

Appleseeds Evidence-Based Foundational Skills for Massachusetts

Implementation Guide for School and Building Leaders

Beginning-of-Year Logistics for School and Building Leaders

- Bookmark and consult the link to the [Appleseeds Evidence-Based Foundational Skills for Massachusetts web-based materials](#). This houses easy-to-access links to all currently available resources and will continue to be updated with additional resources.
- Have school-based staff watch [Appleseeds 101 presentation](#)
- Actively participate in the district professional learning plan including both the initial training and ongoing support.
- Encourage teachers to actively participate in the school/district professional learning.
- Gather feedback following initial trainings and communicate additional support needs to district leaders.
- Help communicate the school/district plan and expectations to teachers.
 - Scope and sequence
 - Scheduling
 - Assessment and progress monitoring including feedback for students
 - Communication with families and take-home materials
 - Feedback for teachers
- Develop master schedule in accordance with school/district scheduling guidance.
 - Problem-solve with teachers as needed to ensure they can maximize instructional time and meet district expectations.
 - Assure teachers it may take some time to learn new routines and resources.
- Develop a plan or review the district's established roles and responsibilities for distributing materials and communicate this plan with teachers.
 - To get started with Unit 1, consult the Introduction section of Unit 1 Teacher Guide for a complete list of materials needed for each grade level.
- Develop structures and processes for ongoing teacher feedback, support, and reflection at the school and grade level in accordance with district expectations.
- Develop structures and processes for student progress monitoring at the school and grade level in accordance with district expectations.

Scheduling Guidance

- **How might school leaders provide scheduling support to teachers?**
 - Schools who want to provide strong foundational literacy experiences for students might set daily schedules for K-2 teachers that include 60-75 minutes of foundational literacy, in addition to the 60-75 minute knowledge building block. *(If that amount of consecutive time is not available, see Teacher Guidance Document for flexibility.)*

Ongoing Considerations

- **How will you continue providing ongoing support for teachers?** From the experiences of successful curriculum adopters, the importance of scoping out how teachers will be supported during implementation is critical. Consider how professional development will be ongoing and how teachers will continue to develop a deeper understanding of foundational skills application.
- **Have teachers carved out PLC and/or planning time for unit and lesson preparation?** A collaborative and fluid approach to unit preparation and lesson development will be critical to success. The introductions to each unit are a great starting place for planning. The format provides information for not only lesson preparation but also for building a teacher's content knowledge about the specific skills taught and routines used in the lesson. You might also find this information helpful as you build your own understanding of teaching foundational skills. During preparation time, great consideration will need to be focused on instructional support, checks for understanding, and integration of supplemental support activities. To support all learners, the Appleseeds Multilingual Learner Implementation Guide K-2 should be used during every unit and lesson preparation protocols.
- **How are teachers ensuring students are receiving the instruction and supplemental support needed?** The Assessment and Supplemental Support Guide provides assessment information; each unit also includes embedded assessments. The guide includes baseline diagnostics, ongoing progress monitoring, and intervention strategies to reinforce daily foundational skills instruction.
- **How are you continuing to communicate the district literacy vision and the expectation of the use of your purchased materials?** Frequent informal touchpoints during literacy instruction will allow you to ensure that teachers are following the curriculum with integrity and to know where you can further support a teacher.
- **How do you know if teachers are using Appleseeds with integrity?** As you conduct informal walkthroughs and formal observations, pulling up the materials in the moment is the easiest way to determine if modifications are being made.
- **Have teachers internalized the best practices in foundational literacy?** Observe in conversations and practice sessions: sounds first, systematic approach of building sounds, intentional coding of the letter patterns, and the absence of cueing.
- **How are teachers managing the balance between Appleseeds and the adopted knowledge building curriculum?** Both foundational skills and knowledge building are critical in early literacy. It is essential that students receive daily instruction for both.
- **Are the decodable readers being utilized?** For internalization of the foundational skills, students must have the opportunity to practice the skills within a text. Because decodables are controlled for the foundational skills taught, they allow for students to practice acquired skills.