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Supporting the Development of a District Implementation Plan

Department of Education & Workforce

Presenters

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Turn & Talk

- Tell a partner about a district initiative that failed.
- What was the initiative?
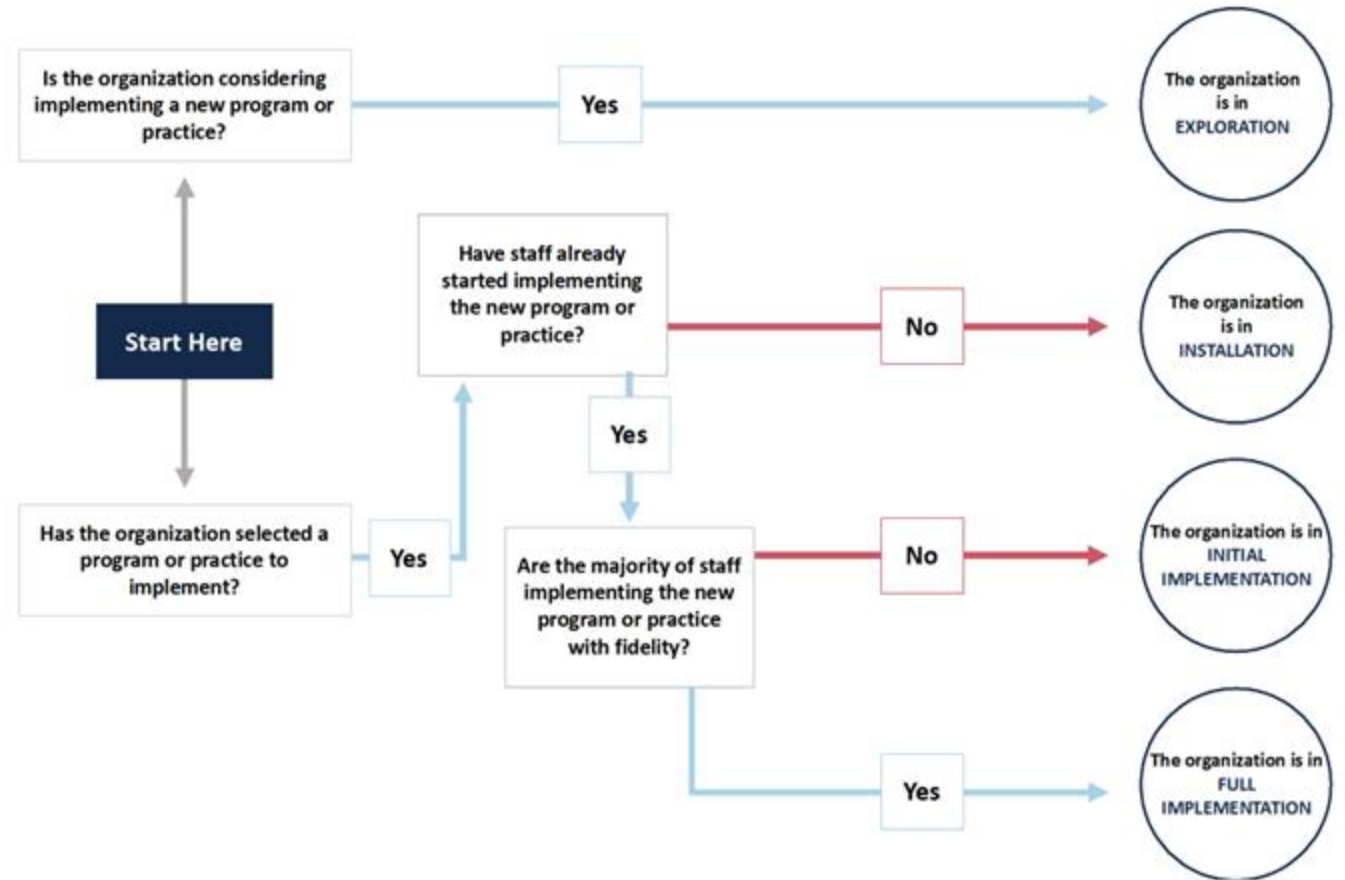- Why do you think it failed?

Learning Objectives

- Identify the stages of implementation.

- Participate in candid conversations about the need for an implementation plan as well the challenges of creating one.

- Examine one district's ongoing process in the development of an implementation plan.

Stages of Implementation Flowchart Activity (4 Corners)

- Using the handout provided, follow the flowchart to determine your organization's stage of implementation.
- Once you have determined your stage, proceed to the corner labeled with your corresponding stage.
- Once there, find a partner and introduce yourself (Share your name, a little about your position and district, and what you'd like to learn from this session.).

