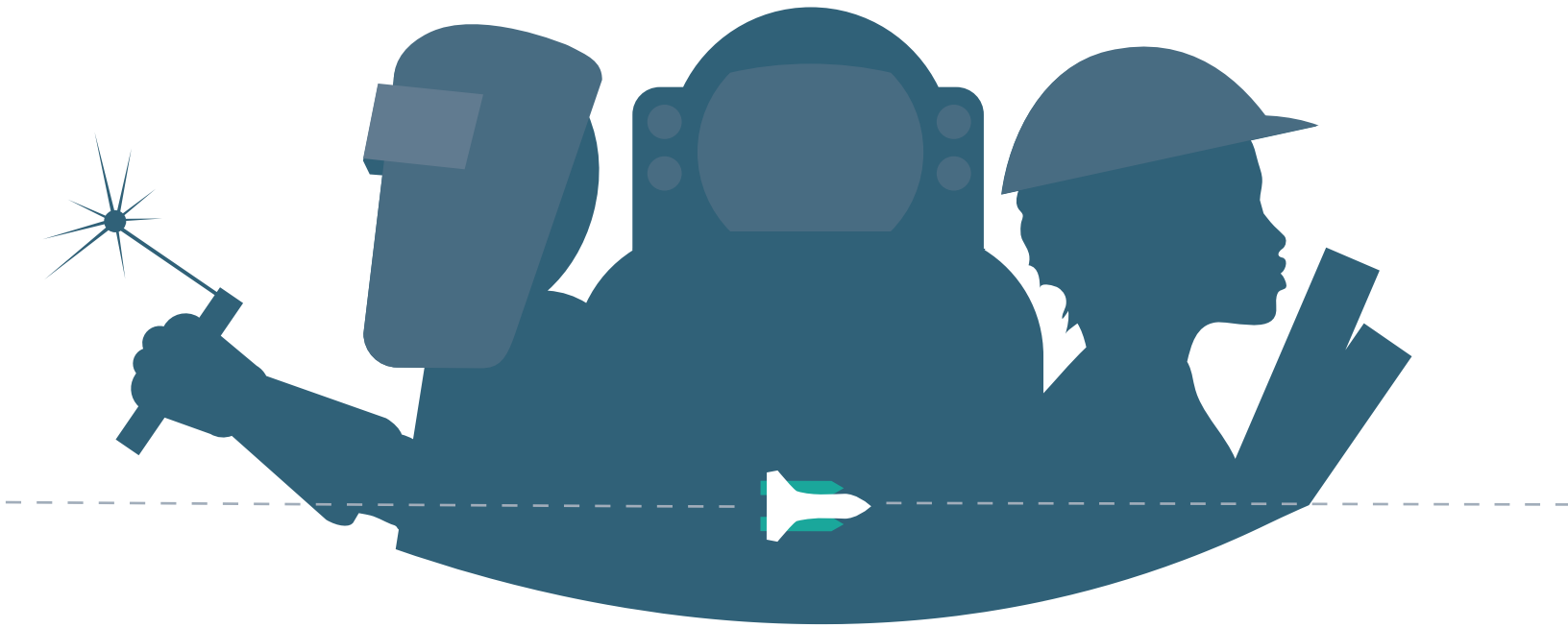
CALIFORNIA
CURRICULUM
COLLABORATIVE

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 and curriculum frameworks 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 key elements of professional learning that will support their implementation.

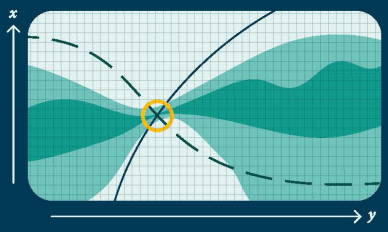
CalCurriculum provides resources and guidance to help districts develop high-quality implementation supports based on district goals, needs, and priorities. In alignment with the Statewide System of Support, the CalCurriculum implementation process leverages continuous improvement to help districts develop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

Refining Your Instructional Materials Implementation

1

Pre-work

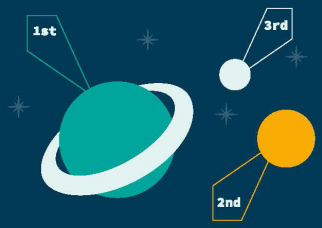
Identify your team, understand your context and define your parameters. (1 week)



