

IMPLEMENTATION TIMELINE

HIGH-QUALITY INSTRUCTIONAL MATERIALS

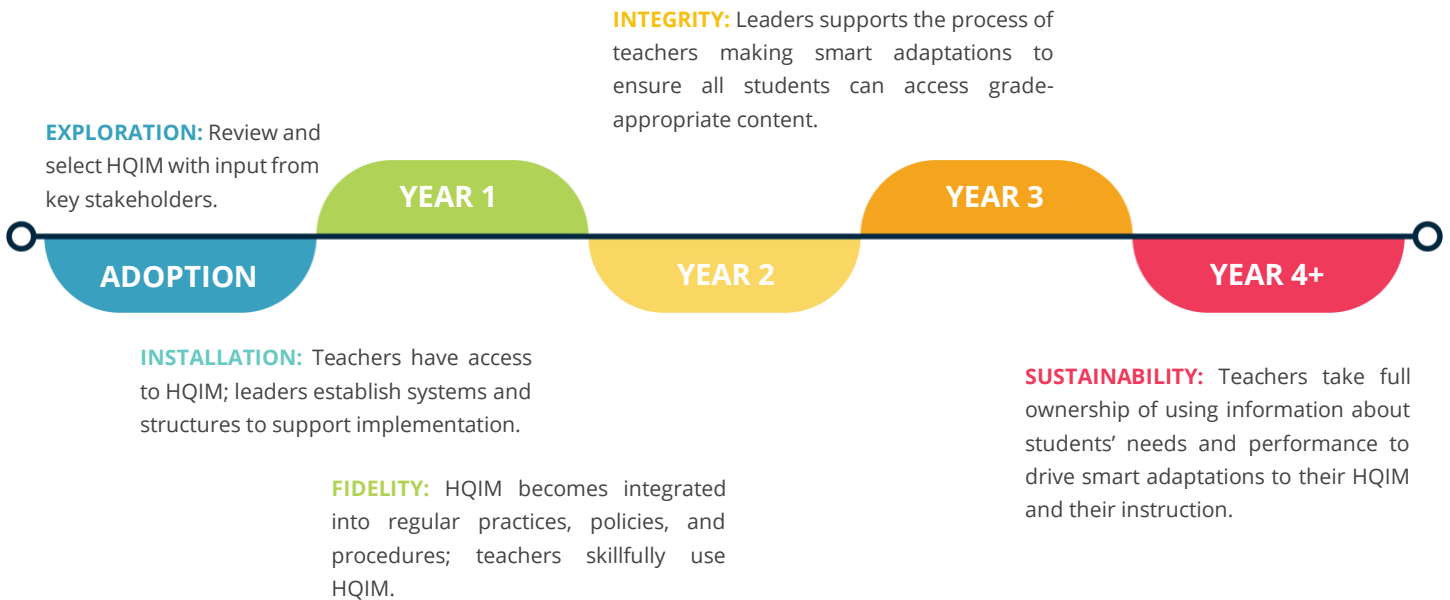


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MATERIALS **MATTER.**

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

The myth of simply handing teachers a box containing their HQIM, hoping to increase student learning and teacher performance, is a serious but common misconception. Implementation science suggests that people often go 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 induce panic among educators and administrators district-wide. It is crucial to get this first step correct – **WHAT** you choose and **HOW** you choose it 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 ensures students master grade-level content by the **END OF THE YEAR**, they are more likely to invest in its long-term success. Engage stakeholders early and often to ensure they comprehend the curriculum's approach and design, serving as ambassadors for the materials in their schools. Most importantly, teachers should have sufficient time to receive meaningful initial training on the adopted curriculum.

FIDELITY

During the first year of use, teachers must adhere to the curriculum as **INTENDED**. This entails following the lesson plans and utilizing the provided resources and embedded supports. While it may be tempting to modify the curriculum to fit their personal teaching style, this can result in inconsistencies in classroom experiences and impact student achievement. Encourage teachers to **TRUST** and employ the curriculum with **FIDELITY** in the initial year. To support teachers, they require frequent, job-embedded professional learning opportunities to help them address specific challenges they encounter during this stage. Finally, school and district leaders need a strategy for monitoring implementation and providing regular feedback to teachers, focusing on assisting them in maximizing the HQIM for the benefit of students.

INTEGRITY

If successful in the fidelity stage, 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 them in meeting 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 the team to adjust the plan and reset it annually, if applicable. The adjustment aims to examine progress toward established goals, identify successes, and 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 the 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 (2024)*

