Introduction

The purpose of this guide is to support instructional leaders as they, in turn, help teachers to familiarize themselves with and implement the Odell Texas High School Literacy Program. Instructional leaders can use this guide to create a professional development plan that aligns to the instructional needs of their school or schools based on the suggested approaches, which are organized into the following three areas:

- Unpacking the Curriculum
- Internalizing the Curriculum
- Implementing the Curriculum

This guide is not meant to be prescriptive; instead, it suggests ideas for how to introduce and implement the curriculum in a variety of school contexts. Note that the different steps bulleted below in each area can be used as needed or can be modified; they do not need to be utilized in the order in which they are introduced. It will be important to think about the needs of students and teaching staff as instructional leaders plan how to have teachers unpack, internalize, and implement the curriculum.

Unpacking the Curriculum

Teachers will need time to unpack and familiarize themselves with the curriculum as a whole. This can be accomplished through guided professional learning sessions or asynchronous opportunities. Here are suggestions for how to encourage familiarization with the program as a whole:

- Begin with the **Program Guide**. Located under Program Resources on each grade's home page, the **Program Guide** is analogous to an owner's manual for the entire curriculum. However, the guide is extensive, so it is important to consider your teachers' needs and experiences and then select key components in the **Program Guide** to unpack. Here are suggestions for which sections of the **Program Guide** might be important to touch upon first:
    - Consider having your teachers first read through the Texas High School Literacy Program – Guiding Principles section of the **Program Guide**. This brief section summarizes the philosophical underpinnings of the curriculum and will provide teachers with an understanding of the literacy instruction offered in the program.
    - Next, have your teachers read the Program Design and Unit Components sections. These two sections are lengthier than the Guiding Principles section and will take time to unpack. These sections map out the structure of the curriculum. Consider having teachers read through the descriptions of the curriculum structure provided in the **Program Guide** while simultaneously exploring the components they are learning about on the website. Additionally, this could be an opportunity for more guided professional learning, where teachers read selected parts of the Program Design and Unit Components sections and then discuss their learning in small groups (see the following section: Planning for Professional Development for ideas).

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- ○ Next, have teachers explore the Instructional Approaches section of the guide. This section explains the key instructional practices and strategies that will be used throughout the program to develop students' literacy skills. It might be helpful for teachers to draw connections between the program's instructional approaches and their own pedagogical practices that they have used previously so as to begin making meaning of the curriculum based on their own instructional toolkit as well as their unique educational context.

- Explore the **Course Overview**. Once teachers know which course they will be instructing, and they have unpacked the overarching tenets of the program using the **Program Guide** as a foundation, they should read through their respective **Course Overview**. Located in each grade's Program Resources, this document will provide teachers with a global view of each course while explaining the key skills and knowledge goals and the vertical alignment between courses as well as within the course itself. Additionally, the **Course Overview** document can be examined in conjunction with the **Year at a Glance** (YAG). Also located in each grade's Program Resources, the **Year at a Glance** provides teachers with information about which TEKS and ELPS are addressed in each unit, which combination of units lead to 100% TEKS and ELPS coverage, and which units can be used to extend instruction. The YAG also provides lesson totals within six- and nine-week frameworks, providing pacing guidance for teachers and facilitators. Together, the **Year at a Glance** and **Course Overview** provide a strong foundation for teachers to familiarize themselves with the course they will be instructing.

Unpacking the Curriculum: Planning for Professional Development

Leaders might use the following session ideas to plan their own professional development (PD) around unpacking the curriculum; however, this is not an exhaustive list of ideas, and instructional leaders should plan PD that takes into consideration the circumstances of their educational community as well as meets the needs of their teaching staff. Furthermore, each session's activities could be separate sessions, and timing for the sessions will depend on each district or school's individual professional learning schedule. PD materials are not provided by the curriculum other than what is explained within this guide.

