CALIFORNIA CURRICULUM COLLABORATIVE

Refining Implementation:

A Guide for Instructional Materials in the Field

Table of Contents

About Instructional Materials Implementation

Instructional materials implementation is the complex process of translating standards into student learning. Implementation doesn't stop at the selection of high quality instructional materials, but includes the communications and expectations for how they will be used and the support and professional learning that are wrapped around them.

CalCurriculum provides resources and guidance to help districts develop high quality implementation supports based on district goals, needs, and priorities. In alignment with the Statewide System of Support, the CalCurriculum implementation process leverages continuous improvement to help districts develop ways to make their instructional materials implementation even stronger.

1
Pre-work

2
Discover

3
Prioritize

4
Ideate

5
Plan

6
Prototype

Pre-work
Identify your team, understand your context, and define your parameters.
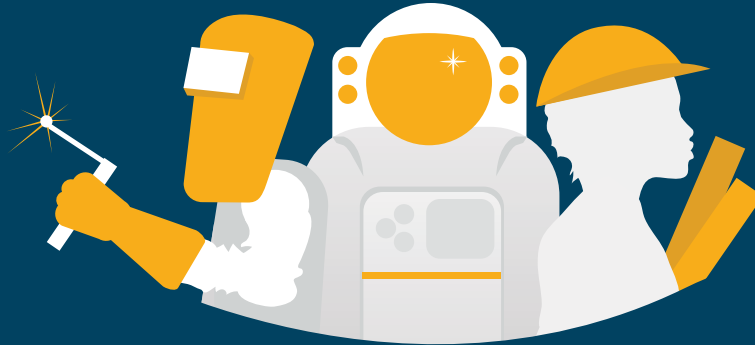
What happens:

In this phase you will lay the groundwork for an informed and collaborative process by reviewing district priorities, building a team, and defining what success looks like. Using the following worksheet, you'll answer these questions:

- What is your instructional vision for the district?

- Who is on your implementation team?

- Who are your stakeholders and how will you keep them informed throughout the process?

- What is your timeline for assessing and addressing gaps?

- What is the scope of your work in terms of time, resources and budget?

- What guidelines or requirements do you have?

Why this stage matters:

There are a few reasons why these steps of setting up your implementation process are essential. By reviewing district priorities, parameters and instructional vision, you're grounding your work in what's most important to your community. Bringing together a team can build support for your work and ensure diverse perspectives inform your decisions. And, when you set expectations by providing a clear and cohesive plan for professional learning plan and teacher collaborative planning time, you set conditions for continual learning. At its best, a successful implementation focuses on supporting the teacher within their own context as they learn and implement the curriculum.

Pre-work Worksheet

Before diving into the data, consider your goals, context, and parameters for instructional materials implementation.

What is your instructional vision for the district/school? What are your instructional goals?

Instructional Vision Statement	
Instructional Goals	1. 2. 3.

Who is on your implementation team and who is responsible for investigating and addressing gaps in your instructional program?

Roles	Responsibilities

Norms

1.

2.

3.

CALIFORNIA
CURRICULUM
COLLABORATIVE

Pre-work Worksheet (Continued)

How will you keep each of your key stakeholder groups informed?

Administrators	
Teachers	
Families	
Students	
Other Stakeholders:	

What is your timeline for assessing and addressing gaps?

July	August	September	October	November	December

January	February	March	April	May	June

Pre-work Worksheet (Continued)

What is your scope of work?

Size of work (number of grades, schools, districts, counties)	
Content area	
Grade level	
Description of Student Population	

What guidelines or requirements do you have?

State	
District	
School	

(2)

Discover

Gather and interpret data in order to identify implementation support needed by using student achievement data, district priorities, and other data sources.
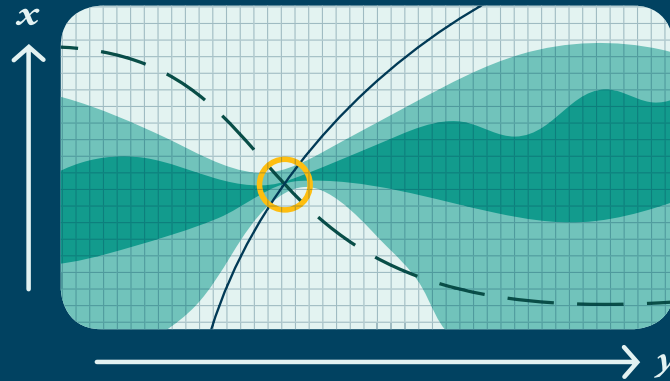
What happens:

During this stage you'll gather data to inform your decision making process. By looking at data from multiple data sources, you'll get a clear picture of what's working in your implementation and where you might be able to provide more support. First, you will collect data from multiple sources using the Data Collection Worksheet to guide your process. Then, you will make observations and inferences across the data by looking for trends. Finally, you will look at the patterns in trends in relation to your district context and priorities to determine which to pursue.

