

# Curriculum Implementation Project Planning Tool



High-quality instructional materials\* are one of the key levers for increasing outcomes for *all* students. While selecting quality, standards-aligned ELA and math instructional materials is critical, it's equally important that educators have the skills, knowledge, and tools to implement those materials effectively in order to ensure instructional equity.

This Curriculum Implementation Project Planning Tool helps you establish and execute plans for the effective implementation of materials implementation. It includes templates to develop the framework for your implementation work, including your Vision, Theory of Change, and Why, What, How. It also describes the roles and responsibilities of implementation team members and will help you to establish goals for the implementation work as a whole.

## What you'll find inside:

|   |       |
|---|-------|
| Instructional Materials Research _____                                | 2     |
| Vision, Theory of Change, Definition of Equitable Instruction** _____ | 3     |
| Systems Map _____   | 4     |
| Why, What, How _____  | 5     |
| Implementation Team Overview _____                                    | 6-8   |
| Implementation Timeline _____   | 9-11  |
| Partner Alignment _____   | 12-14 |
| Measuring Success _____   | 15    |
| Workstream Goals and Planning _____                                   | 16-17 |
| Implementation Support _____  | 18    |

\*High-quality instructional materials are rigorous and grade-level.

\*\*Equitable instruction is challenging, grade-level, standards-aligned teaching combined with engaging, affirming, meaningful materials and educator practice, which is essential for closing the opportunity gap caused by systemic bias and racism. Source: UnboundEd

# Instructional Materials Research

This list of current research on the adoption and implementation of high-quality instructional materials is a good resource for your team to norm around before beginning planning your implementation work.

Center for American Progress: [Successful Implementation of High Quality Materials](#)

Brookings: Choosing Blindly: [Instructional Materials, Teacher Effectiveness, and the Common Core](#)

TNTP: [The Opportunity Myth](#)

The Education Trust: [Are Math Assignments Measuring Up?](#)

WestEd: [How Teachers Judge the Quality of Instructional Materials](#)

Rand: [Aligned Curricula and Implementation of Common Core State Mathematics Standards](#)

Taylor, Kowalski, Getty, Wilson, and Carlson: [The Effects of Research-Based Curriculum Materials and Curriculum-Based Professional Development on High School Science Achievement](#)

The Education Trust: [The Window of Assignments](#)

Center for American Progress: [The Hidden Value of Curriculum Reform](#)

National Center for Educational Evaluation and Regional Assistance, Institute of Education Sciences: [Achievement Effects of Four Early Elementary School Math Curricula](#)

Hardaway, Koedel, Li, Polikoff, and Wrabel: [Mathematics Curriculum Effects on Student Achievement in California](#)

Bhatt and Koedel: Large-Scale Evaluations of Curricular Effectiveness: [The Case of Elementary Mathematics in Indiana](#)



# Vision, Theory of Change, Definition of Equitable Instruction

Use this template to draft your implementation Vision, Theory of Change, and Definition of Equitable Instruction. These three components will be a north star for your implementation work and a key element of your communications to stakeholders in your Why, What, How document.

**Vision:**

*What will the future state look like if we are successful in our current implementation (blue sky)?*

**Theory of Change:**

*What are the key actions that will produce our vision, and why?*

**Definition of Equitable Instruction:**

*What does equitable instruction look, sound, and feel like for teachers instructional coaches, principals, students, and community members?*

**Definition of High-Quality First Instruction:**

*What does implementation of high-quality instructional materials look, sound, and feel like for teachers instructional coaches, principals, students, and community members?*

# Systems Map

Use this template to map what your system values through its official and unofficial implementation and adoption policies and practices. This will help the team better understand how your system works and know how and what to prioritize for change in service of equitable student outcomes.

| Current Policies & Practices                                   | What Current Policies & Practices Value | What We Want to Value                | Gap Between Current Values and Goal 1-3 | Changes Needed  | Owner         | Priority Low, Medium or High |
|--|---|--------------------------------------|---|---|---------------|------------------------------|
| Adopt instructional materials based on publisher presentations | Quality of presentation                 | Alignment to standards and usability | 2                                       | Adjust adoption process to include assessing materials for alignment to standards | Rico Martinez | Medium                       |
|  |   |                                      |   |   |               |                              |
|  |   |                                      |   |   |               |                              |
|  |   |                                      |   |   |               |                              |
|  |   |                                      |   |   |               |                              |
|  |   |                                      |   |   |               |                              |
|  |   |                                      |   |   |               |                              |
|  |   |                                      |   |   |               |                              |

