

## Document 3: Implementation Guidance

*We hope these questions provide a helpful lens to begin to imagine the roll out and installation (or fine-tuning) of the lesson preparation system at your school. Read through all the questions first and then, as a leadership team, determine which ones you want to tackle first.*

**Determining the How:** *Some pieces of today's guidance will be an easy match for your school while some may not be as helpful right now. Use these questions to determine what you want to act on from today's call.*

- Which aspects of the Extended/Abbreviated Prep Process do you want your teachers to use? Which aspects are highest priority?
- Which elements of the preparation process will teachers need deeper training on?
- What role do you want coaches to play? When can you give them time to read the novel and become familiar with the plan and prep process?

**Calendaring the When:** *We know that in the life of a school, nothing will happen if we don't make time for on your calendar. This section gives you a list of important dates and times to consider.*

- When does the next unit begin? Can you launch the process with time for the Unit Planning Process together?
- When do you want teachers to begin using this process (or for any new components of this process to be included in your existing system)? When will you roll it out with your team? When will you roll it out with your team?
- Can you give folks work time to do the Extended Prep Process together at first? If you have more than one teacher teaching the same plans, can you organize their schedule so they can work side-by-side during common work time? If only one teacher is teaching a unit, is there someone else on your team who could act as a thought partner/collaborator?

**Sharing the Why:** *Whether you will be rolling out this process at a PD or at one-on-one meetings, we suggest you think through your talking points to the following questions.*

- What story or data or video will you share with your team to get them bought into this process? (You may consider using the Sarah Wright clip and interview)
- Why is this process (or the new parts of the process) important for your teachers right now? What gap might it be responding to?
- If you are adding components from our recommended process to an existing preparation process, why will teachers think the components add value?

**Reviewing the Who:** *It is likely that different folks on your staff will need different levels of support. Use these questions to start to consider who will benefit from what approach.*

- Which teachers will already be excited about this? Which will require more coaching to help build investment in the process?
- Do you want to pilot this process with some teachers or coaches before sharing with all relevant staff?
- With which key folks should you share your plan in advance so they can be your supporters?