2

Discovery

Gather and interpret data in order to identify where there is a need for more implementation support. (3 weeks)



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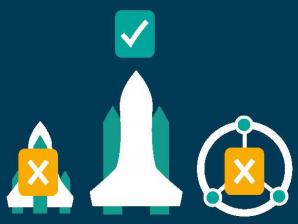
Prioritization

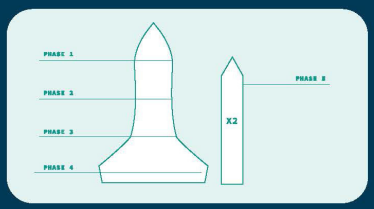
Evaluate areas of support against your district priorities and a few key criteria to determine which area to focus on first. (1 week)



4

Ideate

Once you've identified a challenge, use the resources on this site to brainstorm solutions and decide on which you will prototype. (1 week)



5

Planning

Make a plan to test your solution in several short cycles with a clear method of assessing its efficacy. (2 weeks)

6

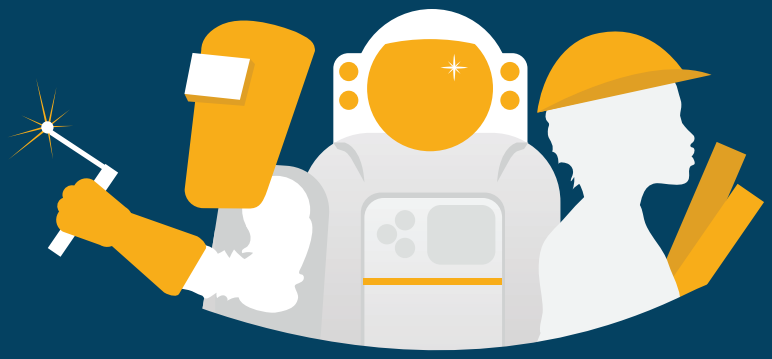
Prototype

launching your prototype, refining it through iterative cycles and, once ready, scaling the right solution up. (12 Weeks

1

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 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.	

Pre-Work Worksheet (Continued)

It's imperative that your implementation work is transparent and that you communicate early and often. How will you keep each of your key stakeholder groups informed?	
Administrators	
Teachers	
Families	
Students	
Other Stakeholders (eg., Special Education Experts, English Language Learner Experts, Etc.)	
What is your scope of work (for example, are you just looking at one grade or one subject area)?	
Size of Work (number of grades, schools, districts, counties)	
Content Area	
Grade Level	
Description of Student Population	

Pre-Work Worksheet (Continued)

What is your timeline for assessing and addressing areas of growth in your scope of work?					
July	**August**	**September**	**October**	**November**	**December**
January	**February**	**March**	**April**	**May**	**June**

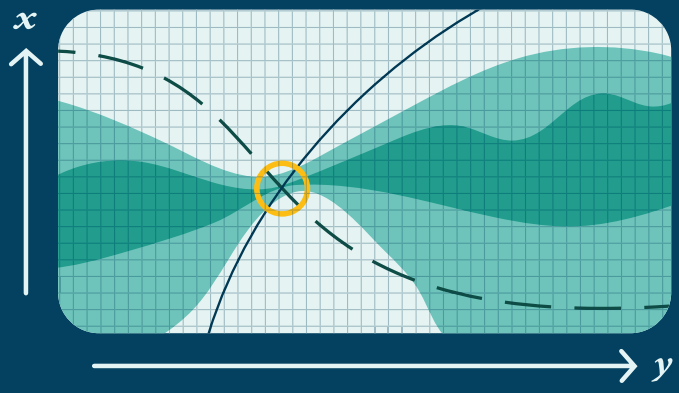
What guidelines or requirements do you have?	
State	
District	
School	

Assess Your Current State	
What is currently in use in your classrooms and how do you know?	
What is working well in your current implementation?	
What areas are you hoping to drill into more?	
What questions do you hope to have answered?	