Follow the flow chart to identify the organization's Implementation Stage for a specific program or practice.

Is the organization considering implementing a new program or practice? — Yes → The organization is in EXPLORATION

Start Here

Has the organization selected a program or practice to implement? — Yes → Have staff already started implementing the new program or practice? — No → The organization is in INSTALLATION

Have staff already started implementing the new program or practice? — Yes → Are the majority of staff implementing the new program or practice with fidelity? — No → The organization is in INITIAL IMPLEMENTATION

Are the majority of staff implementing the new program or practice with fidelity? — Yes → The organization is in FULL IMPLEMENTATION

CIP Collaborative for Implementation Practice UNC School of Social Work

NIRN NATIONAL IMPLEMENTATION RESEARCH NETWORK FRANK PORTER GRAHAM CHILD DEVELOPMENT INSTITUTE

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Why do we need an implementation plan?

Stages of Implementation

Exploration & Adoption
Assess need; Examine fit and feasibility

Program Installation
Assure resources; develop supports

Initial Implementation
Initiate practice; Use data to improve supports

Full Implementation
Practice is consistent; positive outcomes

Innovation
Refine practices; Differentiate and improve fit

Sustainability
Provide ongoing data-driven support
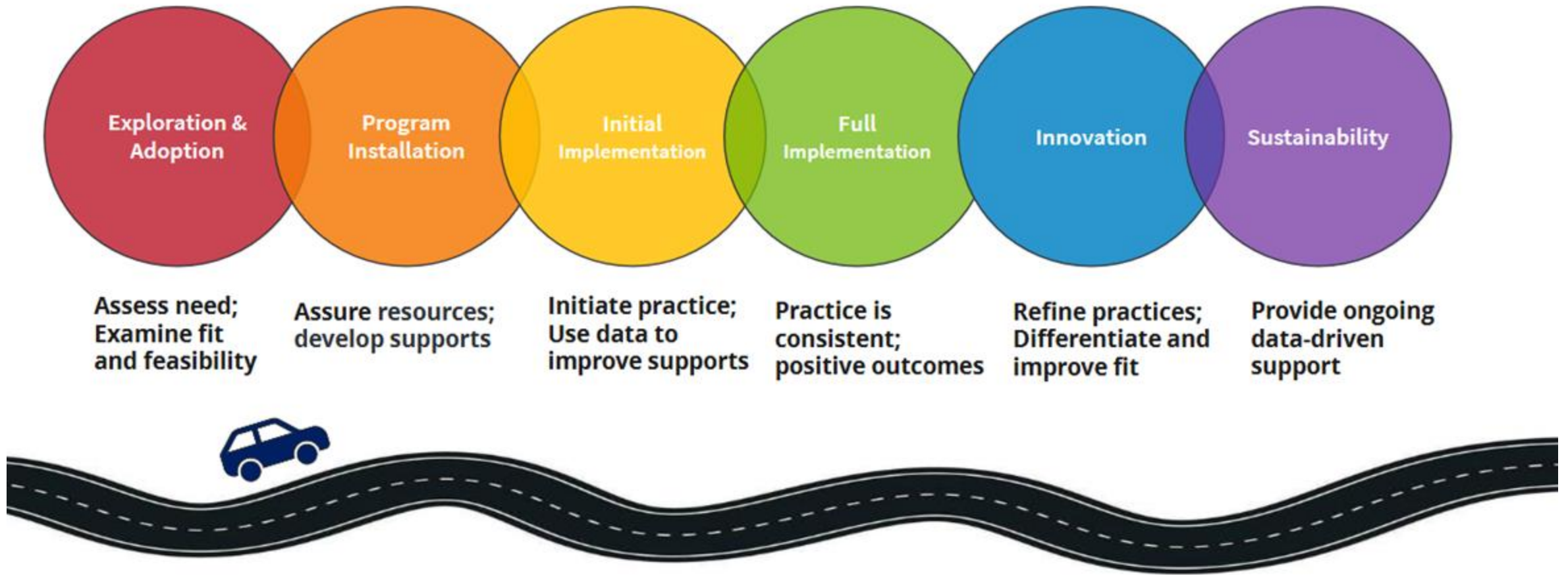
(Adapted from Fixsen et al., 2005, 2009; DEW, 2024)

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Implementation & C-BAM- Change is a Process

Unconcerned	Self			Task	Impact		
Stage 0: Unconcerned	**Stage 1:** Awareness	**Stage 2:** Information	**Stage 3:** Personal	**Stage 4:** Management	**Stage 5:** Consequence	**Stage 6:** Collaboration	**Stage 7:** Refocusing
I have other priorities.	What is it?	How does it work?	How does it impact me?	How do I do it?	How does it impact my students?	How do others' do it?	How can I enhance learning?

