English Language Arts Core Curriculum and Instructional Materials Initial Implementation Planning Tool

Introduction

Effective curriculum and instructional materials implementation play a crucial role in achieving success. This tool helps districts assess what they are currently doing and suggests potential next steps to enhance their implementation of new curriculum and instructional materials during the first year.

As districts navigate this tool, consider the components of successful early implementation of new curriculum and instructional materials. Ohio's Curriculum Support Guide notes the following traits of successful early implementers:

- Understood what great implementation of the materials looks like and the kind of planning it will require in a practical way.
- Kept teachers and leaders on the same page and invested equal time in deeply understanding the materials.
- Had a plan for what they wanted all teachers to use within the materials (assessments and materials) and how they would support planning and use.
- Got ahead of mixed signals that might come from evaluation structures, grading policies, and previous lesson planning requirements.
- Developed a clear picture of what everyone at the system level and school level needs to do in order to support implementation and communicate those responsibilities clearly.
- Knew the plan will not be perfect and it is important to set time aside during the school year to step back and adjust the support.

When developing an implementation plan for new curriculum and instructional materials in English language arts, additional considerations such as alignment with literacy assessments, evidence-based reading intervention programs and alignment to Ohio's Learning Standards for English Language Arts should also be leveraged.

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Purpose and Directions

The ELA Core Curriculum and Instructional Materials Initial Implementation Planning Tool may be collaboratively completed by district and building administrators, and district or building coaches and teacher leaders. The English Language Arts Core Curriculum and Instructional Materials Initial Implementation Planning Tool aligns with Ohio's Curriculum Support Guide and can be used as an additional resource to plan for key priorities and action steps specific to English language arts.

The tool is organized into five areas:
- Set goals, roles, and monitoring plan
- Determine the plan for assessment
- Determine expectations
- De-Implementation
- Key priorities and action plan

As a district or school team, review each prompt in the planning tool. Consider what questions need to be added to better meet the needs of the district or school. Then, discuss each prompt. As a district or team work sequentially through each section, identify the current implementation status and progress, and what future decisions need to be made to provide optimal implementation in the district. Come to a consensus on key priorities and actions after processing each prompt in the planning tool. Key priorities and actions will inform the strategies needed to support educators in the first year of implementing materials with integrity.

If the district or school has core curriculum and instructional materials already on the approved list and the district has decided to continue using those materials, review each section to see what curricular and instructional components have been addressed and what curricular and instructional components still need refinement.

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Table 1: Set Goals, Roles, and Monitoring Plan

Use this table to note current implementation progress and next steps related to the development of an implementation plan.

Guiding Questions	Notes on Current Implementation Progress	Next Steps
Literacy Implementation Team Compile a team of personnel to serve on the Literacy Implementation Team. Consider inviting an array of personnel (grade level, special education, gifted, EL, structured literacy specialists, etc.) to reflect all those impacted by the new curriculum. This team will be responsible for ensuring the success of the implementation efforts. • Who will serve on the Literacy Implementation Team? • Who will lead the Literacy Implementation Team? • How often will the team meet? • Does the team equitably reflect those impacted by the new curriculum?		
Goals Create goals for implementation across age bands and throughout stages of implementation. • What are our goals as a team for effective implementation (e.g., one-month goals, six-month goals, one-year goals)? • How do the goals align with the state and district vision?		

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Guiding Questions	Notes on Current Implementation Progress	Next Steps
• What considerations need to be made prior to teachers beginning with the materials to meet the goals?		
Monitoring Incorporate monitoring procedures into your implementation to assess progress towards goals and make necessary adjustments. • How will the team monitor the implementation of the curriculum? When will monitoring begin? Where will monitoring tools be housed (Google folder, school SharePoint)? • How will you align monitoring with district expectations? • Are we meeting the goals of implementation that we set? Consider setting checkpoints that align with your goals; one month, six months, one year. • Which data will be collected to track progress towards the goal? • How will adult implementation data be collected and analyzed by implementation support team? • How will feedback be collected? Who is responsible for collecting the feedback? • What are we going to do as an Implementation Support Team to celebrate successes?		

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Guiding Questions	Notes on Current Implementation Progress	Next Steps
Suggested Next Steps • Create a Literacy Implementation Team with equitable representation. • Develop goals for implementation throughout the year. • Make decisions on how goals will be monitored. Consider making this monitoring tool your own.		

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Table 2: Determine the Plan for Assessment

Use this table to note current implementation progress and next steps related to expectations for assessment.

