

IMPLEMENTATION TEAMS

HIGH-QUALITY INSTRUCTIONAL MATERIALS



OFFICE OF INSTRUCTIONAL MATERIALS & LIBRARY SERVICES

ELEMENT 3: The school system has identified school and system implementation teams, clear goals for implementation, and clear roles and responsibilities.

The goal of the Implementation Support Team is to ensure that each stakeholder group impacted by the new HQIM has a voice in its selection and clearly understands the process. The Team is responsible for the overall success of the curriculum implementation. Some of the team's work includes considering assessment implications, grading, pacing, scheduling, coaching, planning support, and training. This team often comprises a cross-functional group of individuals representing various roles, schools, perspectives, and expertise. The Implementation Support Team may appoint one “lead” to make final decisions, facilitate meetings, and communicate those 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 following steps and communicate the plan

KEY QUESTIONS:

- Who will oversee the provision of instructional support for teachers?
- Who will provide ongoing professional learning for the teachers?
- How will the implementation team be equipped to provide ongoing 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 necessary to ensure that professional learning translates to the classroom.
- Teacher leaders and the principal must demonstrate through their feedback that they understand and appreciate the curriculum and recognize the importance of utilizing it effectively.
- For more information, check out the HQIM Pitstop 1 training: <https://mdek12.org/literacy/resources-for-administrators/>.

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 in 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 to support continuous improvement
- Problem-solving challenges that arise
- Leading training on the materials and/or training and supporting others that lead training
- Attending weekly to bi-weekly meetings as well as specific training for supporting the implementation process

DISTRICT LEVEL

- *District Curriculum Coordinator or Content Specialist*
 - Create and communicate a planning vision with the 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, and respond to teacher planning needs

SCHOOL ADMINISTRATION

- *Principal or Assistant Principal*
 - Establish and communicate a vision for internalization
 - Establish norms 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 a 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

