



Curriculum Implementation Support Guide

Background: Teacher Skill and Knowledge for Effective Curriculum Implementation

To effectively implement a high-quality curriculum, teachers must internalize the content and master execution of lesson components and learning routines. At Jounce, we provide comprehensive training for engagement in (1) module and scope internalization, (2) lesson internalization, and (3) lesson component rehearsal. The goals of each are outlined below.

1. **Module and Scope Internalization.** Teachers must:
 - a. Understand the key concepts of the module, scope, and vertical alignment ladder
 - b. Understand, with precision, the terminology and representations or text demands
 - c. Understand the progression from one concept to the next
2. **Lesson Internalization.** Teachers must:
 - a. Understand the key concepts of the lesson
 - b. Understand, with precision, the terminology and representations or text demands
 - c. Understand the minute-by-minute progression of concept development throughout the lesson
3. **Lesson Component Rehearsal.** Teachers must:
 - a. Understand the criteria for successful execution of each lesson component
 - b. Be able to execute components across lessons with the same rhythms and criteria for success, even as the content changes
 - c. Be able to collect data and adjust within their execution of each lesson component

In This Guide

To accomplish these goals, Jounce has developed intellectual preparation and lesson execution drills for teachers and coaching routines and structures for leaders. This guide provides examples of each as well as a description of Jounce supports for coaches and leaders.

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Teacher Development Drills: Intellectual Preparation

To help teachers *get better at** understanding key concepts, terminology, representations, and text demands, as well as the progression of concepts within a lesson or across lessons, we practice intellectual preparation drills.

*Key Idea: The goal is not to understand but rather to *get better at* understanding. This is why we call these drills and not protocols – they should be high-repetition in the sense that they provide many at-bats in varied contexts for teachers to practice the internalization process; teachers build the mental muscle of internalization and should internalize future content more effectively and efficiently after engaging in these drills.

Several examples of these intellectual prep drills are listed on the following pages:

#1: "80-90-100"	
Rationale	<i>Knowing the "exemplar response" is important, but the "exemplar" teachers often have in mind is limited to the correct answer, rather than the full range of misconceptions, strategies, and nuances necessary to both scaffold and push rigor. Intellectual prep shouldn't be knowing the difference between the wrong ("50% answer") and right ("90% answer") but rather the minute differences between a 93% and 94% answer.</i>
Example of Application	<p>Example: Eureka Math module internalization</p> <ul style="list-style-type: none"> • Coach/Leader: What is a key topic or culminating question for this module? • Teacher(s): How can you show that shapes are congruent? (G8-M2) • Coach/Leader: What's your 80% understanding – the complete and correct but simple response? • Teacher(s): Shapes are congruent when they have the same angles and side lengths. • Coach/Leader: Great – what's your 81%? • Teacher(s): Shapes are congruent when they have the same angle and side lengths; congruent essentially means that you copied the shape to a new location. • ... 82, 83, 84, 85... • <i>Coach begins to prompt teacher, driving toward a more comprehensive understanding of the content and using consistent prompts that the teacher can internalize and use in his own future intellectual prep.</i> • Coach/Leader: Go to an 86, and use the word 'sequenced' in your response. • Teacher(s): You can prove congruence by demonstrating that one shape – the image – is in fact a copy of the pre-image. To prove this, you could show that there was a set of sequenced rigid motions – such as a reflection followed by a translation – of the original shape, mapping it directly to the image without changing the angles or side lengths. • Coach/Leader: 87 – this time include a close non-example. • Teacher(s): A close non-example would be proving similarity. It may still be based on a sequence of transformations, but the key is you are now including dilation – and changing the length of sides by dilating – so similar shapes have the same angles but not side lengths. Congruence is only like similarity if the scale factor of dilation is 1, but in this case you'd say the shapes are simply congruent, rather than saying they are similar, because both the angles and the side lengths are preserved.

#2: EXEMPLAR-COMPONENT

<p>Rationale</p>	<p>Teachers will develop a much more detailed and nuanced understanding of what they expect from students if they think about the component parts of an exemplar response. In addition, having component parts in mind allows for more effective questioning, modeling, and feedback (Ex: "What we heard from Tyrik addresses the character's thoughts and actions, but what else should we add?").</p>
<p>Example of Application</p>	<p>Example: Wit and Wisdom module internalization</p> <ul style="list-style-type: none"> • Coach/Leader: What is the exemplar response you are looking for here? • Teacher(s): Students should say that the author uses wordplay in both obvious and subtle ways, and he does it for two different purposes: to create humor in the story and entertain and also to develop the character traits of the people and animals Milo meets. For example... (teacher continues, providing actual text evidence and the complete exemplar response). (G5-M2) • Coach/Leader: Great – what would that look like in 4 components? • Teacher(s): 1) Obvious wordplay to create humor, including examples; 2) Subtle wordplay to develop characters, including examples; 3) Subtle wordplay to create humor, including examples; 4) Subtle wordplay to develop characters, including examples. • Coach/Leader: Good – what about 3 components? • Teacher(s): 1) Claim: The author uses subtle and obvious wordplay for several purposes. 2) Focus on the ways they use wordplay for character development, including text examples; 3) Focus on the ways they use wordplay to create humor, including text examples • Coach/Leader: How about 7 components? • Coach continues to lead the teacher through thinking about various ways to break up and construct the exemplar response, before moving on to another question and repeating the process.