Why this stage matters:

Analyzing data can have two important effects on your implementation process. First, it can give you an informed picture of where support is needed most and how to best spend your time and resources. Second, it can create a common understanding of what your district's needs are and how to communicate those needs out to stakeholders. Check out our website for additional resources.

CALIFORNIA
CURRICULUM
COLLABORATIVE

Data Collection Worksheet

Spend a short amount of time (no more than three weeks) collecting, reviewing, and analyzing the following key data sources.

Materials in Use	
What are teachers using in classrooms for the target grades? Does that differ from district/school expectations?	
What data will you collect?	
What will this data tell you?	
Who will collect it?	
By when?	
Assessments (formative, summative, statewide, etc.)	
Examples of formative: journal entries, student self-assessments, writing samples, student work, "exit tickets" *Examples of summative: common benchmark assessments, end of unit state assessments*	
What data will you collect?	
What will this data tell you?	
Who will collect it?	
By when?	
Classroom observation data	
What data will you collect?	
What will this data tell you?	
Who will collect it?	
By when?	

Data Collection Worksheet (Continued)

Student work	
What data will you collect?	
What will this data tell you?	
Who will collect it?	
By when?	

District/School prioritie *LCAP, Dashboard*	
What data will you collect?	
What will this data tell you?	
Who will collect it?	
By when?	

Stakeholder Perceptions *Focus groups, Interviews, Survey*	
What data will you collect?	
What will this data tell you?	
Who will collect it?	
By when?	

Additional Data	
What data will you collect?	
What will this data tell you?	
Who will collect it?	
By when?	

Data Interpretation Worksheet

Use this worksheet to make observations and then inferences about the data you've collected. Synthesize these into larger themes to guide your implementation work.

Data sources examined:

1. 2.

3. 4.

Observations *Look at your data and pull out FACTS*	Inferences *Look at your observations and pull out MEANING*
Example 1. ELA SBAC scores for most students are higher in 4th and 5th grade than in 6th grade. 2. English Learners' ELA scores flatline from 4th to 7th grade. 3. In youth surveys, students report feeling disconnected from school in 6th grade.	**Example** 1. English Learners are not being well served in upper elementary and middle school. 2. Students are not being well served in the transition between elementary and middle school. Lack of communication between elementary and middle schools (and between 5th and 6th grade teachers) may not be in place to support students.
1. 2. 3. 4. 5.	What are we doing well? Who isn't learning? What aren't they learning? Who is being served? Who isn't being served? (teachers and students) What in our curriculum, practice, or policies could be causing that? What are we seeing in classrooms and/or student work to corroborate this?

Data Interpretation Worksheet (Continued)

Implications
Look at your inferences and brainstorm potential CONCLUSIONS

Example

1. School needs to spend more time and resources on the transition between 5th and 6th grade.

2. District needs to consider how to better support English Learners in the upper elementary grades.

What are the implications of the data for your implementation plan?

Based on your implications, do you still have outstanding questions? What are they? If your questions could be resolved by gathering more data, use the next table to plan for additional data collection.

Data Interpretation Worksheet (Continued)

Additional Data Collection
Look at the implications and consider outstanding QUESTIONS

Example

1. Need: data trends in math, student perceptions of connectedness to school in upper elementary grades, absenteeism trends by subgroup

2. Sources: school SBAC data, student surveys, attendance records

3. Timeline: data collected and analyzed by the end of the month

What additional data do you need to collect to resolve outstanding questions?

What are some potential sources for this data?

What is the timeline for collecting this data?

CALIFORNIA
CURRICULUM
COLLABORATIVE

Data Interpretation Worksheet (Continued)

Analyze your current instructional materials implementation

What are the intended outcomes of your instructional program? What challenges are you currently aware of in your materials or in the implementation of your materials?

