

# IMPLEMENTATION TEAMS

## HIGH-QUALITY INSTRUCTIONAL MATERIALS

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



OFFICE OF INSTRUCTIONAL  
MATERIALS & LIBRARY SERVICES

The Implementation Support Team's goal is to ensure that every stakeholder group affected by the new HQIM has a voice in the selection process and fully understands it. The team oversees the overall success of the curriculum implementation, addressing areas such as assessment impacts, grading, pacing, scheduling, coaching, planning support, and training. Typically, the team includes a cross-functional group representing diverse roles, schools, perspectives, and areas of expertise. A designated "lead" may be appointed to make final decisions, facilitate meetings, and communicate outcomes.

### KEY STEPS:

- Appoint a leader for the adoption committee.
- Establish how final decisions will be made.
- Develop a timeline and roadmap for the adoption process.
- Assemble the adoption committee.
- Plan and communicate the subsequent steps.

### KEY QUESTIONS:

- Who will oversee instructional support for teachers?
- Who will deliver ongoing professional learning for teachers?
- How will the implementation team be prepared to provide continuous training?

### THINGS to CONSIDER:

- Effective support and coaching require trained teacher leaders and a school-based professional learning system that allocates sufficient time and resources to ensure professional learning translates into classroom practice.
- Teacher leaders and principals must show, through their feedback, that they understand the curriculum and value its effective use.
- For more details, visit the HQIM Pitstop 1 training: [HQIM Administrator Resources](#).

**Citation:** 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:

- Study the materials thoroughly to develop expertise.
- Support decisions related to assessment, grading, pacing, scheduling, coaching, planning, and training.
- Gather feedback from the broader school community, including teachers, staff not on the implementation team, students, and caregivers.
- Engage the school community in decision-making and communicate decisions with supporting rationale.
- Answer implementation-related questions and advocate for the materials.
- Observe and collect data on implementation to drive continuous improvement.
- Address and resolve challenges as they arise.
- Lead or support training sessions on the materials.
- Participate in weekly or bi-weekly meetings, along with specialized training to support the implementation process.

## DISTRICT LEVEL

- *District Curriculum Coordinator or Content Specialist*
  - Develop and share a planning vision in collaboration with the school administrator.
  - Partner with administrators to secure dedicated professional development time for all teachers.
  - Facilitate collaboration meetings for those providing professional learning, such as instructional coaches or teacher leaders.
  - Assist leaders of planning sessions in recognizing, interpreting, and addressing teachers' planning needs.

## SCHOOL ADMINISTRATION

- *Principal or Assistant Principal*
  - Develop and clearly communicate a vision for internalization.
  - Define norms for specific roles and responsibilities.
  - Track progress toward internalization goals, offering reflection and support as needed.
  - Align schoolwide systems and structures with the internalization vision.
  - Deepen understanding of HQIM products and related internalization protocols.
  - Provide constructive feedback to coaches and instructional leaders working directly with teachers.
  - Conduct regular walk-throughs to identify trends at the school level.



## SCHOOL-BASED

- *Instructional Coaches and Other Instructional Leaders*
  - Provide one-on-one support and co-planning to help teachers enhance their use of internalization protocols.
  - Organize and lead collaborative planning and preparation sessions with teacher teams.
  - Coach and support teachers in the classroom using a walk-through form aligned with system goals for HQIM implementation.
- *Teachers*
  - Consistently apply internalization protocols to prepare for teaching HQIM units and lessons under the guidance of an instructional leader.
  - Implement instructions in accordance with the design and structure of the HQIM.