2

Discover

Gather and interpret data in order to identify implementation support needed by using student achievement data, district priorities, and other data sources. Check out our website for additional resources.



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 the following areas:

- **Quality of Materials:** The instructional materials that have been adopted and how well those materials match students' and teachers' needs.
- **Launch of Materials:** The professional learning that prepares teachers, principals and, coaches to deliver the materials as well as the expectations and communications about the use of those materials.
- **Delivery of Materials:** The on-going teaching and learning in classrooms and the necessary professional learning and support needed from school leadership and coaches for teachers to practice delivering high-quality instruction.

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.

Data Collection Worksheet

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

Quality Materials	
Instructional Materials *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 the data?	
By when?	
Alignment of Materials *How well do the instructional materials match students' and teachers' needs?*	
What data will you collect?	
What will this data tell you?	
Who will collect the data?	
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 the data?	
By when?	

Data Collection Worksheet (Continued)

Launch of Materials	
Professional Learning Opportunities *What professional learning was provided to teachers, site leaders, and coaches in order to prepare them to implement?*	
What data will you collect?	
What will this data tell you?	
Who will collect the data?	
By when?	
Professional Learning Structure *What is the cadence/structure of professional learning for teachers, principals, and coaches?*	
What data will you collect?	
What will this data tell you?	
Who will collect the data?	
By when?	
Expectations and Communications *What are the expectations and communications about the use of instructional materials for teachers, principals, and coaches to ensure everyone was prepared to teach and lead your program?*	
What data will you collect?	
What will this data tell you?	
Who will collect the data?	
By when?	

Data Collection Worksheet (Continued)

Delivery of Materials	
Classroom Observation Data *What classroom observation data is collected? How?*	
What data will you collect?	
What will this data tell you?	
Who will collect the data?	
By when?	
Student Work *What are students being asked to do on a daily basis? Does this align with school/district expectations?*	
What data will you collect?	
What will this data tell you?	
Who will collect the data?	
By when?	
Ongoing Support *What on-going professional learning and support is provided from school leadership and coaches for teachers to practice high-quality instruction?*	
What data will you collect?	
What will this data tell you?	
Who will collect the data?	
By when?	

Data Collection Worksheet (Continued)

Other Context	
District/School Priorities *LCAP, Dashboard*	
What data will you collect?	
What will this data tell you?	
Who will collect the data?	
By when?	
District/School Demographics	
What data will you collect?	
What will this data tell you?	
Who will collect the data?	
By when?	
Stakeholder Perceptions	
What data will you collect?	
What will this data tell you?	
Who will collect the data?	
By when?	
Additional Data	
What data will you collect?	
What will this data tell you?	
Who will collect the data?	
By when?	

Data Interpretation Worksheet

In this worksheet, you'll first look at your data to make observations — or note factual evidence from the data. From those observations you'll make inferences about what those facts might mean. Finally, based on your observations and inferences, you'll describe the implications for your implementation work.

Example:

Observations *Look at your data and pull out facts.*	**Inferences** *Look at your observations and pull out meaning.*	**Implications** *What does this mean for your implementation work?*
The gap between English Learners' ELA scores and other students widens in 3rd grade.	*The ELD supports embedded in the ELA curriculum might not be sufficient in grades K–3.*	*We need to evaluate the quality of ELD materials for our K–3 ELA curriculum.*

Some key questions to consider as you look at your data:

- What are we doing well?
- Which student subgroups are not demonstrating growth in ELA/ELD?
- Who is being served in this implementation and who isn't?
- What in our curriculum, practice, or policies could be causing these inequities?
- What are we seeing in classrooms and/or student work to corroborate this?

Quality of Materials *The instructional materials that have been adopted and how well those materials match students' and teachers' needs.*		
Observations	**Inferences**	**Implications**

Data Interpretation Worksheet (Continued)

Launch of Materials *The professional learning that prepares teachers, principals, and coaches to deliver the materials as well as the expectations and communications about the use of those materials.*		
Observations	**Inferences**	**Implications**

Delivery of Materials *The on-going teaching and learning in classrooms and the necessary professional learning and support needed from school leadership and coaches for teachers to practice high-quality instruction.*		
Observations	**Inferences**	**Implications**

Data Interpretation Worksheet (Continued)

Additional Data Collection
Look at the implications and consider outstanding questions.

