

Materials Training Options

This resource identifies options for curriculum implementation training as well as the pros and cons for each option.

| Option | Pros | Cons |
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| <p>District/Charter network run (internal)</p> <p>Train the trainer: A district/charter network sends leaders or teachers to a training and has them train the teachers in a school.</p> <p>Direct teacher training: A district/charter network team member or one teacher leader from a school trains all teachers in the district/charter network or a particular grade level.</p> | <p>By opting for internal training, there will be a clear understanding of how the curriculum fits in with your district's/charter network's vision of instruction/instructional framework and context.</p> <p>Internal training sets the stage for ongoing professional learning.</p> <p>Internal training will likely be more cost effective as fewer teachers/leaders will have to be trained as opposed to a larger group of teachers.</p> | <p>Consistency can be challenging depending on how you organize the training.</p> <p>Sometimes, no one in the district/charter network has used the materials before, which requires a large time investment in learning.</p> |
| <p>Publisher or curriculum developer</p> <p>Teachers attend training provided by the developer or a professional learning provider or the developer, or professional learning provider comes to the district/charter network to do on-site training.</p> | <p>Developers are very knowledgeable about their resources. They can provide lots of knowledge and suggestions for best practices and effective implementation.</p> <p>By receiving training from a developer, districts/charter networks are assured a consistent message about how to use the materials.</p> | <p>Developer training may be limited to the design of the materials and may not address specific questions that teachers may have about how to make adjustments for their own classrooms.</p> <p>There is an associated cost with sending teams to training or hiring a developer.</p> <p>Sometimes developers have set trainings meant to serve a variety of audiences. These trainings are less likely to be specific to your context.</p> |

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| <p>Education Service Center (ESC)</p> <p>Teachers attend training developed by ECSs.</p> | <p>Many ESCs are able to provide implementation training for high-use state-adopted materials in their region as well as for Texas Open Education Resources (OER).</p> <p>ESCs are uniquely positioned to provide customized instructional materials training that considers state standards as well as assessment and reporting policies.</p> | <p>ESCs provide a wide range of services and whether or not desired training is available will vary across regions. You will need to reach out to an ESC representative within your region to determine if they are able to provide training that will meet your needs. For contact information, see the Education Service Centers page on the TEA website. In addition, you will need to consider service costs.</p> <p>Some ESC trainings are created to serve multiple audiences and may not meet the exact needs of your team.</p> <p>If the individuals delivering the training have not had the opportunity to teach students using the curriculum, there may be some disconnect about the realistic implications of effectively using the materials.</p> |
| <p>Outside partner/vendor/distributor</p> <p>Invite a partner with expertise in the materials to lead a training for your teachers or train your trainers.</p> | <p>Outside partners and vendors/distributors tend to provide trainings customized to meet the needs of your team.</p> <p>Oftentimes outside partners have supported implementation in a variety of locations and environments, which allows them to offer a variety of ideas, suggestions, and supports.</p> | <p>When contracting with an outside partner or vendor/distributor, if there is not an established agreement for ongoing training and support, there could be a loss of opportunity for continuous improvement and support with curriculum implementation.</p> <p>Partners often will not have specific context on what your district/charter network needs. Districts/charter networks need to invest time in setting clear expectations with partners to make sure trainings meet the needs of your team.</p> |

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| <p>Texas Education Agency (TEA) Participate in a TEA instructional materials pilot program such as Strong Foundations Implementation, which provides materials implementation and product support to district/charter network/campus leaders and teachers.</p> | <p>TEA pilot implementation programs are tied to grants so training costs are usually covered.</p> <p>Pilot implementation programs connect districts/charter networks with approved providers that deliver ongoing implementation training and curriculum-specific training that are customized to fit local context. This support reduces time and effort spent creating or locating implementation resources independently.</p> <p>Providers are connected directly to the TEA and are often leading experts in curriculum implementation. They are in a good position to intentionally thread state education policy and standards knowledge into training.</p> | <p>Training can only be provided to awarded grantees and is limited to the specified instructional materials tied to the pilot grant funds.</p> <p>Implementation and curriculum training expertise will vary by provider so the quality of training may vary throughout a pilot.</p> <p>Pilot programs will have data reporting and compliance measures and these additional requirements will cost implementers time and effort beyond training.</p> <p>Responsibilities could lead to negative feelings about materials if strong change management strategies are not in place.</p> |
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