

IMPLEMENTATION TIMELINE

HIGH-QUALITY INSTRUCTIONAL MATERIALS

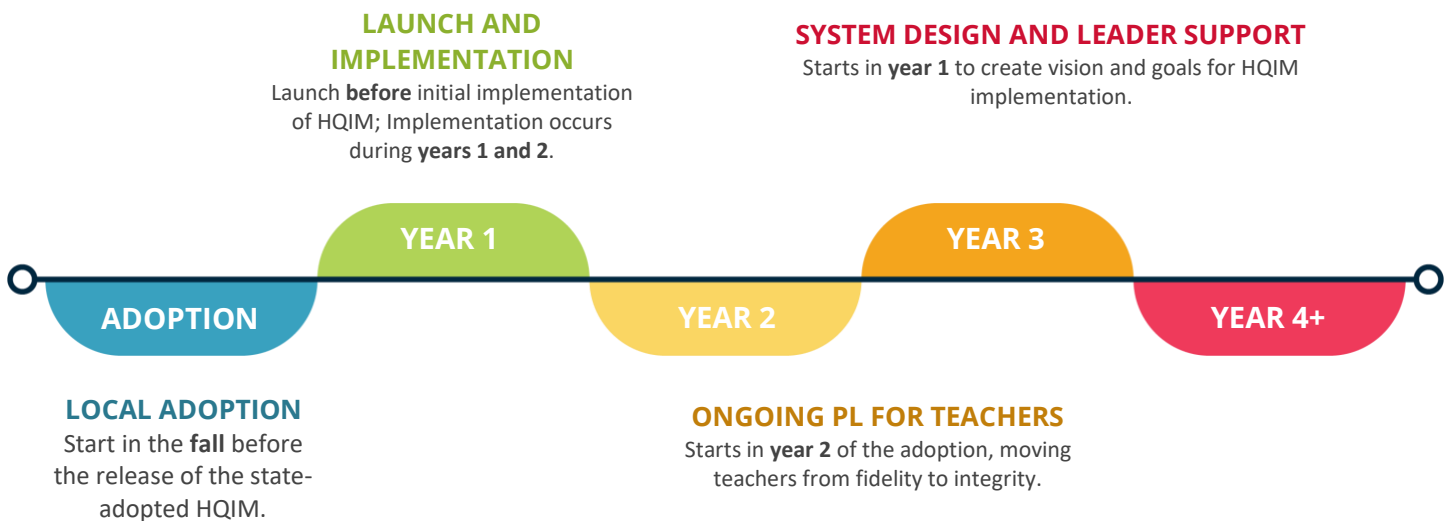


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ELEMENT 3: The school system has identified school and system implementation teams, clear goals for implementation, and clear roles and responsibilities.

The idea that simply giving teachers a box of HQIM will automatically improve student learning and teacher performance is a common but serious misconception. Implementation science shows that adopting a new curriculum involves predictable stages that unfold over several years. Although each district has its context, the stages of this journey are consistent.



LOCAL ADOPTION

Curriculum adoption can sometimes cause anxiety among educators and administrators across the district. It's essential to get this initial step right—both what you choose and how you choose it are critical. Adopting a new curriculum is a complex process that involves many steps and stakeholders.

LAUNCH and IMPLEMENTATION

Launch occurs when new materials are adopted or when teachers or leaders are new to a district or grade level, helping them understand how to use the materials effectively. Implementation begins as stakeholders recognize how the HQIM aligns with the academic vision and supports students in mastering grade-level content by the end of the year, which increases their commitment to long-term success. Engaging stakeholders early and often ensures they grasp the curriculum's design and can serve as advocates within their schools. Most importantly, teachers require sufficient time for comprehensive initial training on the adopted curriculum.

ONGOING PROFESSIONAL LEARNING FOR TEACHERS

Regular, job-embedded professional learning supports all educators—especially new teachers—in effectively implementing HQIM. This can include collaborative learning and coaching focused on understanding when and how to use the curriculum with fidelity and integrity. During the first year, teachers should follow the curriculum as intended, using provided lessons and supports without modification to avoid inconsistencies that can hinder student achievement. Encourage teachers to trust and implement the curriculum with fidelity, and provide them with frequent, targeted professional learning to help address challenges. School and district leaders should monitor implementation, offer regular feedback, and guide teachers in maximizing HQIM for student success. Once teachers demonstrate fidelity, they can begin to take ownership of unit and lesson planning, using integrity to meet the needs of all students and support grade-level mastery. District and school leaders must assess the quality of HQIM implementation through observations, assessments, teacher feedback, and student work, then use this data to develop curriculum-based professional learning plans that include collaborative planning time.

SYSTEM DESIGN AND LEADER SUPPORT

Education agencies (LEAs) must establish the necessary conditions and training to support teachers and ensure long-term sustainability in schools. In the final stage, the team reviews progress toward goals, identifies successes, and addresses challenges by analyzing data from the integrity stage. Based on this analysis, the plan is adjusted and reset annually if needed to maintain sustainability. This stage also includes reflecting on the implementation plan, particularly for new teachers, and making any necessary adjustments.

Citation: Rivet Education, *Navigating Instructional Materials Implementation Series*; Nebraska Department of Education, *High-Quality Instructional Materials Selection and Implementation Process (2024)*