Example

1. Outstanding Question: What are student perceptions of the ELD supports in the current materials?
2. Additional Data: Student feedback data on the ELD materials
3. Sources: Survey of group of EL students
4. Timeline: Data collected and analyzed by the end of the month

	Quality of Materials	Launch of Materials	Delivery of Materials
What **outstanding questions** do you still have about your implementation in each of these areas?			
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?			

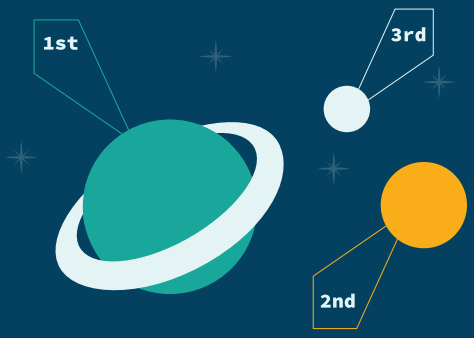
Data Interpretation Worksheet (Continued)

Analyze Your Current Instructional Materials Implementation
What are the intended outcomes of your instructional vision and goals? 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?
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 implementation challenges 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: quality of materials, launch of materials, delivery of materials.



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 challenge to tackle first. Using the following worksheet, evaluate your challenges against your district priorities and your findings during the Discover phase to determine where to start. There are three major areas of support:

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

2. **Launch of Materials:** The professional learning that prepares teachers, principals, and coaches to deliver the materials as well as the expectations and communications about the use of those materials.

3. **Delivery of Materials:** The on-going teaching and learning in classrooms and the necessary professional learning and support needed from school leadership and coaches for teachers to practice high-quality instruction.

Why this stage matters:

Through your data analysis you'll likely discover many ways in which you could support materials implementation and it can be difficult to decide where to start. We recommend starting with the "easy wins:" solutions that are quick and inexpensive. By starting with the Materials solutions first, you can quickly see the impact of your solutions and build support for the more resource intensive solutions outlined in Planning and Delivery.

Level of time and resources needed for different implementation supports		
Materials	Launch	Delivery
Low ⟵		⟶ High

Prioritization Worksheet

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

Identified Need	District Priorities	Area of Support	Priority
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: Quality of Materials, Launch of Materials, or Delivery of Materials?**	**When will you tackle this: Now, Soon, or Later?**
Example: In the survey, teachers reported they do not use the ELA materials because there is too much to do in each class period.	**Example:** LCAP — improve K–5 students' CAASPP scores in ELA	**Example:** Materials	**Example:** Now

Prioritization Worksheet (Continued)

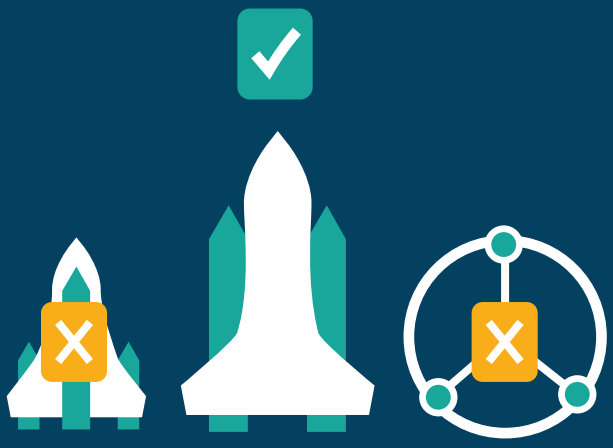
Of the identified needs that you want to solve for "now," select one to focus on and write it succinctly below as your Identified Need:

Example:
We are 54 points below the standard on the CA Dashboard for all students meeting grade-level standards. Schools are using a variety of materials/resources to teach the standards.

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 ELA 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 ELA-specific solutions, you can find some ideas on our website. 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:

	R	A	H	M
1:				
2:				
3:				
4:				

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. ***Which solutions are most…***

Relevant (R): *meaningful and applies to local context*

Achievable (A): *can enact solution with current resources ($, time, staffing)*

Measurable (M): *allows for progress monitoring against outcomes*

High Impact (H): *will have a real impact on student success*

Picking a Solution

Which 2 or 3 solutions meet the most criteria in the table above? Answer the below questions for those 2 or 3 solutions and use a decision-making protocol to determine which to choose.