Session Ideas	Possible Activities
How do I get to know the Odell Texas High School Literacy Program?	- Have teachers read through the Guiding Principles section in the **Program Guide**. Consider providing the following questions to guide their reading: - How do the curriculum's guiding principles reflect best practices for literacy instruction? - What agency and choice does the curriculum provide to you as an educator? - What agency and choice does the curriculum provide to students? - Have teachers work in small groups to unpack the Program Design and Unit Components sections of the **Program Guide** by reading and finding examples of each component on the website. A scavenger hunt activity, using the website, might be an engaging activity to use here. For example, some scavenger hunt questions might include: - How are the sections, lessons, and activities related to each other within a unit? - How are the three unit types similar and different from each other? - How will the curriculum support you in assessing students throughout a unit? - Now, have teachers read through the Instructional Approaches section of the **Program Guide** and complete an annotation activity using the **Annotating and Note-taking Reference Guide**. Have teachers go to page 2 in the reference guide to follow the program's process for annotating a text. (The reference guide can be found on each course's home page within the Literacy Toolbox under the section labeled Reference Guides.) Then, have teachers share their annotations via a large-group activity. - It will be important to have teachers synthesize their understanding of the curriculum's structure and instructional approaches once they have unpacked the design components. Consider using the following questions to have them think about the curriculum's structure and instructional approaches: - How is the structure of this curriculum similar to other curricula you have taught? - How is the structure different? - How might the structure of this curriculum help you meet the needs of all your learners? - How are the program's instructional approaches similar to instructional practices you currently use in your classroom? - What instructional approaches do you want to learn more about?

Session Ideas	Possible Activities
What does the course I am teaching look like? Or how do I unpack my course?	- Have teachers read through the **Course Overview** for the course they will be teaching. This might be another opportunity to have teachers annotate the instructional approach from the curriculum. (See **Annotating and Note-Taking Reference Guide**, page 2 for more information.) - Have teachers look at their **Course Overview** in conjunction with their corresponding **Year At a Glance** document and discuss the scheduling of the units within the context of your school, district, or network's annual school calendar. Consider having teachers discuss the following when making decisions about which units to teach and in which order: - What units do you think will be the most relevant to your learner population? Why? - Which units provide 100% TEKS and ELPS coverage over the course of the school year? - Which units do you think might provide the best entry points skill-wise and knowledge-wise for your student learners who are new to this curriculum? - If the units you will be teaching have been predetermined or chosen for you, what pacing decisions do you need to make in order to align to your school or district calendar?

Unpacking the Curriculum: Resources for Professional Development

- Consider drawing on the [Odell Education Texas High School Literacy Program: Video Support Suite](#) to plan and deliver professional learning sessions related to unpacking the curriculum, in particular:

    - [Introduction to the Odell Texas HSLP](#)
    - [Preparing a Unit](#)

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Internalizing the Curriculum

Once teachers have unpacked the curriculum by understanding the program design, program goals, and overall course and unit structure, they can dive deeper into internalizing the curriculum by studying the units and lessons they will be teaching. Internalization will take time and will happen throughout the entire first year of implementation as well as throughout subsequent years because of the breadth and depth of the curriculum. Again, teachers can study units on their own or be led through guided professional learning sessions. It might be helpful for teachers to internalize the first unit of their course (most likely the Foundation Unit) and then share their understanding of the unit and possible ideas about implementation with other teachers instructing the same course. This kind of collaboration will enable teachers to share their understanding and interpretation of the unit, as well as their questions. Here are suggestions for how to support your teachers with internalization of the curriculum:

The Big Picture: Unit Internalization

The first step is to have teachers analyze each unit within their course. Teachers can do this by using the [Unit Internalization Protocol](). Organized into three steps, the **Unit Internalization Protocol** can be used to guide teachers to explore each unit in their course in depth. Have teachers start with the first unit of their course to complete the [Unit Internalization Template](). Note that the **Unit Internalization Template** should be completed in conjunction with the **Unit Internalization Protocol.** As teachers move through the protocol, they will be introduced to important unit documents, including the **Unit Alignment**, **Evaluation Plan**, and **Text Overview** documents. These can be found on the tabs located on each unit's home page.

Consider having teachers study the first unit in their course using the **Unit Internalization Template** and the **Unit Internalization Protocol**, and then follow up with small-group discussions where they can share what they learned about the unit with other teachers instructing the same course. See the following section, Planning for Professional Development, for more ideas on internalizing the curriculum.

As the school year unfolds and teachers move on to subsequent units in their course, they should spend time internalizing each unit using the **Unit Internalization Protocol** and **Unit Internalization Templates**. It will be critical for teachers to internalize the unit prior to implementation, especially because teachers need time to closely read the texts of the unit.

Consider creating an internalization calendar for your teachers based on your school, district, or network calendar. A helpful tool that can support this calendar planning is the **Year at a Glance** document for each individual course. The **Year at a Glance** maps out the estimated time to teach each unit in a course using a six-week or nine-week framework, which can be helpful in planning the timing for unit internalization.

