engagement and ownership.</b></p> <ul style="list-style-type: none"> <li>• Begin to assume responsibility for active engagement in vibrant learning experiences and to set goals for themselves as learners.</li> <li>• Engage with questions, texts and tasks that attend to building academic vocabulary.</li> <li>• Build content knowledge through questions, texts and tasks intentionally structured to promote deeper learning (inquiry, critical thinking,</li> </ul>

District Leaders	School Leaders	Teachers	Students
<p>effectively use them and engaging in them alongside school leaders and teachers.</p> <ul style="list-style-type: none"> <li>Clearly communicate an expectation that educators stay within a locally determined pacing window using guidance provided by the HQIR(s).</li> <li>Support school leaders in (1) identifying educators who are significantly behind the pacing window and in (2) problem-solving how best to support those educators (i.e., with colleague observation, guidance on combining lessons, etc.).</li> <li>Clearly communicate that supplementing the HQIR(s) is NOT recommended in the early implementation phase unless outlined in the local curriculum document.</li> <li>Guide school leaders through routine reflections on their data and use those discussions to drive improvements in implementation. (<a href="#">PSEL Standard 6, Element E</a>)</li> <li>Work with school leaders during informal meetings and formal step-backs (quarterly, end of year) to highlight implementation “bright spots” and exemplary practices and to address implementation challenges and problems of practice. (<a href="#">PSEL Standard 7, Element G</a>)</li> </ul>	<ul style="list-style-type: none"> <li>Clearly communicate an expectation that educators stay within a locally determined pacing window using guidance provided by the HQIR(s).</li> <li>Work with district leaders in (1) identifying educators who are significantly behind the pacing window and in (2) problem-solving how best to support those educators (i.e., with colleague observation, guidance on combining lessons, etc.).</li> <li>Clearly communicate that supplementing the HQIR(s) is NOT recommended in Early Implementation unless outlined in the local curriculum document.</li> <li>Guide the school-level leaders and teachers through routine reflections on their data and use those discussions to drive improvements in implementation. (<a href="#">PSEL Standard 6, Element E</a>)</li> <li>Work with district leaders during informal meetings and formal step-backs (quarterly, end of year) to highlight implementation “bright spots” and exemplary practices and to address implementation challenges and problems of practice. (<a href="#">PSEL Standard 7, Element G</a>)</li> </ul> <p><b>School leaders engage consistently with staff in collaborative PL (e.g., trainings/workshops, intellectual preparation) and provide feedback.</b></p> <ul style="list-style-type: none"> <li>Regularly observe teacher practice and provide feedback on HQIR(s)</li> </ul>	<p>with the HQIR(s).</p> <ul style="list-style-type: none"> <li>Begin to use curriculum-embedded supports to ensure <b>all</b> students can engage in grade-level work.</li> <li>Begin analysis of student work and of curriculum-embedded assessments to identify strengths and gaps in student learning.</li> <li>Engage in reflection on the impact of the curriculum and HQIR(s) on students.</li> <li>Document if/when the HQIR(s) resources are insufficient (e.g., alignment to the KAS) and communicate with school/district leaders.</li> <li>Receive feedback and guidance on use of the curriculum, HQIR(s) and instructional practices.</li> <li>Reflect on data collected at the classroom/school level to identify support needed from leaders for effective implementation.</li> </ul>	<p>application of knowledge and skills, etc.).</p> <ul style="list-style-type: none"> <li>Engage in productive struggle and persevere through difficulty.</li> <li>Grow understanding and skill through student-to-student inquiry and discourse.</li> </ul>

District Leaders	School Leaders	Teachers	Students
<p><b>District leaders engage consistently with school leaders and teachers in collaborative PL (e.g., trainings/workshops, intellectual preparation) and provide feedback.</b></p> <ul style="list-style-type: none"> <li>• Train and norm school leaders in a common observational tool (e.g., vendor-specific tool, KDE-provided observation tool) to provide feedback in support of implementation goals.</li> <li>• Develop leaders' ability to provide professional learning, including coaching, classroom observations, targeted feedback and model classroom visits anchored in the HQIR(s).</li> <li>• Communicate expectations for the use and cadence of learning walks and feedback.</li> <li>• Co-observe classrooms with school leaders.</li> <li>• Observe PLCs and provide feedback on intellectual preparation (unit/lesson internalization, lesson rehearsal, student work analysis).</li> <li>• Manage change and the questions, concerns and attitudes of staff regarding early implementation of the local curriculum and HQIR using data gathered from surveys, focus groups, etc.</li> </ul>	<p>implementation using a common observational tool (e.g., vendor-specific tool, KDE-provided observation tool).</p> <ul style="list-style-type: none"> <li>• Work with district leaders to develop ability to provide professional learning, including coaching, classroom observations, targeted feedback and model classroom visits anchored in the HQIR(s).</li> <li>• Communicate expectations for the use and cadence of learning walks and feedback.</li> <li>• Co-observe classrooms with district leaders.</li> <li>• Observe PLCs and provide feedback on intellectual preparation (unit/lesson internalization, lesson rehearsal and student work analysis).</li> <li>• Manage change and the questions, concerns and attitudes of staff regarding early implementation of the local curriculum and HQIR using data gathered from surveys, focus groups, etc.</li> </ul>		