Solution 1:

Why do you need this solution?
How does this particular solution get at the problem of practice?
Can you implement this solution within a reasonable amount of time?
Who will implement this solution?

Ideate Worksheet (Continued)

Solution 1: (Continued)
Who will support the implementation and how?
What does success look like?
How will you measure progress towards that outcome?

Ideate Worksheet (Continued)

Solution 2:
Why do you need this solution?
How does this particular solution get at the problem of practice?
Can you implement this solution within a reasonable amount of time?
Who will implement this solution?
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 this solution?
How does this particular solution get at the problem of practice?
Can you implement this solution within a reasonable amount of time?
Who will implement this solution?
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 district needs this solution addresses:

Ideate Worksheet (Continued)

Alignment Checkpoint

Now that you have decided on a solution, check to confirm alignment.

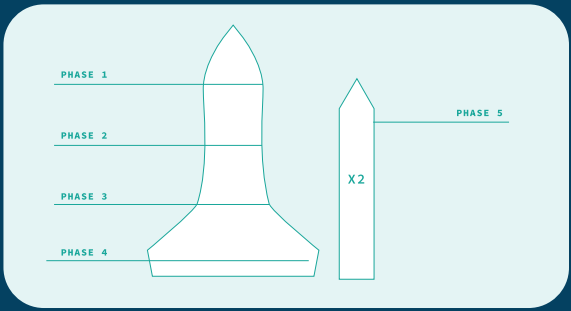
What data from the pre-work supports this solution?

How does this solution support your priority area?

5

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 the 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 to review our adoption guidance.

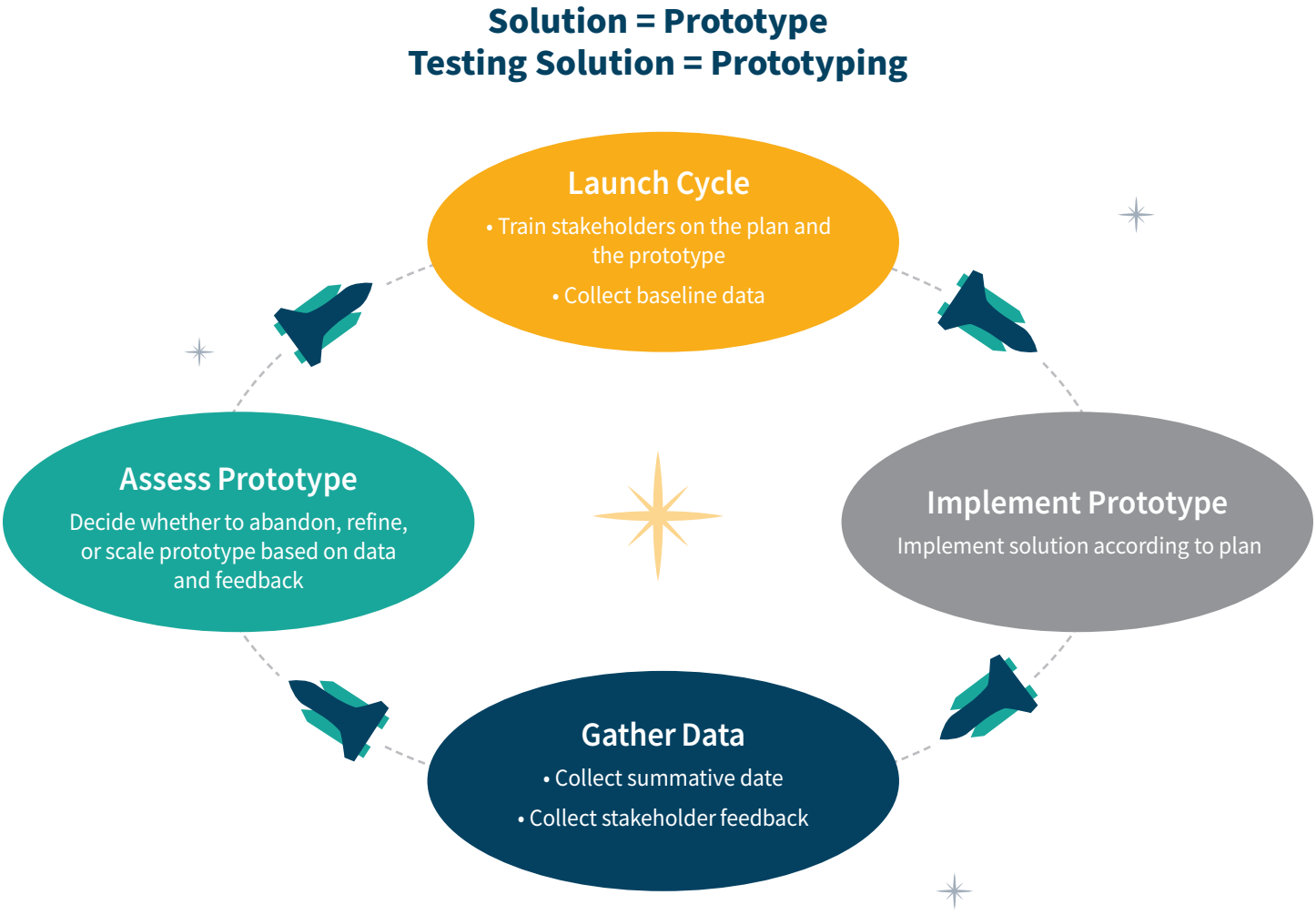
Why this stage matters:

