



What will successful implementation look like in your school?			What barriers exist to executing this strategy successfully?
Teacher Actions	Teacher Leader Actions	Administrator Actions	
<ul style="list-style-type: none"> <li>• Participate in 90 min/week of content team-based professional learning</li> <li>• Bring teacher practice (such as lesson plans, unit plans, assessments, or videos of instruction) and student data to identify and monitor priority growth areas</li> <li>• Collaboratively prepare to teach lessons from provided curriculum</li> <li>• Support teammates' learning through participation in discussion and providing feedback during meetings</li> <li>• Spend ~30 min/week preparing for the weekly team meeting – this may include collecting and analyzing data or pre-reading</li> </ul>	<ul style="list-style-type: none"> <li>• Hold and protect weekly content team meetings (90 min/week) to engage in content learning cycles</li> <li>• Spend ~90 min/week preparing to lead content team meetings, including:               <ul style="list-style-type: none"> <li>○ Internalize and adapting provided plans for learning sessions</li> <li>○ Collect formative and interim student data to identify priority growth areas</li> <li>○ Collect evidence of teacher practice (such as lesson plans, unit plans, assessments, or videos of instruction) to identify priority growth areas</li> </ul> </li> <li>• Facilitate team goal setting to develop teacher practice and student learning goals that are specific, targeted, evidence based, and connected to school goals and the CCRS</li> </ul>	<p><b>Ensure successful content teams through:</b></p> <ul style="list-style-type: none"> <li>• Adapting master schedule to support 90 min of weekly content team-based professional learning</li> <li>• Identifying teacher leaders for content teams with clear record of student success and a commitment to developing themselves and others to better support students</li> <li>• Observing content meetings to identify school-wide trends in student progress and gaps, and adjust school-wide professional learning plans accordingly</li> <li>• Identifying implications for individual teachers' cycles of observation and feedback based on observations of CPT</li> <li>• Collecting formative and interim student data to identify priority growth areas</li> <li>• Ensures all staff adopt and implement approved CCRS-aligned curricular materials and provides additional instructional resources as needed</li> </ul> <p><b>Develop teacher leaders through:</b></p> <ul style="list-style-type: none"> <li>• Supporting teacher leaders in planning goals for the year that are narrow, specific, informed by data, and aligned to district/system-wide priorities and the CCRS</li> <li>• Creating a meeting structure for teacher leader team to share ideas across content teams at least monthly</li> <li>• Supporting the ongoing improvement of each teacher leader's planning and leadership practice with frequent coaching and guidance</li> <li>• Engaging in cycles of professional learning to develop and grow alongside teacher leaders and teachers</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Ex: Adapting the schedule to allow for 90 min of weekly professional learning in content teams</i></li> </ul>