- For example, if your Grade 9 teachers decide to begin the year by instructing the Foundation Unit (about seven weeks of lessons), then they should start internalizing the unit *The Book of Unknown Americans* after the third week of teaching the Foundation Unit so they have four

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weeks to adequately prepare for that unit. Another example might be if your Grade 11 teachers plan to start teaching the *Beloved* unit in March, then they should begin internalizing that unit as early as late January/early February.

Digging Deeper: Lesson Internalization

Next, teachers should internalize the unit's lessons by following the **Lesson Internalization Protocol**. Similar to the **Unit Internalization Protocol** and **Unit Internalization Template**, teachers can use the protocol along with the **Lesson Study Tool** to explore the structure and content of lessons. Teachers might begin by collaborating to internalize one lesson to share initial ideas about navigating through the lesson, the lesson's different components (e.g., activity notes, teaching notes, texts, materials, TEKS/ELPS), the content of the lesson itself, and possible implementation strategies.

Digging Even Deeper: Program Resources Exploration

Explore the program resources provided. The Odell Texas High School Literacy Program provides a wide array of resources to support internalization and implementation of the curriculum, including remote learning guides and the Literacy Toolbox (found in each grade's Program Resources). Graphic organizers (tools), and reference guides in particular, are integrated into lessons to support student learning and implementation by instructional leaders and teachers. Instructional leaders should carefully analyze the materials provided to see what specific internalization support is helpful to the instructional needs in their school context. For example, it might help for teachers to look through the Literacy Toolbox to see the reference guides and tools that are being referenced in their respective unit during the internalization process. Teachers can then discuss how the reference guides and tools might be used in their respective classes with their unique student needs. Or, if some teachers are doing virtual instruction, the remote learning guide might be used during the unit Internalization process so teachers can think about the remote learning suggestions as they analyze the unit. For more information on tools and reference guides, see the **Program Guide**.

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Internalizing the Curriculum: Planning for Professional Development

Leaders might use the following session ideas to structure PD around internalizing the curriculum. Note, however, that these suggestions are not meant to be linear, nor is this list exhaustive and inclusive of every session that might be needed for internalization. Instead, these are distinct session offerings that could support internalization in your district, school, or network; other PD supports may be needed that are not included here.

Session Ideas	Possible Activities

How do I begin to internalize the first unit that I will be teaching? (This session supports Part 1 of the **Unit Internalization Protocol**)	• Engage teachers in analyzing their first unit by completing Part 1 of the **Unit Internalization Protocol**. Consider having teachers, who are instructing the same course, work in small groups to unpack the unit so they can share ideas and questions with each other. Additionally, after completing Part 1 of the protocol, consider having teachers synthesize their learning through the following synthesis questions:
	
	    ◦ How might this unit be relevant to your students' experiences and backgrounds?
	    ◦ How is this unit similar to or different from units that you have taught in the past?
	    ◦ What important TEKS and ELPS are addressed in this unit and how do they show up in the Culminating Task?

How can I internalize the texts that I will be teaching in this unit? How can I plan to lead potentially challenging conversations related to sensitive content presented in the unit's texts? (This session supports Part 2 of the **Unit Internalization Protocol**)	• While engaging teachers in the **Unit Internalization Protocol** or **Lesson Internalization Protocol,** have them read and annotate the unit's texts while using the unit's question sets to guide their critical analysis. They can access the question sets to begin planning academic discussions and predicting misconceptions about the texts. This will enable teachers to think through the questions and ideas that play a key role in students' day-to-day learning throughout the unit. You can find each unit's question sets within the Materials section on each section's home page. • Previewing the texts affords teachers the opportunity to identify any potential sensitive content that might be challenging for some or all students. Have teachers read the Representation and Awareness section and Appendix C: Guidelines & Ground Rules to Facilitate Challenging Conversations of the **Program Guide** to help them prepare to lead academic discussions on sensitive content.
How do I practice one of the program's instructional approaches when internalizing the curriculum?	• When having teachers use the **Unit Internalization Protocol** or **Lesson Internalization Protocol** in a PD session, consider having them use the **Annotating and Note-Taking Reference Guide** (found in the Literacy Toolbox located in each grade's Program Resources) to practice either instructional approach as they analyze the unit. For example, you could have teachers practice the two-column note-taking process found on page 7 of the guide. This way, teachers are trying out one of the program's instructional approaches and can reflect on their own application of this approach prior to teaching it in their course, and they can learn about the unit at the same time.