# Why, What, How

This template builds off Simon Sinek’s “[Start with Your Why](#)” framework and will help your team develop a shared understanding of why you’re doing this work. This worksheet will become the foundation of your Why, What, How document.

|  |
|--|
| <b>Why</b><br><i>Why this work, at this time, for your students and teachers?</i>  |
|  |
| <b>What</b><br><i>What is the scope of the implementation work you’re undertaking? (Grade bands, content area, stakeholders, etc.)</i> |
|  |
| <b>How</b><br><i>How will you do the work? What materials? What professional learning? For who? When?</i>                              |
|  |

# Implementation Team Overview

Use this worksheet to define the roles and responsibilities of your implementation team. This should be completed by the Driver and Sponsor in initial meetings.

## How the Implementation Team Works:

- A. Based on data, set implementation goals.
- B. Based on data, create your implementation project plan.
- C. Conduct weekly meetings to check in on progress and make small changes to strategy, based on data.
- D. Sprint cycles for major changes to strategy, based on data (~6 weeks).
- E. Move the work forward between meetings.

## Team Norms:

1.

2.

3.

4.

# Implementation Team Overview

## Who Is on the Implementation Team:

The Project Driver and a team of cross-district stakeholders who design and help implement the project.

| Name | Team Role                    | Responsibilities   |
|------|------------------------------|--|
|      | Project Sponsor              | Sets vision<br>Defines the parameters around the project<br>Recruits and supports/supervises project leadership<br>Champions and resources the work<br>Helps maintain coherence across other strategic work<br>Defines the vision for the collaborative team and sets the tone for distributive leadership on the team |
|      | Project Driver               | Leads on planning and managing the implementation for the district<br>Facilitates the work of the Implementation Team<br>Facilitates partner alignment<br>Ensures progress towards goals within different workstreams by providing thought-partnership and accountability to workstream owners                         |
|      | Equity/Equitable Instruction | Ensures all implementation work is grounded in a shared, working definition of equitable instruction<br>Ensures the right questions are being asked and is tracking progress towards equitable instruction outcomes<br>Manages equity professional learning  |
|      | Communications               | Develops communications plan for implementation<br>Ensures strong communications out to stakeholders across all channels about implementation work<br>Gathers ongoing feedback from stakeholders about implementation and brings to implementation team<br>Supports essential communications for other workstreams     |
|      | Materials Acquisition        | Manages the acquisition, distribution and maintenance of adopted instructional materials, including digital<br>Ensures that all students and staff have access to high quality, standards aligned instructional materials  |

# Implementation Team Overview

| Name | Team Role                                     | Responsibilities   |
|------|---|--|
|      | Measurement + Continuous Improvement          | <p>Manages the measurement of the implementation including assessment tools, data collection and data analysis</p> <p>Defines parameters of what will be measured, why, when, and how</p> <p>Leads team through regular continuous improvement cycles of analyzing data and adjusting the implementation</p> <p>Reports out on measurement to key stakeholders</p> |
|      | Professional Learning: Teachers*              | <p>Manages the professional learning sequence for all teachers including event planning, registration, facilities and messaging</p> <p>Sets goals and gathers data on teacher professional learning</p> <p>Reports out to implementation team on teacher professional learning</p>   |
|      | Professional Learning: Administrators*        | <p>Manages the professional learning sequence for all admin including event planning, registration, facilities and messaging</p> <p>Sets goals and gathers data on admin professional learning</p> <p>Reports out to implementation team on admin professional learning</p>  |
|      | Professional Learning: Instructional Coaches* | <p>Manages the professional learning sequence for all coaches including event planning, registration, facilities and messaging</p> <p>Sets goals and gathers data on coach professional learning</p> <p>Reports out to implementation team on coach professional learning</p>  |

\*Professional learning vision, strategy, and planning should be integrated, across stakeholder groups. However, the team should include a lead or point person who ensures that each stakeholder group is actively engaged and that the group proactively responds to the impact of the work on each end user.