#3: THINK ALOUD (TEACHER-FACING)

<p>Rationale</p>	<p>Teachers – as proficient readers and thinkers – tend to miss some of the gaps and misconceptions their students have with regard to comprehending a text or process of thinking. Pushing teachers to expose the subconscious thinking moves they are making – and build the habit of exploring their underlying thinking moves – helps them prepare to recognize those gaps in anticipation of lessons and in the moment.</p>
<p>Example of Application</p>	<p>Example: Wit and Wisdom lesson internalization</p> <ul style="list-style-type: none"> • Teacher reads a text that students will be reading, employing an exaggerated think-aloud in which they pause frequently to talk through their thinking. Coach provides categories for types of think-alouds, and prompts when there was an area in the text that they believe may require clarification for students. • Coach/Leader: I want you to focus on thinking aloud every time there is a pronoun and every time that you'd want students to visualize what's happening. • Teacher(s): One of his stops [his...hmm...oh, we're talking about Peg Leg Sullivan still] was at the shingled cottage of Patrick and Catherine O'Leary [I'm picturing this little wooden house, with black wood shingles on top]. The one-legged Sullivan [oh yeah – Peg Leg has one wooden leg] remembered getting the O'Leary's house around 7 o'clock.

#4: END-IN-MIND	
Rationale	<p><i>It is not enough to know the end goal for a lesson (objective/exit ticket), particularly when using a high-quality, carefully sequenced curriculum. Teachers need to have thought about the ladder of the lesson itself – how the learning builds on itself in minute-by-minute intervals so that they can effectively drive at and stamp understandings ('kids have to know ____ by the time we are 9 minutes in') and check for understanding in the right places ('I need to know at this point – about 22 minutes in – that kids know ____ in order to be successful in the rest of the lesson').</i></p>
Example of Application	<p>Example: Eureka Math lesson internalization</p> <ul style="list-style-type: none"> • Coach/Leader: What do kids need to know right <i>here</i>? • Teacher(s): They must understand that each of those discs actually represent ten, and that 3 tens is the same as 30 or thirty ones. • Coach/Leader: What do kids need to know right <i>here</i>? How is it different from the last End-in-Mind spot? • Teacher(s): They must understand that you do NOT need to model the number you are subtracting in a “take away” problem, because that number is going to be taken away from the minuend. • <i>Coach continues to prompt at key spots in the concept development, helping the teacher to focus on each new understanding students must gain (and teacher must stamp). Coach can also prompt the teacher to select the next key spot for an “End-in-Mind” in the lesson, as teachers start seeing the “ladder” of lessons more clearly.</i> <p>Example: Wit and Wisdom lesson internalization</p> <ul style="list-style-type: none"> • Coach/Leader: What do kids need to know right <i>here</i>? • Teacher(s): They have to understand that construction was different at this time in history, and that you should think about the historical context or else the narrative in historical fiction may not make sense. • Coach/Leader: What do kids need to know right <i>here</i>? • Teacher(s): At this point in the text, they have to know that we are talking about a big city, and that specifically this is happening in Chicago so they can connect to what they’ve already ready about the layout and construction of Chicago from our previous piece. <i>Coach continues to prompt through the text and TDQs, helping teacher understand that there is some information in the text kids may not fully comprehend but that there is a thread of information that they must follow to make sense of the text in relation to the learning goals.</i>

#5: CONCEPT/FLUENCY MULTIPLIER	
Rationale	<p><i>Teachers need to have many more questions and questioning sequences prepared for each lesson than they will actually use in the lesson, and need the ability to develop these questions in the moment if needed. We want teachers to develop their own fluency and flexibility with generating aligned, effective questioning strands; we also want them to differentiate carefully between whether kids have a procedural or fluency gap or whether they are fluent with pre-skills but need to really dig into the content – the type of questioning (even the pace of questioning and amount of think-time) should match the goal of that questioning (i.e. to build fluency or develop conceptual understanding).</i></p>
Example of Application	<p>Example: Eureka Math lesson internalization</p> <ul style="list-style-type: none"> • Coach/Leader: What are all of the fluency drills that might be helpful to students in being fluent with the key pre-skills? • Teacher(s): Skip-counting by 10s so that they connect unit form/say ten way to standard form Single digit subtraction – mental math Subtraction of tens – mental math <p>...</p> <ul style="list-style-type: none"> • <i>Coach prompts for extensive list of potential fluency drills, redirects if teacher lists drills that do not directly support preskill fluency necessary for this lesson, and goes "one-to-one" (back and forth brainstorming) as needed.</i> • Coach/Leader: I'll give you categories of concept questions; for each category, let's list as many questions as possible that you could ask to drive at the concept in this lesson. First category is magnitude questions. • Teacher(s): Will the difference be close to the minuend or way smaller? Is the minuend bigger or smaller than the subtrahend? How can you tell? How is the value of this number (difference in our hundreds column) related to the value of this number (difference in our ones column)? <p>...</p> <ul style="list-style-type: none"> • Coach/Leader: Next category: Representation questions. • Teacher(s): What does this represent (disc in the 10s column)? How else could we represent this? How could we represent this with a number bond or tape diagram? Would it be better to represent this with a tape diagram or dots?