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 a real impact on your community.

Prototype Overview

Description: What is prototyping? Prototyping is designing and testing a solution in short cycles. Prototyping aligns to the continuous improvement cycles of Plan-Do-Study-Act (PDSA).

Cycle of Prototyping



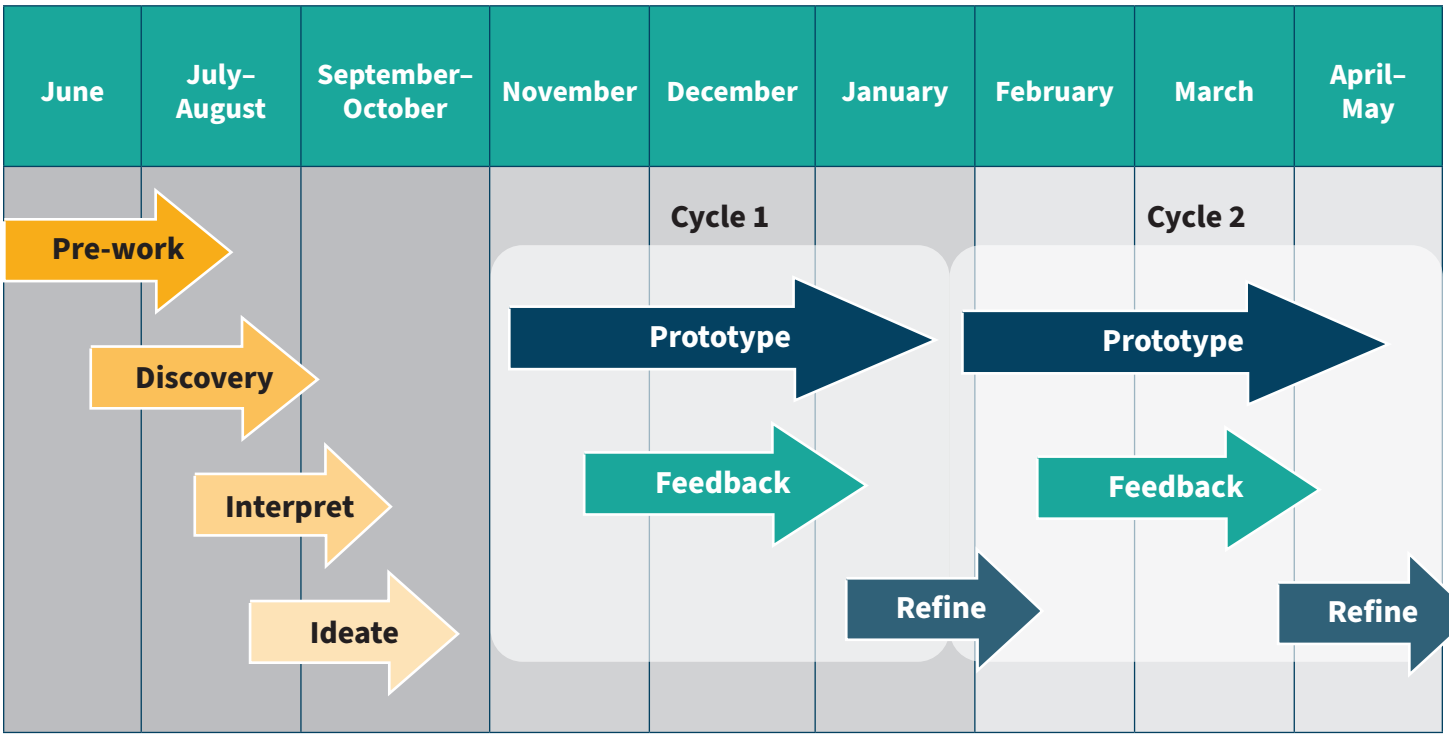
Why do we prototype?