Describe what your program will look like when it's being implemented well. What expectations have been set for standards-based curriculum practices and/or instructional materials usage to ensure your outcomes?

What are the key elements of your instructional program that are observable in the classroom? How should the instructional program be implemented to ensure attainment of your outcomes? How are you monitoring this?

What is the feedback from teachers, students, and parents regarding your instructional program? What additional data do you need to collect to resolve outstanding questions?

Where do you see discrepancies among data sources? Where do you see themes across data sources and how do those themes relate to your district/school priorities? Your instructional goals?

Which themes feel most urgent to all stakeholders and which feel most urgent to one or two groups of stakeholders?

3
Prioritize
Based on your data, narrow the focus for your improvement work by selecting one of the three key areas on which to focus: materials, planning, or delivery.

1st   3rd

2nd
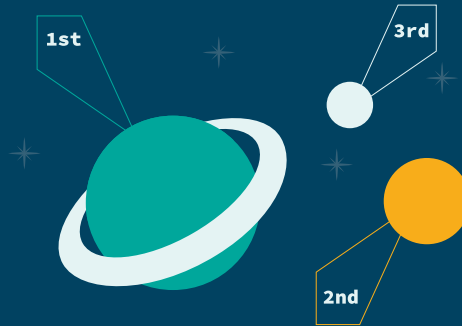
What happens:

Now that you have a clear sense of where you can improve your implementation process and how that aligns to your district's priorities and goals, you'll prioritize which to tackle first. Using the following worksheet, evaluate your challenges against your district priorities and your findings during the Discovery and interpret phase to determine where to start. There are three major areas of support:

1. **Materials:** The instructional materials that have been adopted and how well those materials match students' and teachers' needs.

LEVEL OF RESOURCES NEEDED

LOW ◯
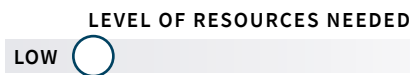
2. **Planning:** The professional development that has been provided to help teachers make the most of their materials and the expectations and communications about those materials.

LEVEL OF RESOURCES NEEDED

LOW   ◯
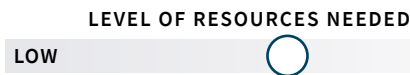
3. **Delivery:** The day-to-day teaching and learning in classrooms and the necessary support needed from school leadership and coaches.
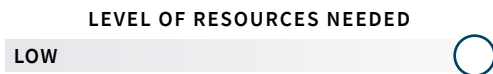
LEVEL OF RESOURCES NEEDED

LOW   ◯

Why this stage matters:

Analyzing data can have two important effects on your implementation process. First, it can give you an informed picture of where support is needed most and how to best spend your time and resources. Second, it can create a common understanding of what your district's needs are and how to communicate those needs out to stakeholders.

Prioritization Worksheet

Drawing from your work in the Discovery phase, list your identified needs and how they align with district priorities. Then determine which area of support (Materials, Planning, or Delivery) they fall into and how soon you want to work on this need.

List the identified needs that emerged from your discovery process	Which district priority, if any, does this need align to?	Which area of support does this need fall into: Materials, Planning, or Delivery?	When will you tackle this: Now, Soon, or Later?
Example: In the survey, teachers reported they do not use the math materials because there is too much to do in each class period	**Example:** LCAP - improve K-5 students' SBAC scores in Math	**Example:** Materials	**Example:** Now

Of the identified needs that you want to solve for "now," select one to focus on and write it below:

4

Ideate

Once you've identified the key area on which you will focus, use the resources on this site to brainstorm solutions and then decide which solution to test.
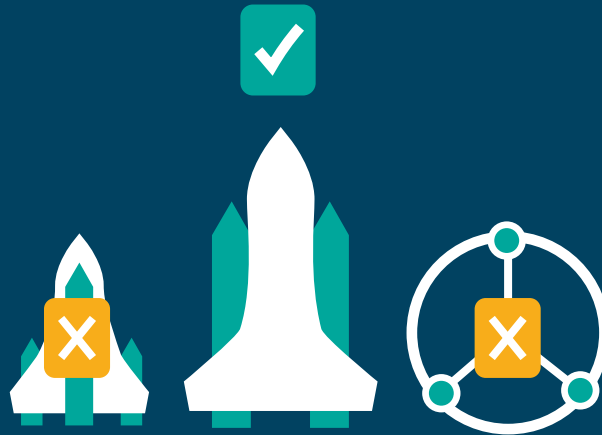
What happens:

Brainstorm evidence-based solutions for the need you identified in the Prioritize phase. Then, you will prioritize which solution to solve for based on your district's needs. Check the CalCurriculum website for possible solutions to try in math implementation.

