

## The Triangle of Teacher Support

This resource provides an overview of the components of teacher support found in the CPM Professional Learning Progression.



The Triangle of Teacher Support includes three components: workshops, planning, and implementation support visits. These three components work in tandem to support effective implementation and result in quality instruction for students. Each of these is an ongoing endeavor to support the implementation of the curriculum in response to student and teacher needs, and to strengthen the quality of instruction over time.

### CPM Workshops

Workshops are the explicit training that teachers, instructional coaches, and school leaders need in order to:

- Understand the design of the curriculum and its alignment to the standards.
- Gain an understanding of the mathematical learning trajectory, or storyline, within a course, as well as across courses.
- Best utilize the materials at the lesson and the chapter level to provide quality instruction for students.
- Implement the instructional practices within the curriculum that make the curriculum come to life.
- Customize the materials, where appropriate, to make informed instructional decisions that strengthen student engagement and success.
- Utilize the specific protocols and tools provided for pacing, collaborative planning, student work analysis, and data analysis from curriculum-embedded assessments.

CPM provides three phases of learning through workshops, to support teachers in their growth. One of CPM's core beliefs is that learning, change, and mastery takes time. The Comprehensive Professional Development Plan supports educators, administrators, and districts as they adopt and implement CPM curriculum.

## **Planning**

Planning refers to the collaborative and/or independent planning processes that teachers engage in on a daily, weekly, and quarterly basis to:

- Deeply study unit plans and lesson plans to understand the intended outcomes for students.
- Internalize daily lessons to prepare for instruction, including understanding the standard(s) addressed within the lesson, the expectations for the work students will do and/or produce, and anticipating potential misconceptions and how to respond to them.
- Practice lesson delivery as part of preparation for instruction.
- Analyze student work to strategically plan instruction to respond to student needs.

As teachers begin to engage with a new curriculum, it is important to consider that the work shifts from instructional planning to intellectual preparation – that is, the goal is for teachers to deeply study and understand the materials through intellectual preparation as a means of preparing for instruction.

## **Implementation Support Visits**

Implementation support visits are part of the ongoing feedback teachers should receive to improve their content-specific instructional practices and strengthen their use of the curriculum. These visits are where the other two components intersect, as they provide several different opportunities to:

- Connect the knowledge attained during the workshops to the realities of the classroom.
- Provide individual support, non-evaluative feedback, and a time for teacher reflection.
- Identify trends in instruction and in the use of materials, which can inform future trainings, help to identify common planning challenges, and identify model classrooms.
- Provide individualized support to teachers to implement the training they have received, or to execute the plan created during internalization.

Research indicates that when the teacher's learning is rooted in day-to-day operations, the quality of instruction improves over time. For this reason, CPM provides up to two visits for each teacher in the first two years of implementation.

Originally sourced from Instructional Partners at [curriculumsupport.org](http://curriculumsupport.org)