# Implementation Timeline

Create a high-level timeline for your implementation team's work and use the template to track major milestones.

|  | Year 1: Learn, Build, Adopt |         |
|--|-----------------------------|---------|
| Workstream                                   | Jan-Mar                     | Apr-Jun |
| Implementation Management                    |                             |         |
| Equity/Equitable Instruction                 |                             |         |
| Materials Acquisition                        |                             |         |
| Communications                               |                             |         |
| Measurement                                  |                             |         |
| Professional Learning: Teachers              |                             |         |
| Professional Learning: Administrators        |                             |         |
| Professional Learning: Instructional Coaches |                             |         |

# Implementation Timeline

|  | Year 2: Implement + Iterate |         |         |         |
|--|-----------------------------|---------|---------|---------|
| Workstream                                   | Jul-Sep                     | Oct-Dec | Jan-Mar | Apr-Jun |
| Implementation Management                    |                             |         |         |         |
| Equity/Equitable Instruction                 |                             |         |         |         |
| Materials Acquisition                        |                             |         |         |         |
| Communications                               |                             |         |         |         |
| Measurement                                  |                             |         |         |         |
| Professional Learning: Teachers              |                             |         |         |         |
| Professional Learning: Administrators        |                             |         |         |         |
| Professional Learning: Instructional Coaches |                             |         |         |         |

## Implementation Timeline

|  | Year 3: Scale + Sustain |         |         |         |
|--|-------------------------|---------|---------|---------|
| Workstream                                   | Jul-Sep                 | Oct-Dec | Jan-Mar | Apr-Jun |
| Implementation Management                    |                         |         |         |         |
| Equity/Equitable Instruction                 |                         |         |         |         |
| Materials Acquisition                        |                         |         |         |         |
| Communications                               |                         |         |         |         |
| Measurement                                  |                         |         |         |         |
| Professional Learning: Teachers              |                         |         |         |         |
| Professional Learning: Administrators        |                         |         |         |         |
| Professional Learning: Instructional Coaches |                         |         |         |         |

# Partner Alignment

Implementation is a complex endeavor that can involve multiple external partners. This worksheet will help you organize across partners, naming the value each brings to the work, and norming each group's roles and responsibilities of how they will collaborate in service of the district's vision.

| Partner  | Role in Implementation  | Lead | Contact | Outcomes | Stakeholders Reached | Partner Requests   |
|----------|---|------|---------|----------|----------------------|--|
| District | <ul style="list-style-type: none"> <li>• Adoption and procurement of ELA and Math instructional materials</li> <li>• Designation of point person who will manage the project from district perspective</li> <li>• Management of communications</li> <li>• Management of district staff regarding implementation training</li> <li>• Management of data related to implementation plan</li> <li>• Development and execution of 3-year implementation plan with support from partners</li> <li>• With partners, manage planning, execution and follow up of professional development</li> </ul> |      |         |          |                      | <ul style="list-style-type: none"> <li>• Meetings</li> <li>• Observing</li> <li>• Trainings</li> <li>• Creating collateral</li> <li>• Adjusting materials or delivery</li> </ul> |

## Partner Alignment

| Partner                           | Role in Implementation   | Lead | Contact | Outcomes | Stakeholders Reached | Partner Requests |
|-----------------------------------|--|------|---------|----------|----------------------|------------------|
| <b>Project Management Partner</b> | <ul style="list-style-type: none"> <li>• Support in development and execution of 3-year implementation plan</li> <li>• Management of partner communications and organization</li> <li>• Advice, facilitation and resource support related to implementation plan</li> <li>• Deliver content and pedagogy training to teachers, coaches and administrators</li> <li>• Deliver onsite implementation coaching to coaches and administrators</li> <li>• Monitor effectiveness of implementation training through ongoing assessments and data analysis</li> <li>• With partners, manage planning, execution, and follow up of professional development</li> </ul> |      |         |          |                      |                  |

## Partner Alignment

| Partner                    | Role in Implementation   | Lead | Contact | Outcomes | Stakeholders Reached | Partner Requests |
|----------------------------|--|------|---------|----------|----------------------|------------------|
| <b>Publishers</b>          | <ul style="list-style-type: none"> <li>• With partners, manage planning, execution, and follow up of professional development</li> <li>• Delivery of hardcopy and digital materials</li> <li>• Training on materials and curriculum content</li> <li>• Support and troubleshooting with ongoing materials needs</li> <li>• Coordination with other implementation training providers to align services and content</li> <li>• Provide resources and support for implementing materials in alignment with definition of equity/equitable instruction</li> </ul> |      |         |          |                      |                  |
| <b>Additional Partners</b> |  |      |         |          |                      |                  |

# Measuring Success

A strong implementation relies on continuous improvement practices of short cycles of data collection and analysis (~6 weeks) to inform decision making. Note that you won't be reviewing all data every cycle.