Teacher Development Drills: Execution Preparation

To help teachers get better at executing the components of a lesson in a given curriculum, we identify those repeated components or learning routines (i.e. the Launch in Wit and Wisdom, the Application Problem in Eureka Math, the Sound Card Drill in Foundations), name criteria for successful execution of those components, and practice the skills that lead to successful execution both in isolation and in full context of the lesson materials.

#1: NAMED LAPS	
Rationale	<p><i>Teachers develop the habit of naming – very clearly – the parameters of the work students will be doing, and specifically what the teacher will be looking for as they circulate on each lap. This provides accountability for students but also improves the quality of data collection because it ensures students are working within the parameters of the task and the teacher can focus on students’ understandings or misconceptions within those parameters.</i></p>
Example of Application	<p>Example: Eureka Math Problem Set (Concept Development)</p> <ul style="list-style-type: none"> • Coach/Leader: How would you Name a Lap right <i>here</i> in the lesson? • Teacher(s): “As I come around this time, I’m looking to see that you’ve labeled each part of the line.” • Coach/Leader: Good – keep iterating on that with 10 more reps until you have the precise language • Teacher(s): • “As I come around this time, I’m looking to see labels on each part.” • “As I come around this time, I’m going to put a star on your paper for labels.” • “As I come around this time, I’m going to star your paper, looking for labels on each <i>segment</i> of the <i>path</i>.” <p>...</p> <ul style="list-style-type: none"> • Coach/Leader: Great – let’s jump to the next place where you are releasing students into a task. What will you name? Use “As I come around, I’m marking for...” to let students know you will be actually checking off their work on those laps. • Teacher(s): “As I come around this time, I’m marking for a number sentence that shows your thinking.” • Coach/Leader: How will naming this lap help you collect data? • Teacher(s): It will show me which students are still using repeated addition or strategies like doubles facts and which ones have noticed that all the segments are the same length and they can actually use multiplication as a more efficient strategy. <p>Coach/Leader: Absolutely. So let’s keep iterating and practicing naming that lap until it’s clear and automatic!</p>

#2: LEVEL 2 AND LEVEL 3 FEEDBACK	
Rationale	<p>The goal here is to build teachers' habits of improving student thinking during work. This seems obvious, but often we wait until after student work time (independent, paired, grouped) to try to engage and improve thinking – this is the traditional “let’s go over it,” and “can you explain what you did” move. In that scenario, a few students who were most successful with the work – or the teacher herself – explain what to do, but the other students do not get at-bats to apply what they are now “learning.” Instead, if we actively improve student thinking during the work, we can a) make their struggle productive instead of unproductive by ensuring they can access the content or b) push them to engage in a more rigorous way while they still have a chance to apply that push.</p>
Example of Application	<p>Example: Eureka Math Application Problem</p> <ul style="list-style-type: none"> • Coach/Leader: We are going to anticipate student work on this application problem. Our goal is to provide Level 2 feedback (whole group or “batch” feedback) and Level 3 feedback (responsive, individualized feedback) to students <i>while they are working</i> to get everyone in the room to a place where our quick debrief will be meaningful. In other words, we want to make sure our debrief is about comparing the efficiency of different strategies or addressing a specific misconception and <i>not</i> about “how do we even attack this problem?” I’ll give some categories of Level 2 and Level 3 feedback, and with this specific problem in mind, you’ll generate as many pieces of feedback as you can within that category. • Teacher(s): Great! • Coach/Leader: Let’s start with “Planting Seeds,” like “Hmm, I see that Joshua is representing the parts and whole – that’s an interesting strategy.” • Teacher(s): <ul style="list-style-type: none"> “I’m seeing that Aniyah is using multiple translations – that’s interesting.” “A couple people are starting with a reflection – it will be interesting to see what they’ll have to do next.” “Tiana is using her transparency to slide along the vector. I see a few other ways to do it, but that’s a good strategy.” <p>...</p> <ul style="list-style-type: none"> • Coach/leader: Great, let’s move to a new category. How about “Name the Error,” such as “If you have a side length of 16 units, you missed something!” the great thing about this category of feedback is it keeps all of the thinking on the students; you aren’t telling them anything at all about what the answer <i>is</i> or how to do it. You are simply telling them what it <i>isn’t</i> and throwing them back into the work. Try some. • Teacher(s): <ul style="list-style-type: none"> “If you have point K’ at (-3,4), you made an error!” “Think about what the question is asking. If you said the two images are congruent, you are missing something!”