Prototyping provides rapid, **data-based** feedback that enables you to know whether to:

1. Abandon your solution — the data shows it's not working
2. Continue prototyping — the data shows it's working, but it needs some improvements before you scale.
3. Scale your solution — the data shows it's working great and you're ready to scale it up

Prototype Overview (Continued)

Example Prototype Cycle



Planning Worksheet

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

Describe…	
your chosen **SOLUTION** in clear, concise language:	
your anticipated **OUTCOMES**	how you will **MEASURE PROGRESS** toward each outcome

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 each month?

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

July 1. 2. 3.	**August** 1. 2. 3.	**September** 1. 2. 3.
October 1. 2. 3.	**November** 1. 2. 3.	**December** 1. 2. 3.
January 1. 2. 3.	**February** 1. 2. 3.	**March** 1. 2. 3.
April 1. 2. 3.	**May** 1. 2. 3.	**June** 1. 2. 3.

Planning Worksheet (Continued)

Roles + Responsibilities

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

Name	Role	Responsibilities

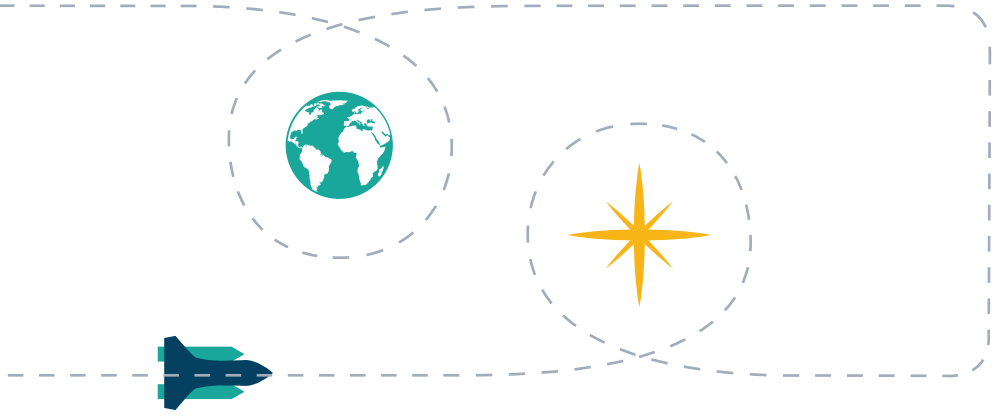
6

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 form 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 form to help you and your design team self assess how well you implemented, evaluated, and refined the implementation of your solution. Consider the following criteria below and discuss with your team to self assess and then plan for the future.

	Scaling Up			
	Outstanding Score = 3	**Intermediate** Score = 2	**Emerging** Score = 1	**Score**
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 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 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 **specific actions** that you and your team need to productively move forward?

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

Content from CalCurriculum.org

Visit the CalCurriculum website for more resources and information to support your instructional materials implementation.

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 grant-funded 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!

- **CalCurriculum.org**
- **info@calcurriculum.org**
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