### Stage 3: Ongoing Implementation

*Leaders continue to ensure systems, structures and expectations align with and support the implementation of HQIR(s). Teachers integrate HQIR(s) into regular practice, becoming more skillful and taking increased ownership to meet the needs of all learners. Students take increased ownership of the learning and engage deeply with other students in grade-level content and tasks.*

District Leaders	School Leaders	Teachers	Students
<p><b>District leaders establish stage-specific expectations for implementation and refine structures and procedures for monitoring at the district level.</b> (<a href="#">PSEL Standard 7, Element C</a>) / (<a href="#">PSEL Standard 10, Element J</a>)</p> <ul style="list-style-type: none"> <li>• Work with school leaders to set yearly implementation goals and develop an aligned monitoring plan.</li> <li>• Work with school leaders to develop yearly professional learning plan aligned to teacher and leader needs around HQIR use and determine how PL might best be structured (e.g., in quarterly PL cycles).               <ul style="list-style-type: none"> <li>○ Plan for yearly launch training for new staff (staff new to the school/ district or to a grade-level)</li> </ul> </li> <li>• Determine common observation tool (e.g., vendor-specific tool, KDE-provided instructional practice guide [IPG]) for providing feedback aligned to instructional shifts for ongoing implementation.</li> <li>• Review HQIR feedback, potentially including the need to smart adjustments (e.g., address</li> </ul>	<p><b>School leaders establish stage-specific expectations and utilize shared leadership to build the capacity of school staff to take increased ownership of implementation.</b> (<a href="#">PSEL Standard 7, Element C</a> / <a href="#">PSEL Standard 10, Element J</a>)</p> <ul style="list-style-type: none"> <li>• Work with district leaders to set yearly implementation goals and develop an aligned monitoring plan.</li> <li>• Work with district leaders to develop yearly professional learning plan aligned to staff needs around HQIR use and determine how PL might best be structured (e.g., in quarterly PL cycles).               <ul style="list-style-type: none"> <li>○ Plan for yearly launch training for new staff (staff new to the school/ district or to a grade-level)</li> </ul> </li> <li>• Work with district leaders to determine common observation tool (e.g., vendor-specific tool, KDE-provided instructional practice guide [IPG]) for providing feedback aligned to instructional shifts for ongoing implementation.</li> <li>• Review HQIR feedback, potentially including the need to supplement (e.g., address gaps to support full alignment to the KAS), provided by</li> </ul>	<p><b>Teachers continue to take ownership of structures and protocols for intellectual preparation, learning and feedback as they drive improvements in their own practice.</b></p> <ul style="list-style-type: none"> <li>• Continue to take ownership of intellectual preparation and other collaborative professional learning structures (e.g., lesson study).</li> <li>• Provide peer feedback using the common observation tool (e.g., vendor-specific tool, KDE-provided IPG).</li> <li>• Engage with school leaders in identifying personal targets for feedback and support.</li> <li>• Use the language of the common observation tool (e.g., vendor-specific tool, KDE-provided IPG) to discuss instruction within the context of the local curriculum and HQIRs.</li> <li>• Continue to participate in learning opportunities that help deepen understanding of the HQIR (e.g., professional learning provided by school, district or an external provider; collaborative inquiry within PLCs).</li> </ul>	<p><b>Every student engages in high-quality, standards-aligned classroom experiences that leverage HQIRs to meet their individual needs.</b></p> <ul style="list-style-type: none"> <li>• Engage in lessons where students spend a majority of the time with grade-level content, knowledge and skills.</li> </ul> <p><b>Students continue in routines from the curriculum and HQIR that foster student engagement and ownership.</b></p> <ul style="list-style-type: none"> <li>• Continue to assume responsibility for active engagement in vibrant learning experiences and to set goals for themselves as learners.</li> <li>• Continue to engage with questions, texts and tasks that attend to building academic vocabulary.</li> <li>• Continue to build content knowledge through questions, texts and tasks intentionally structured to promote deeper learning (inquiry, critical thinking, application of knowledge and skills, etc.).</li> <li>• Increase ownership of their learning as they think, analyze</li> </ul>