#3: NEXT QUESTION + COLD CALL + TURN AND TALK	
Rationale	<p>Through this practice, teachers develop strong questioning habits. At first it's all about keeping the cognitive lift on students throughout the questioning process (breaking the common habit of "rounding up" student answers); in later rounds, this practice also provides teachers with additional tools to add to their questioning repertoire that continue to keep the lift on students but allow teachers to more intentionally drive toward the understandings students need to develop.</p>
Example of Application	<p>Example: Wit and Wisdom Learn (close read)</p> <ul style="list-style-type: none"> • Teacher asks key question. Coach gives "student response." Teacher follows up with string of questioning and prompting until student responses meet exemplar level (rules for teacher: no filler words, no restating, no rounding up). • Teacher follows same line of questioning, this time directing each question to all students (imagining room full of students) rather than the one person answering; uses Cold Call each time. • Same as #2 with Turn and Talk • Same as #2 with mix of Turn and Talk and Cold Call. <p>Next Question Drill Example:</p> <ul style="list-style-type: none"> • Teacher(s): What is this text mainly about? • Coach/Leader: The oil went in the water and how it hurt. • Teacher(s): What is the topic of the text? • Coach/Leader: The oil spill. • Teacher(s): Where did this happen? • Coach/Leader: It was an oil spill in the Gulf near Louisiana. • Teacher(s): What was the effect of the oil spill? • Coach/Leader: It hurt lots of people, like the fishermen and the other industries. • Teacher(s): How? ...Several more rounds... • Coach/Leader: The text is mostly about how the Gulf oil spill damaged the industries of the Gulf Coast, including the fishing and tourist industry, and hurt both the economy and the environment in a long-lasting way. <i>This is the first, most basic structure of the Next Question drill, to build the teacher habit of keeping the work on students and avoiding "rounding up." In subsequent rounds of practice, coach adds specific questioning/prompting moves such as "Use These Words," "General Prompts," "Roll Back," and "Break it Down" techniques. It is important to then have teachers practice as if they are directing questions to all students and not one.</i>

#4: SHOW CALL + GENERAL PROMPTING

<p>Rationale</p>	<p><i>General Prompts can be any limited set of prompts (3-6) that a teacher uses consistently. The goal is to keep the cognitive work on students (when teachers create long, complicated prompts to lead students to an answer, they often end up doing most of the thinking work) and to help students build the habit of prompting themselves and each other because they see the same prompts repeatedly. We use variations on the STEP Assessment prompts as a starting point: Restate the question; Tell me more; What makes you think that?; What in the text makes you think that?; Why is that important? This can be applied to math prompting by replacing "What in the text" with "What in the problem" and "Why is that important?" with "What does ___ represent?"</i></p>
<p>Example of Application</p>	<p>Example: Wit and Wisdom Text-Dependent Questions</p> <ul style="list-style-type: none"> • Select or create student work (exemplar, targeted misconception, or focus strategy). • Coach/Leader: What is your framing question for this Show Call? • Teacher(s): Which piece of evidence do you think is strongest in this piece? Why? • Coach/Leader: Great – I'll represent student responses. Use <i>only</i> your general prompts to move the "students" toward the understanding. • Teacher(s): Which piece of evidence do you think is strongest in this piece? Why? • Coach/Leader (as students): I think it's, "The wooden sidewalks stretched out" • Teacher(s): Tell me more. • Coach/Leader (as students): "The wooden sidewalks stretched out" is the strongest evidence, because it shows why there was a fire. • Teacher(s): What makes you think that? • Coach/Leader (as students): I think that because there are lots of examples of how things were constructed with wood, like the sidewalk, and I know that's run of the reasons for the big fire. • Teacher(s): Why is that important? • Coach/Leader (as students): It's important because this is a strong piece of evidence to prove that the setting and time period tells us about the construction, which leads to the fire.

#5: STAMPING UNDERSTANDING	
Rationale	<p><i>Teachers practice stamping an understanding so that they are ready to be very clear about content with their students. This applies in a few different contexts: a) any initial modeling or mini-lesson instruction benefits from this clarity; b) stamping an understanding is effective after student practice and/or discussion has led to students developing their own understanding and the teacher is "putting a bow on" the meaning they have made; c) if students are not reaching the understanding through their practice, discussion, and questioning and it is not the central understanding of the lesson, the teacher may stamp an understanding and move forward to maintain pace.</i></p>
Example of Application	<p>Example: Eureka Math Student Debrief</p> <ul style="list-style-type: none"> • Coach/Leader: You have a solid "End-in-Mind" for each portion of this debrief. Let's practice how you stamp those understandings; the goal is to use student-friendly language that is also academic and precise. Try one. • Teacher(s): "When we have several items that have the same value and we want to put them together, we can multiply the value by how many items there are." No, that was not clear at all. Let me keep trying. • "If you can find the total of a set of items by adding each item together, and if those items are all the same, you can multiply the value of an item by the quantity of items to find the total...". No, that's not it. • "You can multiply the value of each item by the number of items; in this way, multiplying can be a more efficient form of repeated addition." That feels closer. I'll keep going <p><i>As teachers continue to iterate and practice, the precision of their stamps increase. They also become more authentic, "punching" or emphasizing the key words or phrases and using body language and references to resources (i.e. anchor charts) to help students remember these key understandings. The practice should help teachers prepare to be extremely clear about the content in their upcoming lesson, but should also help them build the skill of speaking with concision, precision, and clarity about content in other lessons.</i></p>

Teacher Development Drills: Execution Preparation, Cont'd

Preparing to execute effectively involves practice of the isolated skills above *and* rehearsal practice of key components of a lesson.

Examples of structures for “rehearsal practice” are included below.

