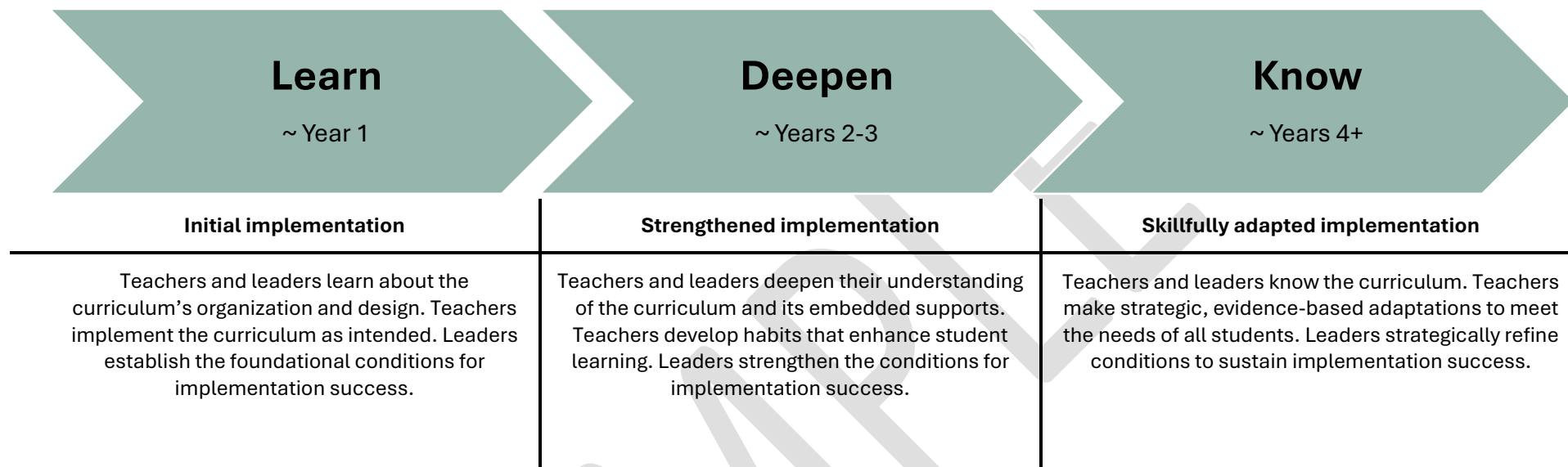


Research and experience show that successful implementation of high-quality instructional materials is a multiyear process. Great Minds educators can expect to progress through three phases—Learn, Deepen, Know—as they develop the skills, knowledge, and mindsets needed for effective implementation. By delineating leader, teacher, and student expectations for each phase, Great Minds provides a vision of implementation success. When educators have this vision, they can strengthen their practices through aligned, focused reflection, coaching, goal-setting, and professional learning.



The phases are descriptive to support ongoing educator growth. They are not evaluative. Educators move through phases at different rates; progression may not be linear or contained to year 1, years 2 and 3, and year 4 and beyond.

Leaders

School leaders have wide-ranging roles and responsibilities. This document describes essential knowledge and skills for successful curriculum implementation. Other essential aspects of educational leadership, such as facilities or personnel management, are not included. Effective leaders also possess a set of core mindsets that underpin their work. For implementation to be successful, leaders must model and communicate an orientation to growth, a belief in the power of curriculum to support teachers and learners, high expectations for students, and a focus on grade-level instruction for all as a priority. This document assumes these mindsets and focuses on key knowledge and skills.

	LEARN Initial implementation	DEEPEN Strengthened implementation	KNOW Skillfully adapted implementation
Knowledge	Builds foundational knowledge of the curriculum's content and structure to support effective implementation of the curriculum as intended.	Deepens knowledge as needed to strengthen implementation.	Knows the curriculum well, making leadership decisions as needed to address identified needs.
Engagement and Support	Builds support for implementation, establishing a leadership team, meeting with instructional leaders, teachers, specialists, families, and community members to share implementation goals and successes and to listen to and address concerns.	Engages in ongoing conversations about implementation with external and internal communities.	Engages in ongoing conversations about implementation with external and internal communities.
Vision and Goals	Collaboratively establishes and communicates a vision and sets goals for implementation.	Refines the vision and sets new goals as needed to strengthen implementation.	Refines the vision and sets new goals as needed to strengthen implementation.
Communication	Maintains clear, open, and regular communication about the curriculum and its implementation with internal and external partners.	Maintains clear, open, and regular communication about the curriculum and its implementation with internal and external partners.	Maintains clear, open, and regular communication about the curriculum and its implementation with internal and external partners.
Resources	Allocates resources of time, materials, technology, and personnel in ways that support successful implementation and the daily work of educators. Procures, distributes, and stores materials to support implementation.	Reallocates resources as needed to strengthen implementation. Replenishes materials and allocates technology to support implementation.	Reallocates resources as needed to strengthen implementation.