Internalizing the Curriculum: Resources for Professional Development

- Consider using the video [Preparing a Lesson](#) from the [Odell Education Texas High School Literacy Program: Video Support Suite](#) as you prepare for and deliver professional learning on internalizing the curriculum.

Implementing the Curriculum

Implementing a new curriculum will not only unfold over the course of a school year; it may realistically take multiple years to work out the kinks and adaptations that must happen to fully incorporate the curriculum within the unique school settings and contexts that exist across the state of Texas. Instructional leaders, in collaboration with teachers, will need to consider what local implementation protocols, resources, and tools, aside from the ones provided in the curriculum, are necessary to instruct and assess the curriculum within their individual learning context. Here are suggestions for how to plan for curriculum implementation:

- Support teachers with lesson implementation. Although the curriculum suggests specific pedagogical moves, the curriculum is not meant to direct teachers in every pedagogical choice they may make. Teachers need to be responsive to student needs and make teaching decisions that fully support their respective learning communities. Instructional leaders, coaches, and peer teachers can use the **Implementation Support Tool** to help teachers make those effective instructional decisions. This tool can be used by instructional leaders, coaches, or peer teachers to support teachers with lesson delivery, prior to instruction. The tool enables instructional leaders, coaches, or peer teachers to support classroom teachers in thinking through how to deliver the HSLP lessons using the instruction provided by the curriculum itself as well as the teacher's own pedagogical expertise and knowledge of their students. This support tool can be used during a pre-observation conference, prior to instructional leaders, coaches, or peer teachers observing the delivery of a curriculum lesson. Teachers should internalize the lesson before the pre-observation conference so the **Implementation Support Tool** can be used to coach the teachers in making effective implementation decisions. (See below for more information on curriculum implementation observations.)

- Identify sensitive texts and topics. Many units include texts and topics with potentially sensitive content that might be difficult for some students to think about or discuss. Teachers know best which topics will challenge their students the most, and they should read all texts in advance to prepare to hold meaningful discussions addressing the specific needs of their students. For guidance on how to approach and facilitate challenging yet vital conversations in the classroom, refer to the Representation & Awareness section of the **Program Guide**, as well as Appendix C: Guidelines & Ground Rules to Facilitate Challenging Conversations. Additionally, networks, districts, and schools might have specific instructional goals they are working on that are unique to their context, so the curriculum is flexible and can be adapted to incorporate those specific instructional goals.

- Support teachers with benchmarking (norming) and tracking the progress of student learning. Each school is unique in how they assess student learning. However, it will be important for teachers to have time to collaborate with each other on benchmarking and tracking the progress of student learning. This will be a vital part of implementing the curriculum, and it may take time to develop these routines and structures. Here are some suggestions for how to begin this process within your unique school context:

  - Create time and space for teachers to share student work from the lessons (e.g., written responses to guiding questions, completed tools) and assessments (Section Diagnostics and Culminating Tasks) with each other. As suggested in the **Program Guide**, schools may have specific assessment and grading processes, so the curriculum (specifically, the assessments) will have to be adapted to those different grading circumstances. However, teachers can look at student work together to benchmark and track student progress using the specific grading structures within their school context as well as the program materials, such as the lesson goals, **Evaluation Plan**, and the genre-based writing rubrics. Teachers may analyze student work that includes informal lesson-level work or more formal work produced from the Section Diagnostics and Culminating Tasks. Teachers can use the lesson goals to norm lesson-level work while using the checklists within the **Evaluation Plan** and the categories and score levels of the genre-based rubrics to norm and track progress of assessment-level work. Consider using the **Data Analysis Protocol** to facilitate initial benchmarking for the purposes of monitoring, diagnosing, and evaluating student learning within the curriculum. These protocols are meant to encourage collaboration among teachers instructing the same course and units so that assessment and feedback is standardized across courses within schools or districts.
  - Have teachers collaborate on how to provide students with specific and actionable feedback on their learning. Once teachers have normed and tracked progress of student learning, according to their school-specific grading requirements, they can discuss how to provide students with feedback on their learning. This kind of feedback can be provided in a variety of ways, including written feedback and conferencing. For lessons, teachers can use the guiding questions in conjunction with the related teaching notes in each lesson to provide lesson-level feedback to students. Teachers can also draw on the Criteria for Success from the **Responding to Questions Handout** (found in the Literacy Toolbox) to guide their feedback with respect to responses to guiding questions. For feedback on assessments, teachers can draw on the TEKS-aligned goals on the Section Diagnostic checklists, the categories on the genre-based writing rubrics, or methods determined by the school's assessment and grading policies. (For more comprehensive information on how assessment functions within the curriculum, please consult the Assessment section section in the **Program Guide**.)