Why this stage matters:

It can be tempting to jump at the early solutions you come up with, but the best solutions are often a combination of several ideas that emerge through a more extended process of brainstorming. In order to ensure you're landing on the right solution at the right time, it's important to spend time ideating, or brainstorming, many possibilities before deciding which one to initiate.

Ideate Worksheet

Use these tasks to guide you through brainstorming and selecting a solution to try.

Brainstorming

First, brainstorm solutions that are evidence-based for your identified need. If you are looking for math specific solutions, you can find some ideas on our website: https://www.calcurriculum.org/implementation/math.html. We recommend using the following norms as your team brainstorms:

- Defer judgment
- Encourage wild ideas
- Build upon the ideas of others
- Stay focused on the topic

- One conversation at a time
- Be visual
- Go for quantity
- Think of yourself as a designer

Identified Need:

Brainstorm Solutions:

Ideate Worksheet (Continued)

Solution Evaluation: Next, look at all of your brainstormed solutions and use this worksheet to prioritize them based on your context. Considering the following criteria, choose the 2 or 3 solutions in each row that are best aligned.

Criteria *Which solutions are most…*	Solutions:
Relevant *meaningful and applies to local context*	1. 2. 3.
Achievable *can enact solution with current resources ($, time, staffing)*	1. 2. 3.
Measurable *allows for progress monitoring against outcomes*	1. 2. 3.
High Impact *will have a real impact on student success*	1. 2. 3.

Ideate Worksheet (Continued)

Picking a Solution: Which 2 or 3 solutions appeared most frequently in the table above? Answer the below questions and use a decision-making protocol to evaluate these solutions and determine which to choose.

Solution 1:
Why do you need it?
How does this particular solution get at the problem of practice?
Can you implement it within a reasonable amount of time?
Who will implement it?
Who will support the implementation and how?
What does success look like?
How will you measure progress towards that outcome?

Solution 2:
Why do you need it?
How does this particular solution get at the problem of practice?
Can you implement it within a reasonable amount of time?
Who will implement it?
Who will support the implementation and how?
What does success look like?
How will you measure progress towards that outcome?

Ideate Worksheet (Continued)

Solution 3:

Why do you need it?

How does this particular solution get at the problem of practice?

Can you implement it within a reasonable amount of time?

Who will implement it?

Who will support the implementation and how?

What does success look like?

How will you measure progress towards that outcome?
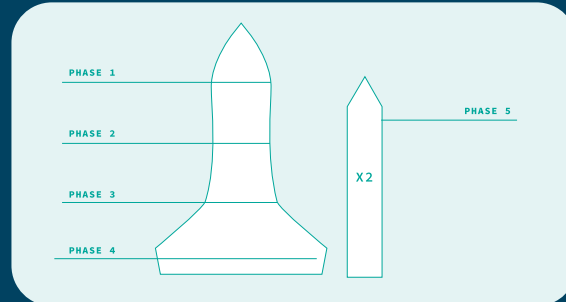
Ideate Worksheet (Continued)

Your Solution

Describe the solution you will implement.

Describe what your teachers, schools leaders and district adminstrators need to enact this solution.

Plan

Make a plan to implement your solution with a clear method of assessing its effectiveness.

What happens:

During this stage you will plan how to implement and test your solution through several cycles. A cycle is a period of time during which you test your solution in action and track whether or not it achieves the intended results. For each cycle you will map out a timeline, outcomes, and how you will assess progress towards those outcomes. Each cycle includes:

1. A preparatory phase where you bring stakeholders and other implementers alongside you through communication and training.

2. A data collection phase to establish where you are starting from.

3. A phase where you are implementing the solution.

4. A data collection phase at end of the cycle to determine what impact your solution has achieved.

5. A refinement phase where you analyze the data and make adjustments to your solution before launching the next phase.

Your goal is to build a strong plan for implementing your solution as well as a plan for assessing how well your solution is working. If your solution is to procure a new set of materials, we recommend visiting the CalCurriculum website (www.calcurriculum.org) to review our Adoption guidance.