Current Practices   **Implementation**   **New Practices Institutionalized**

(Adapted from Hall & Hord, 2020, p. 207; Olson et. al., 2020; DEW, 2024)

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Coaching Support for Implementation

- To support our district's efforts to create an implementation plan for their new HQIM, we used the [English Language Arts Core Curriculum and Instructional Materials Initial Implementation Planning Tool](#).

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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High Quality Instructional Materials: English Language Arts Curriculum Adoption & Implementation

Adoption Timeline

Month	2023-2024 School Year
November	• Curriculum Selection Team established
December	• Created a Vision and Non-Negotiables • Curriculums investigated
January	• Vision & Non-negotiables refined • Team presented on 7 curriculums • Team ranked their top 3 (Survey Results)
March	• Communication Tool used to share with K-5 staff
May	• Team met with 2 of the 3 vendors

Adoption/Implementation Timeline

Month	2024-2025 School Year
September	• District wide updates regarding curriculum process
October	• Met with third vendor, reviewed all 3 with rubrics then voted - <u>K-5 curriculum</u> • Presented to the Board of Education
December	• Vendor quotes and cost shared - Superintendent & Treasurer - Material ordered
February	• Planning began for implementation • PD with the vendor
March	• Inventoried new materials • Began a crosswalk
April	• 1st full Implementation team meeting

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De-Implementation

What do we keep?

What do we remove?

- Inventory Book Rooms

- Staff Survey of Classroom Resources

- Compare Current Teaching Routines vs. New Curriculum Teaching Routines

- Establish Lesson Component Non-Negotiables

- Compare Current Assessments vs. New Curriculum Assessments

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Preparing for Implementation

- Inventory New Curriculum Materials

- Develop an Implementation Team Meeting Calendar

- Neighboring School Visit

- Pilot Lessons in May & Summer School

- Instructional Routine Deep Dive
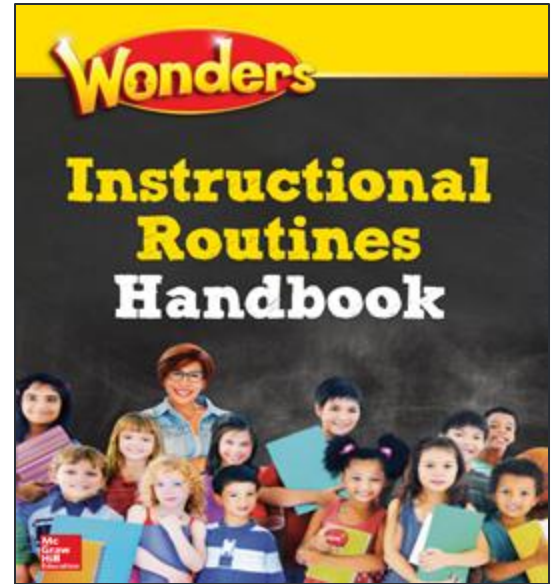
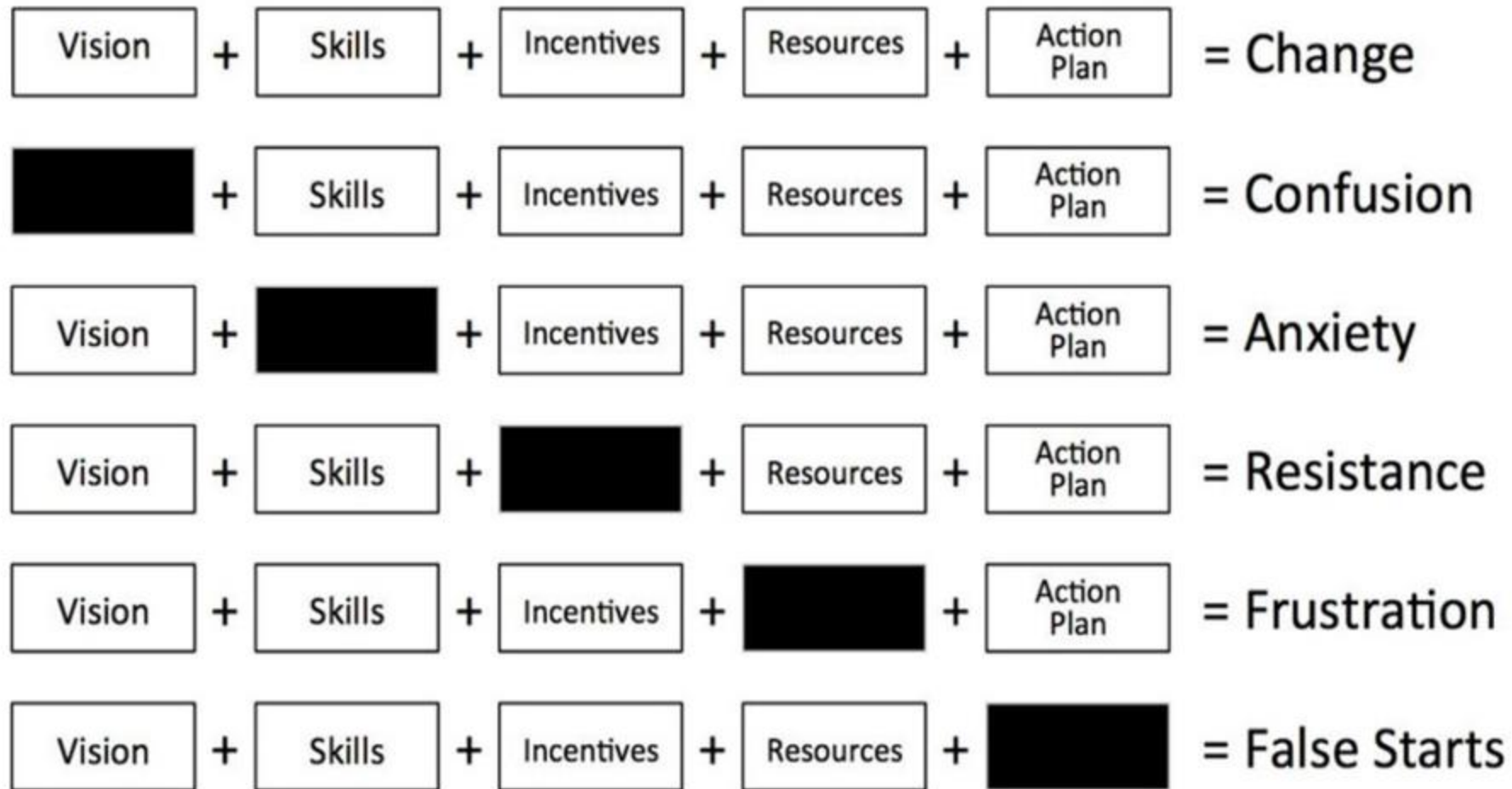# Continuous Learning and Support