- Support teachers with specific and actionable feedback on curriculum implementation. Pedagogical feedback should be provided to teachers as well, but that kind of feedback should be provided using district and/or school-level instructional and professional learning goals. One resource that might be helpful in providing teachers with targeted and supportive feedback on curriculum implementation is the **Curriculum Observation Tool**. It will be

important to review the lesson and any internalization documents, if applicable, prior to observing a lesson. Additionally, consider conferencing with teachers before the lesson observation using the **Implementation Support Tool** for support. This type of conference can help increase teacher effectiveness in implementing the curriculum with fidelity to meet the needs of their unique student population.

Implementing the Curriculum: Planning for Professional Development

Leaders might use the following session ideas to structure PD around implementing the curriculum; however, the sessions are not meant to be linear, nor is this list exhaustive and inclusive of every PD session that might be needed for implementation support. Instead, these are distinct session offerings that could support implementation in your district, school, or network; other PD supports may be needed that are not included here.

Session Ideas	Possible Activities
How do I evaluate student learning after a lesson?	• Facilitate small groups of teachers in using Data Analysis Protocol 1, found in the **Data Analysis Protocol**, to evaluate student learning after a lesson. When teachers get to the last part of the protocol, facilitate a guided session on implications for instruction, based on student data, including designing learning experiences where teachers reteach or review important concepts and skills from the lesson.
How do I benchmark student learning using the checklists and rubrics?	• Facilitate small groups of teachers in using Data Analysis Protocol 2, found in the **Data Analysis Protocol**, to evaluate student learning after an assessment (Section Diagnostic or Culminating Task). When teachers get to the last part of the protocol, facilitate a guided session on implications for instruction based on the student work that scored as either Below Expectations on the checklist or a 1 or 0 on the genre-based rubric. • Have teachers use Data Analysis Protocol 1 to evaluate student learning after an assessment. (This is most effective once teachers have benchmarked or normed the assessment's checklist and/or rubric in order to standardize the evaluation process.) Similar to the previous activity, have teachers consider implications for instruction based on the assessment data. Here are several example questions that could support teachers in their analysis: ○ If a majority of students did not achieve Meets Expectations or Exceeds Expectations on the checklist or scored 2 or 3 on the rubric, why? In what specific skills did they mostly struggle? ○ How can the subsequent section or unit be leveraged to support students in further developing these skills? What resources or guidance does the program offer to support your instruction in further developing these skills? ○ If a majority of students achieved Meets Expectations or Exceeds Expectations on the checklist or scored 2 or 3 on the rubric on the assessment, how might their learning be extended in the subsequent section or unit?

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Session Ideas	Possible Activities
How do I prepare a lesson using the curriculum and knowledge of my students?	• Using the **Implementation Support Tool**, have teachers who are instructing the same course collaborate to prepare the same lesson for their respective classes. Even though the lesson might be implemented differently in each individual class, it will be helpful for teachers to share ideas when preparing a lesson for delivery. Once teachers have planned, have them visit each other's classes when instructing the prepared lesson and provide each other feedback using either the **Implementation Support Tool** or the **Curriculum Observation Tool**.

Implementing the Curriculum: Resources for Professional Development

- Consider drawing on the [Odell Education Texas High School Literacy Program: Video Support Suite](#) to plan and deliver professional learning sessions related to implementing the curriculum, in particular:

  - [Preparing a Unit](#)
  - [Preparing a Lesson](#)
  - [The Literacy Toolbox](#)
  - Unit-specific videos (accessed via the [Video Support Suite](#))

Frequently Asked Questions about Implementing the Odell Texas High School Literacy Program

