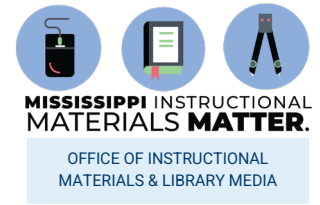


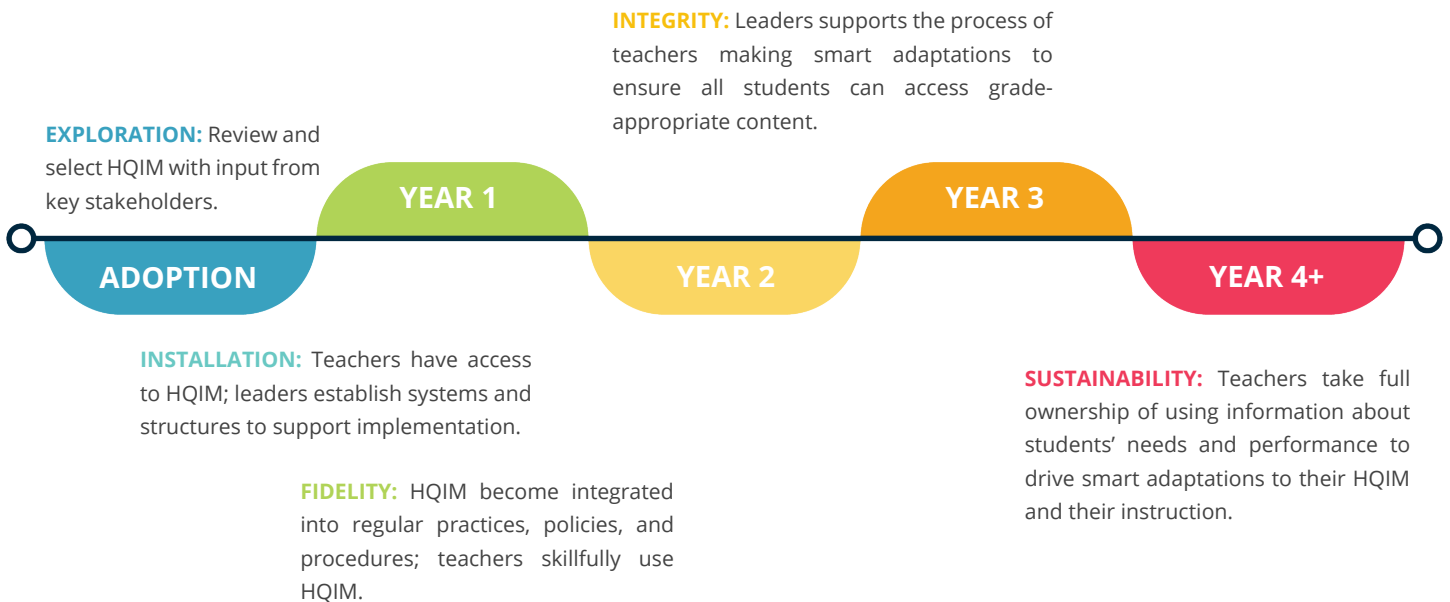
IMPLEMENTATION TIMELINE

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 myth of simply handing teachers a box that contains their HQIM, hoping that it will lead to an increase in student learning and teacher performance, is a serious but common misconception. Implementation science suggests that people often move through predictable stages when enacting a new curriculum over multiple years. While every district is unique, the stages of the journey are the same.



EXPLORATION

Curriculum adoption can sometimes strike panic in educators and administrators district wide. It is important to get this first step correct – **WHAT** you select and **HOW** you select them matters. Adopting a new curriculum is a complex process with many steps and stakeholders to consider.

INSTALLATION

When stakeholders understand how the HQIM connects to the academic vision and will ensure students master grade-level content by the **END OF THE YEAR**, they are more likely to be invested in its long-term success. Engage stakeholders early and often, to ensure they understand the curriculum's approach and design, serving as ambassadors for the materials in their schools. Most importantly, ensure teachers have enough time to receive meaningful, initial training on the adopted curriculum.

FIDELITY

During the first year of us, it is important that teachers use the curriculum as **INTENDED**. This means following the lesson plans and utilizing the provided resources and embedded supports. It's tempting to modify to fit their personal teaching style, but this can lead to inconsistencies in classroom experiences and student achievement. Encourage teacher to **TRUST** and use the curriculum with **FIDELITY** in the initial year. To support teacher, they need frequent, job-embedded professional learning opportunities to help them tackle specific challenges they face during this stage. Lastly, school and district leaders need a plan for monitoring implementation and providing regular feedback to teachers, focusing on helping teachers use the HQIM to the maximum benefit of students.

INTEGRITY

If successful in the fidelity stage, then teachers can begin to take **OWNERSHIP** of structures and processes for unit and lesson preparation or use **INTEGRITY** when meeting the needs of all students and supporting student to meet grade-level expectations. To ensure academic achievement, district and school leaders must assess the quality of HQIM implementation using data points such as classroom observations, assessments, teacher feedback, and student work; and execute a curriculum-based professional learning plan including collaborative planning time.

SUSTAINABILITY

The final stage allows for team to adjust the plan, if applicable, and annually reset. The goal of the adjustment is to examine progress toward established goals, identify successes, and problem solve any challenges. After analyzing the data from the integrity stage, the team will adjust the plan to ensure **SUSTAINABILITY**. The next part of this stage is to reflect on current implementation plan, especially for new teachers, and make any necessary changes.

Resources: Rivet Education, *Navigating Instructional Materials Implementation Series*; Nebraska Department of Education, *High Quality Instructional Materials Selection and Implementation Process*

