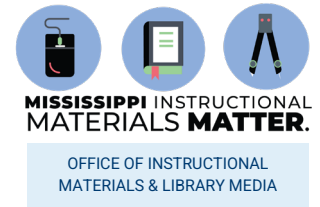


# IMPLEMENTATION TEAMS

## HIGH-QUALITY INSTRUCTIONAL MATERIALS



**ELEMENT 3:** The school system has identified school and system implementation teams, clear goals for high-quality instructional materials implementation and clear roles and responsibilities.

The goal of the Implementation Support Team is to ensure that each stakeholder group that will be impacted by the new HQIM has a voice in its selection and clearly understand the process. The Team is responsible for the overall success of the curriculum implementation. Some of the work of this team includes considering assessment implications, grading, pacing, scheduling, coaching, planning support, and training. This team is often made up of a cross-functional group of people that represent multiple roles, schools, perspectives, and expertise. The Implementation Support Team may choose to appoint one “lead” to make final decisions, facilitate meetings, and communicate decisions.

### KEY STEPS:

- Identify the adoption committee leader
- Determine how final decisions will be made
- Map the timeline and roadmap of the adoption process
- Form the adoption committee
- Organize the next steps and communicate the plan

### KEY QUESTIONS:

- Who will oversee providing teachers with instructional support?
- Who will provide on-going professional learning for the teachers?
- How will the implementation team be equipped to provide on-going training?

### THINGS to CONSIDER:

- To provide this level of support and coaching, schools and districts need trained teacher leaders and a system of school-based professional learning that prioritizes the time and resources to ensure that professional learning translates to the classroom.
- Teacher leaders and the principal must demonstrate through their feedback that they understand and value the curriculum and that using it well is important.
- For more information, check out the HQIM Pitstop 1 training:  
<https://www.mdek12.org/OAE/OEER/ResourceAdmin>.

**Resource:** Rivet Education, *Navigating Instructional Materials Implementation Series*

## IMPLEMENTATION TEAM:

### DISTRICT LEVEL:

- Curriculum Coordinator or Content Specialist
- Assistant Superintendent



### SCHOOL-BASED:

- Lead Teacher
- Instructional Coach
- Grade-level Representatives
- Content Teacher Leaders

### SCHOOL ADMINISTRATION:

- Principal
- Assistant Principal



## TEAM ROLES and RESPONSIBILITIES:

- Studying the materials deeply and becoming experts on the materials
- Supporting decision-making on assessment, grading, pacing, scheduling, coaching, planning, and training
- Soliciting feedback from the school community (teachers and staff not on the implementation team, students, caregivers)
- Investing members of the school community (teachers and staff not on the implementation team, students, caregivers) in decisions and communicating decisions with rationale
- Answering questions about implementation and championing the materials
- Observing and gathering data about implementation in order to support continuous improvement
- Problem-solving challenges that arise
- Leading trainings on the materials and/or training and supporting others that lead trainings
- Attending weekly to bi-weekly meetings as well as specific trainings for supporting the implementation process

## DISTRICT LEVEL

- *District Curriculum Coordinator or Content Specialist*
  - Create and communicate a planning vision with school administrator
  - Work with administrators to identify dedicated professional development time for all teachers
  - Lead collaboration meetings for those who support professional learning (instructional coaches or teacher leaders)
  - Support those leading planning sessions to notice, interpret, respond to teacher planning needs

## SCHOOL ADMINISTRATION

- *Principal or Assistant Principal*
  - Establish and communicate a vision for internalization
  - Establish and norm on role-specific responsibilities
  - Monitor progress towards the vision for internalization; reflecting and providing support as needed
  - Align schoolwide systems and structures with the vision for internalization
  - Build knowledge of the HQIM product(s) and internalization protocols



- Provide feedback to coaches and other instructional leaders who are working directly with teachers
- Conduct regular walk throughs to determine school-level trends

## SCHOOL-BASED

- *Instructional Coaches and Other Instructional Leaders*
  - Support teachers to improve their use of internalization protocols by providing 1:1 support and co-planning
  - Plan and lead collaborative planning and preparation sessions with teams of teachers
  - Coach and support teachers in the classroom using walk through form aligned to the system's goals for HQIM implementation
- *Teachers*
  - Regularly utilize internalization protocols to prepare to teach units and lessons from the HQIM led by an instructional leader
  - Follow HQIM design through instructional implementation