#1: COMPONENT PRACTICE															
Rationale	<p><i>Any strong curricula has repeated learning routines or components. These components may not be present in all lessons, may change by grade band, and may have different lengths and structures from one lesson to the next – but the purpose of each component and the criteria for effective execution of each component can be generalized across lessons. Practicing components makes rehearsal of lessons much more transferrable as compared to trying to practice full lessons or random time stamps within lessons. For example, if a teacher internalizes the criteria for success (maximize student reps; collect data rapidly to avoid bad practice; etc.) of the Eureka Math fluency sets, then even as the content and drills change, teachers can more quickly internalize and execute.</i></p>														
Example of Application	<p>Example: Eureka Math Application Problem</p> <ul style="list-style-type: none"> Coach/Leader: Today we are going to focus on practicing the application problem component. Most (but not all) of your K-5 lessons will include an application problem. Remember that the goal here is usually productive struggle for your students; it may be asking them to apply skills they’ve learned as essentially a rigorous spiral review or it may be preparing them for upcoming concepts in this lesson or lessons coming soon. Look through the Criteria for Success for Application Problems. <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="2" style="text-align: left; padding: 2px;">Lesson Component: Application Problem or Exploratory Challenge</th> </tr> <tr> <th style="text-align: center; padding: 2px;"><u>Criteria For Success</u></th> <th style="text-align: center; padding: 2px;"><u>Transferrable Skills</u></th> </tr> </thead> <tbody> <tr> <td style="padding: 2px;">1. End in Mind (Intellectual Prep)</td> <td style="padding: 2px;">Cold Call</td> </tr> <tr> <td style="padding: 2px;">2. Confirm understanding of what’s being asked</td> <td style="padding: 2px;">Intentional Laps</td> </tr> <tr> <td style="padding: 2px;">3. Release early</td> <td style="padding: 2px;">Individual and Batch Feedback</td> </tr> <tr> <td style="padding: 2px;">4. Collect data; Ensure access</td> <td style="padding: 2px;">Show Call / Concept Questions</td> </tr> <tr> <td style="padding: 2px;">5. Targeted debrief (End in Mind)</td> <td style="padding: 2px;">Use These Words</td> </tr> </tbody> </table> <ul style="list-style-type: none"> Coach will quickly model a strong application problem execution, noting the way she meets the criteria for success. Teachers will practice with the coach in the student role or in pairs with colleagues in student roles. The goal is for teachers to practice multiple times with one application problem and then at least one time with a different application problem (from a different lesson) to see the transferability of executing according to the Criteria for Success. 	Lesson Component: Application Problem or Exploratory Challenge		<u>Criteria For Success</u>	<u>Transferrable Skills</u>	1. End in Mind (Intellectual Prep)	Cold Call	2. Confirm understanding of what’s being asked	Intentional Laps	3. Release early	Individual and Batch Feedback	4. Collect data; Ensure access	Show Call / Concept Questions	5. Targeted debrief (End in Mind)	Use These Words
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#2: TEACH BACKS	
Rationale	<p><i>Teach backs allow teachers to get quickly into high-repetition rehearsal practice – and therefore get lots of opportunities to iterate and to adjust to a variety of possible student responses. By watching a model (video, coach, colleague) first, teachers have a starting point and can literally mimic the execution of the model at first, building on it with each additional repetition. But having a model to mimic at first removes the transaction costs and planning that would otherwise cut down on practice. The planning is important – see intellectual prep section above – but this is one type of drill that allows us to maximize reps in a way that planning first won't allow.</i></p>
Example of Application	<p>Example: Wit and Wisdom Learn (close read)</p> <ul style="list-style-type: none"> • Teacher(s) and coach watch a clip of execution of a small part of the lesson, such as a questioning sequence in a close reading portion of a Wit and Wisdom lesson. • Coach/Leader: Ok – so you are going to teach back that same portion. Let's start by mimicking the teacher: ask the same questions, in the same sequence, and I'll play the student role. • Teacher teaches back 1-3 times. • Coach/Leader: Good work. Now let's do it again – still following the questions and sequence – but this time focus on targeting your questioning to all students each time, being sure not to lock in on a few students and let others disengage. • Teacher teaches back 1-3 times. • Coach/Leader: Great job ensuring all students had to do the thinking work for every question. Keep those moves, but this time you can adjust the questioning sequence and wording to push us (students) back into the text much sooner in the sequence, making sure we are really relying on evidence rather than personal experience. • Teacher teaches back 1-3 times. <p><i>Some variations on this drill include a kind of "round robin" format in a small group where each teacher follows the one before, building on and improving with each teach back or a "one-to-one" format where the coach and teacher(s) alternate teaching back. The coach or other teachers in the group will likely need to provide written or verbal student responses.</i></p>

General Structure for Out-of-Class Teacher Development for Curriculum Implementation

Out-of-class touch points for teacher development typically include 3 components: pre-work, intellectual preparation, and execution preparation. These components can be adjusted to meet teacher and team need; in many cases, only one, two, or three of the five sub-components below would be present in a touch point.