Use this worksheet to help set overarching implementation goals against which to measure progress.

| In order to know whether our Theory of Change is working, we will measure the following: | Instruments   | Rationale  | What the data will tell us  | Data cycle periodicity |
|--|---|--|---|------------------------|
| Access to and quality of core ELA/ELD and math instructional materials                   | <ul style="list-style-type: none"><li>• Publisher training attendance</li><li>• Professional learning feedback survey</li><li>• Teacher focus group interview</li></ul> | Teacher knowledge of the materials is critical to equitable instruction. | If teachers are receiving the support they need to implement materials effectively. | Each semester          |
|  |   |  |   |                        |
|  |   |  |   |                        |
|  |   |  |   |                        |
|  |   |  |   |                        |
|  |   |  |   |                        |

# Workstream Goals and Planning

Based on the implementation overarching goals, workstream owners will develop their own implementation goals for their individual workstreams. This worksheet provides a place to document those goals.

| Workstream                   | Owner | Responsibilities  | Year 3 Goals |
|------------------------------|-------|---|--------------|
| Implementation Management    |       | <ul style="list-style-type: none"> <li>Leads on planning and managing the implementation for the district</li> <li>Facilitates the work of the Implementation Team</li> <li>Facilitates partner alignment</li> <li>Ensures progress towards goals within different workstreams by providing thought-partnership and accountability to workstream owners</li> </ul>                              |              |
| Equity/Equitable Instruction |       | <ul style="list-style-type: none"> <li>Ensures all implementation work is grounded in a shared, working definition of equitable instruction</li> <li>Ensures the right questions are being asked and is tracking progress towards equitable instruction outcomes</li> <li>Manages equity professional learning</li> </ul>   |              |
| Materials Acquisition        |       | <ul style="list-style-type: none"> <li>Develops communications plan for implementation</li> <li>Ensures strong communications out to stakeholders across all channels about implementation work</li> <li>Gathers ongoing feedback from stakeholders about implementation and shares it with the implementation team</li> <li>Supports essential communications for other workstreams</li> </ul> |              |
| Communications               |       | <ul style="list-style-type: none"> <li>Manages the acquisition, distribution, and maintenance of adopted instructional materials, including digital resources</li> <li>Ensures that all students and staff have access to high quality, standards aligned instructional materials</li> </ul>  |              |



## Workstream Goals and Planning

| Workstream                                   | Owner | Responsibilities   | Year 3 Goals |
|--|-------|--|--------------|
| Measurement                                  |       | <ul style="list-style-type: none"> <li>• Manages the measurement of the implementation including assessment tools, data collection, and data analysis</li> <li>• Defines parameters of what will be measured, why, when, and how</li> <li>• Leads team through regular continuous improvement cycles of analyzing data and adjusting the implementation</li> <li>• Reports on measurement to key stakeholders</li> </ul> |              |
| Professional Learning: Teachers              |       | <ul style="list-style-type: none"> <li>• Manages the professional learning sequence for all teachers including event planning, registration, facilities, and messaging</li> <li>• Sets goals and gathers data on teacher professional learning</li> <li>• Reports to implementation team on teacher professional learning</li> </ul>   |              |
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| Professional Learning: Instructional Coaches |       | <ul style="list-style-type: none"> <li>• Manages the professional learning sequence for all coaches including event planning, registration, facilities, and messaging</li> <li>• Sets goals and gathers data on coach professional learning</li> <li>• Reports to implementation team on coach professional learning</li> </ul>  |              |

# Support to Implement Great Instructional Materials in Your District



At Pivot Learning, we help districts and other local educational agencies engage in high-quality instructional material adoption and support comprehensive, transformative curriculum implementation over multiple years. Our suite of services supports your entire ecosystem — from teachers to superintendents — build, launch, and test systems for equitable, sustainable curriculum implementation.

Our collaborative approach includes:

- **Learning more** — Our first step is to learn more from you and your learner community about your unique strengths, your context, and how to help.
- **Building Together** — We then work with your team to plan for the work of choosing and using high-quality instructional materials for your classrooms. This includes developing a detailed scope of work (typically, for one to three years), an evaluation plan, and a plan for communicating with your stakeholders.
- **Implementing Instructional Materials** — Once implementation is underway, we provide system-wide project management that includes communications and evaluation planning. We also provide site support services that include:
  - Training for your educators on both pedagogy and aligned to your chosen instructional materials.
  - Ongoing, in-school planning and cycles of data collection and study for educators to adjust and move forward. Observation and feedback for educators to adjust and improve.
- **Sustaining the Work** — By working collaboratively with you on implementation and continuous improvement efforts, we make sure you are prepared to carry the work forward when we're done.

Contact [curriculum@pivotlearning.org](mailto:curriculum@pivotlearning.org) if you'd like our help choosing and using high-quality instructional materials so that all students receive rigorous academic content and instruction.

Although adoption is referenced in this toolkit and is integrally linked with our implementation services, our adoption resources are not included in this toolkit.