Science of Teaching and Learning Implementation Strategy

The CTTL was founded and by charter seeks to target 40% of its work in the service of public and charter schools and districts. In addition to working with Frederick County Public Schools (FCPS) in Maryland, we have launched work with public school districts in Arlington, Texas; Crisp County, Georgia; and Aurora, Colorado. While at different places in their MBE integration and translation journey, many of the same ingredients that have made for such a wide and deep integration of MBE in FCPS hold up.

Here are some next-step questions for you to consider:

- What are some of the needs, challenges, or opportunities facing your students, teachers, and community?
- How do these needs align with your school or district's strategic plans and mission?
- What promising research and strategies from MBE do you want to bring to your school or district?
- Who currently has the ability to be your school's or district's MBE Champion?
- How can the CTTL, or other organization, provide in-person, virtual, synchronous and asynchronous resources and training?
- What would success look like?

Tasks to Get Started:

☐ Identify the goals, strategic priorities, and outcomes for your school/district that align with MBE Science research and best practices.
- Start exploring MBE research and best practices by conducting a book study with a select group of leaders and teachers.
- Use the book study to determine which practices and strategies could help the school or district reach the desired results.

☐ Determine the amount of time and other resources you are able to invest in the implementation for one year, three years, or five years.

☐ Decide how you will garner support from school or district leaders, if it doesn't already exist.
- Attend a learning event dedicated to MBE Science and invite teachers and school leaders to attend with you.
- Share data or qualitative evidence on how MBE Science has benefited other schools or districts. This evidence may be found in case studies or interviews, or gathered from reputable research sources, like the CTTL's research base.
- Connect your school or district leaders with their counterparts in other schools or districts who have invested in MBE. The CTTL learning community is a great place to make connections.
- Be prepared to speak to leaders about the needs, problems, challenges, or opportunities that would be met by beginning or elevating the integration of MBE into your teaching practices.

☐ Decide how you will garner support from teachers, if it doesn't already exist.
- Ask teachers to take a low-stakes assessment, like the free NeuroEducation Confidence Diagnostic, to find out what they know about MBE Science and where there are opportunities for growth.
- Recruit a teacher who is an MBE practitioner to speak with your teachers about the experience.
- Find opportunities for students who have been impacted by the implementation of MBE Science to speak with your teachers.

☐ Identify champions at the district level and amongst the faculty.
- Decide who will lead the implementation as the program manager.
- Identify leaders and teachers who will support the program manager.

☐ Find a community of like-minded teachers and school leaders who can support your efforts. Attending The CTTL's Science of Teaching & School Leadership Academy is a great place to start, with more than 500 teachers and school leaders participating annually.

☐ Find credible research resources, like The CTTL's research base. The collection of resources offers a good foundation of material for those starting out with MBE and is regularly vetted and updated with the most current offerings.

☐ Determine how you can make MBE Science a part of the culture of your school community.
- Identify MBE strategies that align with the school or district priorities.
- Actively begin to use the language of MBE Science in your conversations with teachers about student progress or challenges.
- Actively engage students in understanding how the brain learns.
- Identify MBE strategies that can be applied at leadership levels to coach and develop teachers.

☐ Define success for your school/district in each phase, or year, of the MBE implementation.
- Decide which metrics will be used to measure the success of the implementation, (e.g, student achievement, student test scores, improved grades, teacher recruitment or retention, teacher evaluations, etc.)
- Create a plan for how those successes will be communicated with the school or district community to increase enthusiasm and future engagement.