(1) As Needed / Pre-Work	Warm Up*	<ul style="list-style-type: none"> Brief, rapid, extremely high-repetition practice of execution skills; serves to maintain skill and detail-orientation and to build the culture of practice. Analogous to the lay-up lines of a basketball team before any practice or game.
	Data Analysis** Module/Topic Overview** Lesson Preparation	<ul style="list-style-type: none"> Data Analysis: Identifying student learning needs, reteach needs, and grouping/differentiation needs. Includes item analysis of recent assessment but usually stack audit/exit ticket sort from recent class period. Module/Topic Overview: Reading, annotating, and understanding standards, concepts, terminology/representations, and how concepts build on each other (Eureka/Wit and Wisdom have high-quality module and topic overviews) Lesson Preparation: Lesson review includes a) a curriculum-specific process for pulling out key information (with Eureka, we recommend objective → exit ticket → concept development/examples/discussion → problem set; with Wit and Wisdom, we recommend Land → Learning Goals → Learn) and/or b) an “organization/differentiation” annotating process to ensure teachers have visualized the actual flow of the lesson including necessary teacher and student materials.
(2) Intellectual Preparation	Teacher-Facing Content Drills	<ul style="list-style-type: none"> Drills to understand the content and progression of a lesson or of a topic or module.
(3) Execution Preparation	Student-Facing Isolated Execution Drills	<ul style="list-style-type: none"> Drills to develop skill that will help students master content or ensure all students are engaged in the thinking.
	Student-Facing Lesson Rehearsal	<ul style="list-style-type: none"> Practice of parts of lesson components or full lesson components to ensure a smooth flow and rhythm to execution; requires solid content knowledge (intellectual prep) and execution skills, melded into authentic practice of teaching.

*As needed, based on teacher skill and culture of practice in school/network

**Data Analysis or Module/Topic Overview reading should be pre-work for meetings unless there is a specific need to build teacher skill in data sorts, ‘stack audits,’ item analysis, etc. or in their base level knowledge of content introduced in a module overview

Coaching and Professional Development Structures: Out-of-Class, Cont'd

The components above can be applied in a variety of settings, including individual coaching meetings, content meetings, and data meetings. Examples are below.

APPLICATION EXAMPLES:

- **Example 1:** Individual Coaching Meeting, 15 minutes (daily), for a struggling teacher with weak classroom culture and significant knowledge gaps; teacher is new to the curriculum.

(1) As Needed / Pre-Work	Warm Up* (7 min)	High-repetition practice of: <ul style="list-style-type: none"> • When I Say Go directions • Deposits • Standardized Corrections
(2) Intellectual Preparation	Teacher-Facing Content Drills (8 min)	Choose one focus question from independent practice, aligned directly to objective. <ul style="list-style-type: none"> ▪ Practice <i>Exemplar-Component</i> to be sure teacher is developing skill of thinking in more depth about desired student response and is prepared to push/support students toward that response. (see page 3 for detail on Exemplar-Component)

- **Example 2:** Individual Coaching Meeting, 25 minutes (3 times/week), for teacher with strong classroom culture and solid content knowledge; teacher has some experience with the curriculum.

(1) As Needed / Pre-Work	Data Analysis (pre-work)	<ul style="list-style-type: none"> • Exit ticket analysis
(2) Execution Preparation	Student-Facing Isolated Execution Drills (10 min)	<ul style="list-style-type: none"> • <i>Stamping Understanding</i> practice to ensure clarity and precision from teacher at key moments in lesson • <i>Concept Multiplier</i> and <i>Show Call</i> practice to ensure teacher is prepared to facilitate effective discussion around a close misconception
	Student-Facing Lesson Rehearsal (15 min)	<ul style="list-style-type: none"> • Lay completed exit tickets on desks, practice doing <i>Laps (Aggressive Monitoring)</i> and giving <i>individualized feedback</i> to a few students, noticing a trend, and executing a <i>Show Call</i>

Coaching and Professional Development Structures: Out-of-Class, Cont'd

- **Example 3:** Content Team Meeting, 50 minutes (weekly) – one week before a new module begins

(1) As Needed / Pre-Work	Warm Up (5 min)	<ul style="list-style-type: none"> • Cold Call • Rapid Do-It-Agains
	Data Analysis & Module / Topic Overview (15 min)	<ul style="list-style-type: none"> • Reading, annotating, and then discussing the terms and representations that are new within the upcoming module
(2) Intellectual Preparation	Teacher-Facing Content Drills (30 min)	<ul style="list-style-type: none"> • 80-90-100 work with several of the representations and terms that are new, in order to ensure that teachers have comprehensive understanding and are predicting misconceptions

- **Example 4:** Data Meeting, 50 minutes (weekly) – focus on addressing immediate student needs in math

(1) As Needed / Pre-Work	Data Analysis & Module / Topic Overview (20 min)	<ul style="list-style-type: none"> • Brief <i>Exemplar-Component</i> practice or rubric review to ensure teachers have strong lens for exit ticket analysis. • Sort exit tickets: Mastered, Close-non, No Access • Select trend for re-teach
(2) Intellectual Preparation	Teacher-Facing Content Drills (10 min)	<ul style="list-style-type: none"> • <i>End-in-Mind</i> for upcoming reteach: what are the rungs on the ladder of understanding that must be reached?
(3) Execution Preparation	Student-Facing Isolated Execution Drills (10 min)	<ul style="list-style-type: none"> • Modeling/Think-aloud drill OR Questioning drill OR Laps/Feedback drill, depending on reteach gap
	Student-Facing Lesson Rehearsal (10 min)	<ul style="list-style-type: none"> • Each teacher practices key moment of re-teach to group (3 min each)

Coaching and Professional Development Structures: In-Class

General Structure for In-Class Teacher Development for Curriculum Implementation

In addition to out-of-class practice, teachers are supported in-the-moment for more effective implementation of their curriculum. Several examples of real-time coaching supports are listed below.

