

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>System run (Internal) <i>Train the trainer: a district sends teachers or system leaders to a training and has them train the teachers in the school.</i></p> <p><i>Direct teacher training: a district team member or one teacher leader from a school trains all teachers in the district or a particular grade level.</i></p> | <p>By opting for internal training, there will be a clear understanding of how the curriculum fits in with your system’s vision and context.</p> <p>Internal training sets the stage for ongoing professional development.</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 system has used the materials before, which requires a large time investment in learning.</p> |
| <p>Developer <i>Send teachers to a training provided by the developer or a PD provider or have the developer or PD provider come to the district to do on-site training.</i></p> | <p>Developers are very knowledgeable on their resources. They can provide lots of knowledge and suggestions for best practices and effective implementation.</p> <p>By receiving training from a developer, systems are afforded the assurance of 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 classroom.</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</p> |

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| | | are less likely to be specific to your context. |
| <p>State <i>Send teachers to training by the state department.</i></p> | <p>By opting for state training, teachers will have the opportunity to learn about how this curriculum is meant to be used in order to best prepare students for the state assessment and how the curriculum meets the demand of the state’s standards.</p> | <p>If the individuals delivering the training have not had the opportunity to teach students using this curriculum, there may be some disconnect about the realistic implications of effectively using the materials.</p> <p>State trainings are often created to serve multiple audiences and may not meet the exact needs of your team.</p> |
| <p>Outside Partner/Vendor <i>Invite a partner with expertise in the materials to lead a training for your teachers or train your trainers.</i></p> | <p>Outside partners and vendors tend to provide trainings customized to meet the needs to 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, 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 system needs. Systems need to invest time in setting clear expectations with partners to make sure trainings meet the needs of your team.</p> |