Observing Implementation

This resource is a list of the key interactions that early implementers benefitted from observing in order to understand how things were going. Some early implementers created shared documents to pool observations and impressions.

Key Interactions

- Unit internalization meetings
- Lesson internalization meetings
- Common planning meetings
- Department meetings
- Teacher and Leader training
- Coaching meetings (pre and post observation)
- Classroom observations
- Student work analysis
- Internal and external PD related to instruction
- Teacher conversations and focus groups
- Student conversations and focus groups

Look-fors in Train, Plan, Coach
All look-fors will not show up in every single planning, coaching, or training observation. They are meant to guide observations and provide a lens to help you consider where to adjust.

Across all work:
- What are the key messages people hear about the materials?
- Do people have a clear understanding of how the materials link to the vision for excellent instruction and goals?
- Do all educators have clarity on their roles and responsibilities for utilizing the materials? (including lesson adaptations, incorporating materials into coaching, etc.)
- Do all educators have the skills and knowledge they need to utilize the materials effectively?
- Are leaders championing the materials?

In Individual and/or Collaborative Planning (Key Action II.3):
- Are teachers doing the work of the lesson? (reading the text, working math problems)
- Do teachers have a vision for what student work (written, oral) should look like?
- Do teachers know the common misconceptions in student work?

- What are teachers looking for when they analyze student work? What are they doing with this information?
- Do teachers have an understanding of the core understandings of the unit?
- Are teachers making strong adaptations to lessons to support student learning without diluting the rigor of the assignment?
- Is there a positive culture in professional learning communities?
- Does the leader of the professional learning community effectively guide conversation and plan for meetings? Does learning have a clear goal?

In Coaching (Key Action II.4):
- Do coaches review lessons in the curriculum before observations? Do they use the curriculum during observations?
- Are coaches linking planning to teaching practice? (i.e. are they coaching on lesson internalization and planning with teachers when necessary?
- Are coaches giving content-specific feedback in the context of the curriculum?
- Is coaching focused on a small set of indicators in teacher practice aligned to your vision and walkthrough tool?
- Are teachers improving on the indicators identified?

In Training (Key Action II.5):
- Is the training content and curriculum specific?
- Are the training goals aligned to a larger scope and sequence for training? Are they aligned to the goals for implementation and vision of excellent instruction?
- Does the training reflect the key tenets of good adult learning?
- Are teachers and leaders gaining knowledge and skill from training? How do you know?
- Do teachers and leaders have clarity on how training should translate to practice?
- Does the leader of the training have a deep understanding of the materials? Do they promote a positive culture in the training?