Real-Time Coaching Move	Example of Application
Time Stamps	<ul style="list-style-type: none"> Coach reminds teacher of upcoming time stamps in the lesson and supports/holds accountable to hitting those time stamps. (Ex: "Remember, you want to be moving them into the actual text by 12:33, even if you have to cut vocab work a little short to get there; we have to make sure we are hitting these time stamps and then we can tighten up execution within each component.")
Content Prep	<ul style="list-style-type: none"> Coach confers quickly about what is coming next, prepping the teacher to be more precise and concise in feedback, questioning, or modeling. (Ex: "When you bring them back together here, what question are you going to ask first? And if they have the misconception you are expecting, how will you stamp the understanding?" or "Push on <i>best</i> evidence here – kids will be able to choose a detail, but make sure you don't accept "Tock is a play on words for time" – it needs to relate to the character traits.")
Execution Modeling + Whisper Coaching	<ul style="list-style-type: none"> Coach models specific skills or sets of skills, for example jumping in to Name Laps or to execute a Stop and Jot followed by a Cold Call string. This is bookended with whisper coaching to name the move(s) and nuance(s) being modeled and the purpose. (Ex: "I jumped in there to switch that question to a Stop and Jot so that you could collect quick data; the Cold Call questioning after was able to start from "which strategy was more efficient" instead of "what did you do to solve" because I had the data that all but one student had a workable strategy.")
Shared Data Collection	<ul style="list-style-type: none"> Coach and teacher Lap/Aggressive Monitor together (either side by side or splitting the room and reconvening); coach prompts teacher for what trends teacher is seeing or models his own thinking in spotting trends during Lap (Ex: "9 of the 11 papers I saw had a solid claim but they are picking "he was miserable" as their evidence, which doesn't directly support that claim.") Also applies to other forms of data collection, i.e. intentional scanning/individual turns during an oral drill (Ex: "Notice Semaj and Dionna – they aren't catching the pattern").
Component Modeling	<ul style="list-style-type: none"> Coach preps and models full component, such as the Eureka Application Problem. Teacher observes and co-teaches with a defined lens (i.e. see how early I release kids into the work; I'll check for access but I won't do any modeling before releasing them to attempt; then I'll use feedback and 'planting seeds' to make sure their struggle is productive)
Lesson Modeling	<ul style="list-style-type: none"> Coach prepares and models full lesson, providing a lens that is relevant to the full lesson (i.e. chart how I hit my time stamps; look for responsiveness to data in the Fluency, Application Problem, Concept Development, and Problem Set; watch for bright lines between each lesson component)

Support for Coaches, Leaders, and Curriculum Teams

The detailed examples of teacher drills and coaching structures above provide much of the raw material for Jounce support of schools' or networks' curriculum implementation. As a complete package, Jounce support includes the following:

1. Drills to Build Transferrable Skill

We provide ongoing training to leaders and coaches on the drills above, and others, that rapidly build teacher content knowledge and curriculum understanding. This training includes group PD for leaders, on-site practice of the drills with leaders, on-site PD for teachers co-led with leaders, on-site modeling of the drills with teachers, and real-time feedback to leaders as they put the drills into action.

2. Repeatable Coaching and PD Structures

Consistent structures for coaching meetings, professional development, content team/data team meetings, and real-time coaching are the delivery method for the drills described above. This is analogous to teaching: the drills are like the learning tasks throughout a lesson, while the structures are the ways those learning tasks are organized into full lesson plans. We practice coaching structures and moves with coaches or leaders about to execute those meetings or moves; co-lead one-on-one or team coaching meetings and PDs; live-coach leaders or coaches while they execute coaching meetings or moves; and follow up with "re-practice" of the meetings or coaching moves just executed. This cycle is adjusted with a gradual release approach, scaling back on the co-leading as leaders feel more comfortable in a particular structure or content. This gradual release is differentiated by need. For example, a leader may feel ready to jump in and lead a content team meeting (receiving live coaching, and re-practicing after) with grade 2, module 1 content, but for grade 3, module 4 content she may want to do a pre-practice meeting with a Jounce coach first and then co-lead the content meeting with Jounce.

3. Criteria for Success for Each Lesson Component

We provide criteria for success (CFS) and/or work with leaders to adjust or rewrite CFS for lesson components such as the Wit and Wisdom Land, the Eureka Math Application Problem, the Link in a Readers' Workshop lesson, etc. These CFS allow for repeated rehearsal of a lesson component so that – even as the content changes from day to day – teachers can become more effective executors of that component.