District Leaders	School Leaders	Teachers	Students
<p>gaps to support full alignment to the KAS, align to needs of local context), provided by educators during early implementation.</p> <ul style="list-style-type: none"> <li>Clearly communicate what Is and Is Not recommended adjustment of the HQIR (including supplementation).</li> <li>Continue to monitor and refine intellectual preparation (unit/lesson internalization, lesson rehearsal and student work analysis) and ongoing feedback cycles.</li> <li>Continue to support structures for collecting, organizing and using data to drive district-wide improvements.</li> <li>Shift leadership of monitoring conversations to school leaders while ensuring they are still driving towards the goals for implementation.</li> <li>Using data from informal meetings and formal step-backs (quarterly, end of year), celebrate “bright spots” to elevate evidence of HQIRs’ instructional impact and identify challenges to potentially refine the implementation plan.</li> </ul> <p><b>District leaders engage consistently with school leaders and teachers in collaborative PL (e.g., trainings/workshops, intellectual preparation) and provide feedback.</b></p> <ul style="list-style-type: none"> <li>Continue to support school leaders in providing effective</li> </ul>	<p>educators during early implementation.</p> <ul style="list-style-type: none"> <li>Clearly communicate what Is and Is Not recommended adjustment of the HQIR (including supplementation).</li> <li>Shift leadership to a more collaborative stance, gradually transitioning facilitation and ownership of intellectual preparation within PLCs to teachers.</li> <li>Utilize the school leadership team to own collecting, organizing and using data to drive implementation improvements.</li> <li>Continue shared leadership of monitoring conversations with teacher leaders while ensuring they are still driving towards the instructional vision.</li> <li>Using data from informal meetings and formal step-backs (quarterly, end of year), continue to celebrate “bright spots” to elevate evidence of HQIRs’ instructional impact and to identify challenges to potentially refine the implementation plan.</li> </ul> <p><b>School leaders support teachers in reflection to leverage HQIRs to meet individual student needs, ensuring all feedback teachers receive supports the instructional vision.</b></p> <ul style="list-style-type: none"> <li>Provide regular feedback to teachers, transitioning from whether teachers are using HQIRs with fidelity to feedback on skillful use of HQIRs to meet students’ diverse learning needs.</li> </ul>	<p>Teachers leverage the curriculum and HQIRs to meet individual student needs and support all students in meeting grade level expectations.</p> <ul style="list-style-type: none"> <li>Purposefully leverage scaffolds within the HQIRs to support <i>all</i> students in accessing grade-level learning and reaching unit and lesson goals.</li> <li>Regularly analyze student work</li> </ul>	<p>and synthesize content, knowledge and skills.</p> <ul style="list-style-type: none"> <li>Continue to engage in productive struggle and persevere through difficulty.</li> <li>Continue to grow understanding and skill through student-to-student inquiry and discourse.</li> </ul>

District Leaders	School Leaders	Teachers	Students
<p>feedback using the common observation tool (e.g., vander-specific tool, KDE-provided IPG).</p> <ul style="list-style-type: none"> <li>• Provide opportunities that allow school leaders to learn from one another.</li> <li>• Provide PL focused on supporting teachers in using information about students' needs and performance to inform smart adjustments to the curriculum, HQIR(s) and instruction.</li> <li>• Heighten focus on curriculum-embedded assessments as part of the district's overall assessment strategy to track Tier 1 student progress.</li> <li>• Manage change and the questions, concerns and attitudes of staff regarding ongoing implementation of the local curriculum and HQIR using data gathered from surveys, focus groups, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide PL focused on supporting teachers in using information about students' needs and performance to inform smart adjustments to the curriculum, HQIR(s) and instruction.</li> <li>• Provide ongoing feedback on the facilitation of intellectual prep (unit/lesson internalization, lesson rehearsal and student work analysis) within PLCs.</li> <li>• Provide opportunities for teachers to observe each other's practice and provide feedback.</li> <li>• Establish opportunities for both group and individual reflection on the ways in which teachers use HQIR(s) to support diverse learning needs through curriculum-embedded supports.</li> <li>• Manage change and the questions, concerns and attitudes of staff regarding ongoing implementation of the local curriculum and HQIR using data gathered from surveys, focus groups, etc.</li> </ul> <p><b>School leaders sustain a collaborative environment where professional learning communities use their collective strengths, skills and experience to improve classroom practice related to HQIR implementation.</b></p> <p><b>School leaders provide ongoing opportunities for teachers to develop leadership and classroom practice specific to HQIR implementation using learning, collaboration, unit and lesson internalization and feedback structures.</b></p>	<p>and curriculum-embedded assessments to determine student needs.</p> <ul style="list-style-type: none"> <li>• Take full ownership for using information about students' needs and performance to inform smart adjustments to the curriculum, HQIR(s) and instruction.</li> </ul>	