Why this stage matters:

Planning for how you will test your solution through cycles is a critical part of practicing continuous improvement in your implementation work. By developing a strong plan for solution roll out and testing, you ensure a rigorous process. This process will put you/ your district on the road to achieving outcomes that will have real impact on your community.

Planning Worksheet

Use this sheet to create a feasible plan for testing your chosen solution

Describe your chosen SOLUTION in clear, concise language:

Describe your anticipated OUTCOMES	Describe how you will MEASURE PROGRESS toward each outcome
1.	
2.	
3.	

Planning Worksheet (Continued)

Timeline

Create a timeline for implementing your solution by brainstorming 2-3 key activities that will occur each month. What will you accomplish in each month?

Key activities include: Data collection, staff training, communicating with teachers and families, etc.

July	August	September
1.	1.	1.
2.	2.	2.
3.	3.	3.

October	November	December
1.	1.	1.
2.	2.	2.
3.	3.	3.

January	February	March
1.	1.	1.
2.	2.	2.
3.	3.	3.

April	May	June
1.	1.	1.
2.	2.	2.
3.	3.	3.

Planning Worksheet (Continued)

Roles & Responsibilities

Name	Role Roles include: Data collection, solution tester, project driver, logistics coordinator, etc.	Responsibilities Set expectations for each team member so everyone understands their roles and responsibilities.

CALIFORNIA CURRICULUM COLLABORATIVE

Prototype

Launch your solution and refine it through several cycles
of testing, feedback, and improvement.
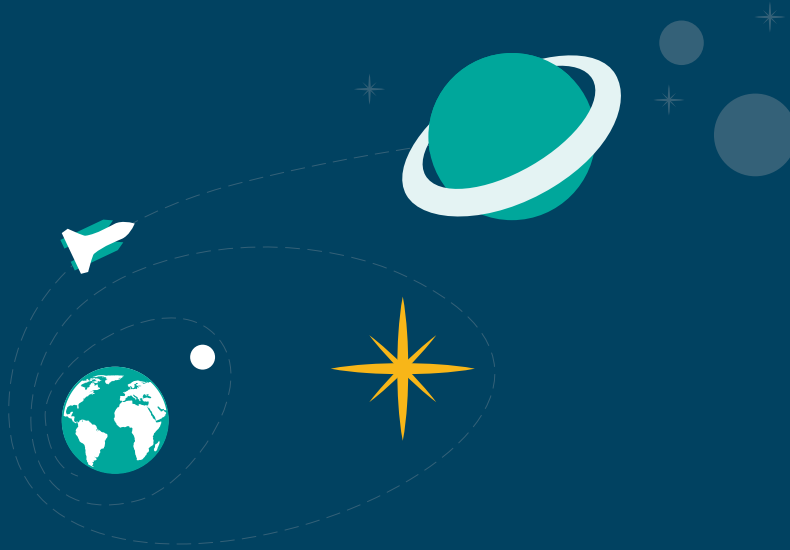
What happens:

During implementation you will test out your solution with your
team. Over a predetermined amount of time, your team will use the
solution you've developed. Typically you will want to implement a
solution for 2-3 cycles before scaling it up.

Why this stage matters:

No solution is ever perfect from the
beginning and the best solutions
are ones that have been honed
over time through testing and
feedback. In order to ensure you
are getting as close as possible to
the right solution implemented in
the right way, you'll need to do a
few cycles. These cycles are ways of
understanding what to keep from
your solution (what's working) and
what to discard (what's not). The
best way to understand whether or
not the solution is solving for your
identified need is to gather data and
get feedback from those involved.
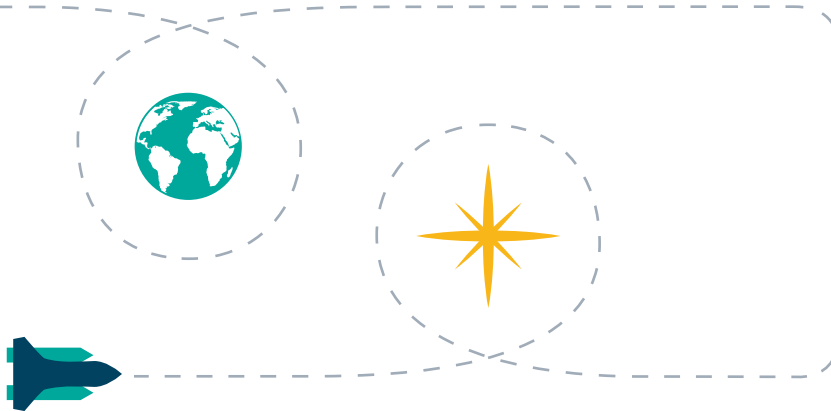
Refining Worksheet

Use this worksheet to help you track what is working from your solution and what changes you've made over time.