4. Year-Long Scope of Coaching and Training

Having seen and participated in many rounds of curriculum roll-out or implementation improvement, we know that change management is part of this process, and that the sequence of curriculum adoption matters. We work with leaders to develop the scope and sequence for teacher development – and the benchmark goals along the way – for implementing their curricula. This sequence generally starts with time-stamps – coaching to ensure teachers are executing each component of a lesson on-time, even if the quality of execution is not high. Adjustment and modification from the start means that the rhythm of the curriculum is never established and intentionality behind design is often lost. Alongside time-stamps, the sequence usually starts with the student habit-building necessary for materials management and efficient routines embedded in the curriculum. Next, we have parallel processes, where teachers focus on improving execution of one or two components of the curriculum at a time and also focus on a particular skill set (i.e. skills associated with seeing the ladder of understandings and stamping those understandings; with collecting data and providing in-the-moment feedback; with clear modeling and think alouds; with questioning and facilitating discussion).

5. “Teaching for Leaders” Trainings

We believe this is the single most important part of a strong program for teacher development and curriculum implementation. The most effective leaders and coaches are those who are constantly deepening their own understanding of the content their teachers teach and constantly improving their instructional skill. That process of improving content knowledge and skill has the dual benefits of making sure leaders are coaching from a place of expertise and allowing leaders to reflect on their own learning process and apply lessons to their teacher coaching. This training is particularly essential at this time because, in many cases, leaders and coaches have never (or not extensively) taught in classrooms using the curricula their teachers are now using. Leaders engage in many of the drills described in this guide, including:

- Skill and Drill practice in the teacher role
 - Internalization and Intellectual Preparation
 - Execution Skills
- Component Rehearsal and Teach backs in the teacher role

Transferability and the Jounce Approach

Even when schools adopt a high-frequency coaching model like ours, teachers will spend the vast majority of their preparation and execution time *without* a coach present. Therefore, a driving force behind our approach is the need to build *transferrable* skill. This why we build **many at-bats** into content internalizations drills (so that teachers *get better at* the intellectual skill of internalizing content) and why we focus on identifying **repeatable components** or learning routines in each curriculum and the criteria for successful execution of those components (so that teachers can *get better at* executing each of those components in a way that translates to all future lessons).

Appendix: Sample Curriculum Implementation Scope and Sequence

	Key Questions	Transferrable Skills or Drills	Real-Time Coaching Moves
June-July	Do all teachers believe that every moment counts during the school day?	School Leadership planning, schedule development, and messaging practice.	
	Do all teachers have clear time stamps for each period/block and for components within each of those blocks?		
August-September	Do all teachers maintain time stamps in their execution of lessons for 9 out of 10 classes?	Task Planning Time Stamp Internalization	Time Stamps Accountability Coaching
August-November	Do all teachers build "Signal and Scan" student learning habits for all routines within the focus curriculum?	Task Planning Organization/Differentiation Planning Signal and Scan Progression Strong Student Habits Skills -Observable Directions, Bright Lines, Proactive Directions -Corrections, Deposits, Narration -Momentum moves: Clarifier, Multiple Moments, Do It Again, Self-Interrupt, Call and Response (engagement) -Habits Messages	Execution Modeling and Whisper Coaching Component Modeling Lesson Modeling
	Do all teachers have clear Ends-in-Mind at the unit/module, lesson, and lesson component (i.e. 5 minutes segments) level? Can they clearly state and "stamp" each new understanding? Can all teachers effectively execute Lesson Component 1 (often concept development/modeling)?	Intellectual Prep Drills -80-90-100 -Exemplar-Component -End-in-Mind -Concept/Fluency Multiplier -Think-Aloud (teacher-facing) Stamping Understanding	Content Prep Component Modeling Lesson Modeling

<p>November- January</p>	<p>Do all teachers make student thinking visible, collect data, and improve student thinking with feedback <i>during</i> student work?</p> <p>Can all teachers effectively execute Lesson Component 2 and Lesson Component 3 (often independent practice-heavy components)?</p>	<p>Collecting and Responding to Data Skills and Drills</p> <ul style="list-style-type: none"> -Named Laps/Aggressive Monitoring -Level 2 (Batch) and Level 3 (Individual) Feedback Drills -Planting Seeds, Naming Error, Quantity/Quality/Content, etc. 	<p>Content Prep Shared Data Collection Component Modeling Lesson Modeling</p>
<p>January-April</p>	<p>Do all teachers use questioning and modeling techniques that engage every student in thinking, make thinking visible, and move students intentionally toward the target understanding?</p> <p>Can all teachers effectively execute Lesson Components 4, 5, 6, 7 (often discussion-heavy components)?</p>	<p>Everyone Thinks Skills</p> <ul style="list-style-type: none"> -Cold Call -Turn and Talk -Stop and Jot/Everyone Writes -Call and Response (question-think-respond, fill-in) <p>Questioning and Modeling Skills and Drills</p> <ul style="list-style-type: none"> -Next Question Progression <ul style="list-style-type: none"> - No Filler, Restate, Round-up - Use These Words - General Prompts - Break-it-Down (Name Error, Roll-Back, Provide Example, Provide Rule, etc.) -Think Aloud Drills -Show Call Drills 	<p>Content Prep Execution Modeling and Whisper Coaching Component Modeling Lesson Modeling</p>