- Ongoing Professional Development

- Collaborative Planning

- Administrative & Coaching Learning Walks

- Common Teacher Based Team Agendas

- Establish Continuous Feedback Protocols

Managing Complex Change

Vision	+	Skills	+	Incentives	+	Resources	+	Action Plan	= Change
■	+	Skills	+	Incentives	+	Resources	+	Action Plan	= Confusion
Vision	+	■	+	Incentives	+	Resources	+	Action Plan	= Anxiety
Vision	+	Skills	+	■	+	Resources	+	Action Plan	= Resistance
Vision	+	Skills	+	Incentives	+	■	+	Action Plan	= Frustration
Vision	+	Skills	+	Incentives	+	Resources	+	■	= False Starts

(Lippitt, 1987)

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Leadership & Implementation

Technical Problem	Adaptive Challenge
It is easy to identify.	It is difficult to identify.
Most of the time has quick and easy solutions (tried and tested).	It requires changes in the way things are done (changes in approach to work).
It can be solved by expertise or authority generally.	People who are working from where the problem is generated need to solve it.
It requires small changes within organizational boundaries.	Requires changes in many places which may cross organizational boundaries.
People are receptive to technical solutions.	People resist to acknowledge adaptive challenges.
Solutions can be implemented fast, and by authority/experts.	Solutions emerge from experimentation and discovery, take a long time to implement.

(Adapted from Heifetz et al., 2009)

Leadership & Implementation

Responding to Technical Challenges

- More traditional management approach where problems are defined, solutions are generated, resources are garnered, and tasks are assigned, managed, and monitored.
- A leader guides the overall process and is more "in charge."

Responding to Adaptive Challenges

- Shared leadership teams
- Collaborative conversations
- Think outside the box
- Often requires a mindset shift
- Culture of risk taking

(SAMHSA's Pacific Southwest Prevention Technology Transfer Center, 2020; Harvard Medical School, n.d.)

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Speed Dating

How can an implementation plan circumvent failed initiatives?

Considering your current stage of implementation, what are your district's next steps?

Think about the failed initiative that you told your partner about earlier in the turn and talk. Considering the Lippit model of stewarding complex change, which piece(s) were missing that led to the failure?

QUESTIONS?

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