

## Examples of Mid-Year Adjustments

*This resource provides examples of mid-year adjustments a district or charter network might make when implementing new materials. This can help give you an idea for how to make changes to improve implementation during the school year.*

### Example 1

Data from teacher surveys, as well as informal conversations with teachers at different schools, revealed that teachers wanted more opportunities to collaborate with one another. They specifically wanted to know the kinds of modifications other teachers were making to the curriculum and how those modifications were supporting specific groups of students, like emergent bilingual students and students who were advanced or gifted in math. Teachers wanted to be able to learn from teachers in other schools, not just their own.

In response, the district's instructional coaches got together and created a series of online documents where teachers could post and share ideas. They created an online folder for each grade level and within each folder was a page for each of the curriculum's units. They made a simple template for each page where teachers could indicate which lesson they modified, what they changed, and what the results were. As much as they could, the coaches populated the pages with information based on examples of strong modifications they'd seen in classrooms.

Coaches shared information about the online pages with teachers. They reminded teachers that everyone was in a slightly different place with their pacing and teachers might be able to get ideas for future lessons from teachers who were slightly ahead in the pacing. Coaches also encouraged all teachers to log their modifications, so they would have a record of changes that they could reference the next year.

### Example 2

District leaders set up a focus group for teachers and principals because they wanted help brainstorming more ideas for how they could support teachers in using the math curriculum. One theme that came out of the meeting was that teachers were working really hard, but the goals they were working toward felt really far away. Leaders brainstormed ways to provide ongoing encouragement and recognition to teachers. They came up with a MathTeacher of the Month award. Coaches submitted the names of teachers who had made improvements, met a goal, supported another teacher, or shared a helpful resource. District leaders printed certificates for these teachers and posted an announcement on the school website. Leaders urged coaches to submit the names of teachers who were finding creative ways to address challenges with the curriculum, not just those who were teaching it well.

### **Example 3**

At the beginning of the first year with the curriculum, district leaders set the expectation that teachers fill out a lesson planning template aligned to the new curriculum. Leaders thought that filling out the template would support teachers in preparing for lessons by prompting them to review and describe each component of the lesson. While teachers took preparing for lessons seriously, many began complaining that filling in the lesson template was a waste of time. All the information required by the template was already supplied in the teacher's guide, and teachers reported feeling like they were just “copy and pasting”. Many teachers felt that completing the lesson template was busy work that actually took away from the time they wanted to spend preparing to teach.

In response to this feedback, district leaders – with further input from teachers – adjusted their expectations for lesson preparation. The new expectation was that teachers would annotate their teacher's guides, noting where they might need to ask an additional question, model an extra example, extend an idea, or switch up the sequence of problems. Additionally, teachers were expected to show their work for all tasks in the lesson and note places where student misconceptions might crop up.