Guiding Questions	Notes on Current Implementation Progress	Next Steps
Assessments Clarify expectations for assessment in the new curriculum. Consider how our district's overall assessment strategy (purpose, frequency and quality) in processing the literacy curriculum–embedded assessments. Assessments in the Materials: • What do the curriculum materials assess? • What kind of information will the assessments give to teachers? • How are assessments the same or different than state tests? • Are there mastery assessments of end-of unit assessments? What are the assessments in foundational skills? What are the assessments regarding language comprehension? What information will these types of assessments give to teachers? • Who will support teachers in interpreting the data from the assessments?		

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Guiding Questions	Notes on Current Implementation Progress	Next Steps
District Inventory of Assessments: • Is there an inventory of all currently used assessments for purpose, frequency, and quality? What do we do with the data from each assessment? • Are there any purposes we lack assessments for at this time? • How will we use our literacy screening data with the current materials? • Are there any assessments that have redundant purposes or are not aligned to the science of reading that we discontinue? • Are there any assessments that have overlapping purposes? What is our rationale in keeping overlapping assessments?		
Suggested Next Steps • As we discussed our assessment and grading plans, determine what we need to take based on the information and decisions we made together. • Determine communication to teachers and families.		

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Table 3: Determine Expectations

Use this table to note current implementation progress and next steps related to expectations for materials use and customizations.

Guiding Questions	Notes on Current Implementation Progress	Next Steps
Study the Design of the Materials Set up the plans for pacing, use and planning to ensure accurate time in the daily schedule. • How many units are there? How long are the units? • How are the lessons and units organized? What are the structures of the lessons and units? • What guidance does the curriculum developer offer about scheduling and the time needed per lesson? How will we adjust our literacy block? • What guidance does the curriculum developer offer about pacing? • Do we want to build flexibility into the schedule? • What is our yearlong pacing schedule in each grade? • What guidance does the curriculum developer offer about planning routines? • What adjustments will we make to ensure that all students' needs are met? • What decisions are teachers going to need to make within a given unit?		

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Guiding Questions	Notes on Current Implementation Progress	Next Steps
Collaborative and Individual Planning Determine supports that educators will need. • What structures do you currently have in place for collaborative planning? What is most valued and effective in this time? • What student work review and reflection do we want teachers to do together? • How do we best support individual preparation of lessons in the curriculum materials? • What instructional routines will need professional learning support in the first 30 days? • How will we check our alignment to Ohio's English Language Arts Standards with our unit planning? • What will the people supporting collaborative planning and reflection need to know and be able to do? • What information does the multidisciplinary team need? • What do we need to adjust in our multi-tiered systems of support framework for our district?		
Suggested Next Steps • Determine literacy professional learning needs. • Determine communication to families.		

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Table 4: De-implementation of Curriculum and Instructional Materials

Use this table to note current implementation progress and next steps related to de-implementing previously used materials.

Guiding Questions	Notes on Current Implementation Progress	Next Steps
Consider previous curriculum and instructional materials in use. • What gaps might the change in curriculum create? How can you proactively address these gaps? • Do previous curriculum and instructional materials overlap with the new materials? If so, have expectations of implementation of the new curriculum clearly been defined for all educators? • Are there previous single component literacy instructional materials that are no longer needed with the new curriculum? • Is there a process in place to collect outdated curricula and materials?		
Suggested Next Steps • Determine communication to staff of implementation expectations. • Determine what will be done with outdated curricula and instructional materials.		

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Key Priorities and Action Plan

Key priorities for first month	Key actions	Who will support the implementation of these actions?
1. 2. 3.	1. 2. 3.	
Key priorities for next three months	**Key actions**	**Who will support the implementation of these actions?**
1. 2. 3.	1. 2. 3.	
Key priorities for next six months	**Key actions**	**Who will support the implementation of these actions?**
1. 2. 3.	1. 2. 3.	

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Appendix A: Definitions

Core curriculum and instructional materials: High-quality instructional materials used within the general education setting to provide instruction to all students, through either a core comprehensive program or a coherent set of core and foundational skills programs.

Single-component material: A program that focuses on a specific literacy component.

Supplemental instructional materials: A supplemental instructional material provides additional evidence-based literacy instruction and practice on a specific literacy skill (i.e., phonemic awareness, phonics, fluency, vocabulary, comprehension, writing) aligned to the science of reading and strategies for effective literacy instruction. A supplemental instructional material is used to enhance core curriculum and instructional materials during whole class or small group instruction, providing additional instructional materials and practice opportunities.

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