Refining Your Solution			
	Cycle 1	**Cycle 2**	**Cycle 3**
Date			
What Worked			
Evidence that it worked			
What didn't work			
Evidence that it didn't work			
What you're changing for the next cycle			

Scaling Worksheet

Use the following worksheet to help you and your design team self-assess how well you implemented, evaluated, and refined the implementation of your solution.

	Scaling Up			Score
	Outstanding Score = 3	**Intermediate** Score = 2	**Emerging** Score = 1	
Discover and Interpret	We collected sufficient and diverse data, both qualitative and quantitative, to inform our efforts. We interpreted our data and identified patterns and trends.	We did a fair job in collecting data. We did some interpretation of our data and identified some patterns and trends.	We did a fair job in collecting data. We did some interpretation of our data and identified some patterns and trends. We conducted a very brief review of our data. We could benefit from additional collection.	
Ideating and Developing Your Solution	We worked together to generate solutions based on a deeper understanding of our current context and best practice. As a team, we developed a solution that could be tested in our district.	We ideated or brainstormed solutions. However, the brainstorm was not based on a deeper understanding of context and/or best practice. We did develop a solution but not everyone was involved and it wasn't based on informed Discovery and Interpret or based on the ideas we brainstormed.	We did not fully Ideate. Ideation was not based on an understanding of context or best practice. We didn't develop an informed solution and only a few people from our district were actually involved in developing it. The solution was only ready for limited testing or no testing at all.	
Testing Your Solution	We completed testing of our solution for (at least) two cycles. We monitored leading indicators to understand how well it worked or did not work. From our analysis, we modified our solution. We also engaged stakeholders along the way to ensure their feedback was included in the testing.	We completed testing for one cycle. We did some monitoring against leading indicators, but it was limited. We may have modified our solution, but modification wasn't necessarily based on full information. We involved some, but not many, stakeholders in testing.	We did not complete testing for our solution and need to think more deeply about how we can better test including developing and monitoring indicators, modifying based on results from indicators, and involving stakeholders in testing.	
			Total Score	

Scaling Worksheet (Continued)

**Deciding whether your solution is ready to scale:**

If you scored between 9 – 6, consider **scaling your solution.**

If you scored between 5 – 3, consider **continuing to test your solution.**

If you scored lower 3, consider **redesigning your solution and/or your approach to testing your solution.**

Next Steps

1. Mark (X) on the line below where you believe your solution lies.

Redesign	Continue to Test	Scale
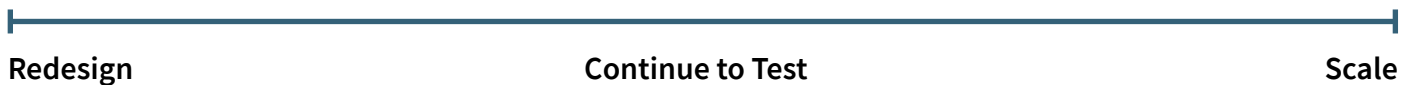
2. Why are you making this decision?

3. Depending on what you think you want to do next (scale, continuing to refine, redesign), what are some of the <u>specific actions</u> that you and your team need to productively move forward?

4. How will you <u>keep each other accountable</u>? What <u>supports and/or resources</u> do you need to take these next steps?

Additional Support

We hope this guide has helped you identify, evaluate, and enact solutions for your materials implementation needs. We always appreciate feedback to help us improve our supports, so don't hesitate to email us at info@calcurriculum.org with suggestions or questions. We also provide implementation workshops for districts - email us to learn more. Good luck in your implementation work and let us know how it's going on Twitter!

✉ info@calcurriculum.org

🐦 @calcurriculum

📘 facebook.com/CaliforniaCurriculumCollaborative

CALIFORNIA CURRICULUM COLLABORATIVE