	LEARN Initial implementation	DEEPEN Strengthened implementation	KNOW Skillfully adapted implementation
Expectations	Communicates and reinforces clear expectations for teachers about implementation, pacing, and collaboration, with a focus on teaching the curriculum as intended. Regularly address roadblocks or concerns.	Resets, communicates, and reinforces expectations as needed to deepen implementation. Sets clear expectations for student-centered instruction through instructional routines and approaches and reinforces expectations through observation and coaching.	Sets clear expectations for data-based decision making and responding to student needs.
School Culture	Fosters a culture of continuous improvement, recognizing and celebrating successes while supporting the shifts that may be required for growth at different phases of implementation.	Strengthens the culture as needed and takes action to bring new community members into the culture.	Strengthens the culture as needed and takes action to bring new community members into the culture.
Policies and Procedures	Aligns school routines, policies, and procedures, including grading, preparation, and resource allocation, to the vision and goals of implementation.	Realigns routines, policies, and procedures as needed to strengthen implementation.	Realigns routines, policies, and procedures as needed to strengthen implementation.
Professional Learning	Engage in initial professional learning to build knowledge and understanding of the curriculum's organization and design. Plan for and schedule foundational curriculum-based professional learning for teachers.	Engage in ongoing professional learning to build knowledge and skill as an instructional leader. Offers deepening professional learning and growth-focused observation and coaching cycles.	Engage in ongoing professional learning to build knowledge and skill as an instructional leader. Provide opportunities for ongoing curriculum-based professional learning for teachers, with a focus on collaborative, self-directed learning and opportunities for educational leadership.
Student Needs	Communicates and provides systems and processes for meeting high expectations for all students.	Revisits systems and processes to support teachers and staff in identifying and meeting specific student needs.	Revisits systems and processes as needed to ensure all student needs are met.
Data and Accountability	Establishes processes for collecting data and uses tools appropriate for initial implementation. Establishes processes for observing and providing feedback to support teachers with initial implementation.	Focuses data collection and analysis on high-leverage areas of teacher practice.	Focuses data collection and analysis on student outcomes.

Phases of Implementation			
	LEARN Initial implementation	DEEPEN Strengthened implementation	KNOW Skillfully adapted implementation
Adaptive Leadership	Engages in self-assessment and processes for collecting data and feedback on leadership performance and adjusts actions per data and feedback.	Adjusts processes for self-assessment and data collection as needed to improve leadership performance.	Adjusts processes for self-assessment and data collection as needed to improve leadership performance.

Teachers

Teachers' approach to preparation, instruction, and assessment affects the success of implementation. To best support students and ensure progress toward the implementation vision and goals, teachers must demonstrate the following knowledge and skills. Effective teachers also possess mindsets that guide their work, beliefs in the power of curriculum to support students, high expectations for all students, an orientation to growth, and a willingness to collaborate. While some teachers might demonstrate these mindsets prior to implementation, teachers can also develop these mindsets over time as they strengthen their implementation.

	LEARN Initial implementation	DEEPEN Strengthened implementation	KNOW Skillfully adapted implementation
Knowledge	Builds foundational knowledge of the curriculum's content and structure to effectively implement the curriculum as intended.	Deepens understanding of the curriculum's content and its coherence across a grade level. Builds knowledge of the curriculum's approach to student-centered instruction.	Knows the coherence of the curriculum and leverages the coherence to strategically adapt instruction to meet the needs of all learners. Builds knowledge of how to use assessment results and curricular resources to support all learners.
Preparation	Prepares and internalizes modules and lessons to purposefully and coherently move through the curriculum as intended.	Prepares and internalizes modules and lessons with a focus on utilizing embedded supports to increase student engagement.	Prepares and internalizes modules and lessons using student data to make evidence-based adjustments.
Curriculum Use	Use the curriculum as intended, aligning instruction to lesson objective and structure, while maintaining pacing.	Makes strategic adjustments to pacing by using embedded structures and routines to maximize student engagement and discourse while maintaining focus on the lesson goals and objectives.	Makes strategic adjustments to pacing to make connections to prior or upcoming content, provide scaffolds, and extend learning to meet the needs of all learners. Strategically adapts inquiry, curriculum-specific elements, and instructional routines to meet the needs of all learners.
Discourse	Establishes structures for paired, small group, and whole class discourse. Facilitates student discourse as intended in the curriculum.	Uses a variety of grouping structures to support collaboration and discourse. Facilitates student discourse that maximizes student participation and learning.	Uses a variety of strategic grouping structures that support all learners in achieving the lesson goals and objectives. Maximizes opportunities for student discourse that fosters students' critical thinking.
Monitoring	Implements curriculum-embedded assessments as intended in alignment with their purpose.	Collects evidence of student learning during instructional routines, discourse, and collaborative and independent work time. Analyzes student assessment data during or after a lesson.	Strategically collects evidence of student learning during instructional routines, discourse, and collaborative and independent work time.

	LEARN Initial implementation	DEEPEN Strengthened implementation	KNOW Skillfully adapted implementation
Cognitive Lift	Encourages students to use tools, resources, models, and mathematical terminology from the curriculum to access grade-level content.	Uses strategic questioning and multiple means of engagement to maintain instructional rigor.	Provides evidence-based supports and extensions to meet students' needs, allowing all students to access grade-level content.
Responding and Feedback	Provides clear directions for instructional tasks and ensures students effectively engage in them. Learns to use knowledge of lesson and module content and skills to provide focused, actionable feedback to students.	Uses knowledge of lesson and module content and skills to provide focused, actionable feedback to students, both in the moment and after analysis of student work.	Uses knowledge of student needs to provide focused, actionable feedback to students, both in the moment and after an analysis of student work.
Professional Learning	Engages in ongoing curriculum-focused foundational professional learning.	Engages in ongoing curriculum-focused sustaining professional learning.	Engages in ongoing curriculum-focused professional learning that addresses identified areas of interest and/or need.
Adaptive Leadership	Engages in self-reflection. Seeks and implements feedback and support from instructional leaders to implement the curriculum as intended.	Engages in self-reflection. Seeks and implements feedback and support from instructional leaders to maximize student engagement.	Engages in self-reflection. Seeks and implements feedback and support from instructional leaders to skillfully adapt implementation to meet the needs of all learners.