Question	Answer
I don't know when I am supposed to teach certain TEKS and ELPS in my course. Where can I look to find this information?	• **Year at a Glance (YAG)**: Each course has a **Year at a Glance** located in the Program Resources on the grade's home page. The purpose of this document is to show the "where" and "when" of TEKS and ELPS alignment in the units across a course (year) and provide a pacing guide for teachers in both six- and nine-week frameworks. This document will help you decide which units to teach in order to achieve 100% TEKS and ELPS in 180 days of instruction. • **Unit Alignment**: Each unit has a **Unit Alignment** document located on the unit's Materials tab. The purpose of this document is to provide a comprehensive outline of the unit. It includes: a TEKS-aligned unit overview, section and lesson overviews, core and optional texts, lesson goals, and TEKS and ELPS alignment for lessons and assessments.
Which units should be used to cover 100% of TEKS and ELPS over the course of 180 days of instruction?	• **Year at a Glance (YAG)** You can find information on the five units that cover 100% TEKS and ELPS in each course's YAG. Additionally, there are two additional extension units per course that further develop students' skills in targeted TEKS and ELPS.
How do I know what knowledge and skills my students will gain this year? How will I know what knowledge and skills my students might have covered in a previous grade?	• **Course Overview:** Each course has a **Course Overview** located in the Program Resources on the grade's home page. The purpose of this document is to provide a narrative overview of how the units in your course build on each other and how the units in your course connect to previous and future grade-level knowledge and skills. It also highlights opportunities to focus on and cover specific TEKS. Consider reading the **Course Overview** for your grade, as well as the one for the previous grade level to get a sense of the vertical alignment of the program. • **Year at a Glance:** This document provides a global view of each course's TEKS and ELPS alignment across all the units in a course.
Wow, these seven units are great, but I cannot teach them all in a 180-day school year. Where do I go to figure out the units and pacing that might work best for my class?	• **Course Overview:** This document will provide information about each unit so you can make informed choices about which units to teach. • **Year at a Glance:** This document identifies which five units cover 100% TEKS and ELPS for the year and how each of the course's units fit across 180 days of instruction using six- and nine-week timeframes.

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Question	Answer
My classes are 50 minutes long. Is that enough time to teach a lesson?	• **Lessons on Website:** The lessons have been developed for class periods of 45-50 minutes; however, lesson delivery might take less or more time depending on the needs of the students in your respective community. Most lessons have optional activities that you might choose to include with the core activities of the lesson. Educators will have to make decisions about which activities are best for their respective learners.
Our school's professional learning focus is on student-to-student discussion. Where do I go to find out more about how this literacy practice is showing up in the curriculum?	• **Academic Discussion Reference Guide:** Within the Literacy Toolbox, located in the Program Resources on each grade's home page, you can find an extensive list of resources that support the instructional strategies and approaches used within the curriculum. Aside from reference guides, there are blank copies of each tool used in the program as well as tool exemplars that can be used as models when teaching specific strategies and skills. • **Program Guide:** Located in the Program Resources, this guide explains targeted instructional approaches and strategies used throughout the curriculum.
I read over the Course Overview for my course, but I want more in-depth information on each unit. Where do I go to find this information?	• **Unit Alignment:** Each unit will have this document located on the Materials tab of the unit's home page. This document provides a detailed overview of each unit, including a summary of the overall unit, summaries of each unit's sections with detailed notes on each lesson, as well as the TEKS and ELPS alignment in each lesson. • **Website**: You can begin reviewing the unit at different levels using the website navigation functions. For example, you can preview the overview and Section Diagnostics section by section by clicking the advance arrows. The same navigation feature can be used at the lesson level. This means you can preview the unit at the level desired. • **Evaluation Plan:** Each unit will have this document located on the Materials tab of the unit's home page. This document provides a thorough explanation of each unit's Section Diagnostics and Culminating Task, including scoring notes that will help you understand how students might respond to the assessments throughout the unit.
I'm worried about transitioning to remote learning during the school year. Where can I find information about how to teach this curriculum remotely?	• **Remote Learning Guide:** Overall guidance for the curriculum can be found in this document, in the Program Resources on your course's home page. This document outlines suggestions for how to use the program's instructional approaches in a remote learning context. • **Unit-Specific Remote Learning Guide:** Each unit has a remote learning guide that is unit specific. This guide provides detailed suggestions for how to teach each lesson in the unit within a remote learning context.

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Compiled Implementation Support Links

The following is a list of linked documents that appear in this guide.

[Unit Internalization Protocol](#)

[Unit Internalization Template](#)

[Lesson Internalization Protocol](#)

[Lesson Study Tool](#)

[Implementation Support Tool](#)

[Data Analysis Protocol](#)

[Curriculum Observation Tool](#)

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