



Rivet Education **Instructional Materials** **Implementation Tool**

A roadmap for high-quality instructional materials implementation

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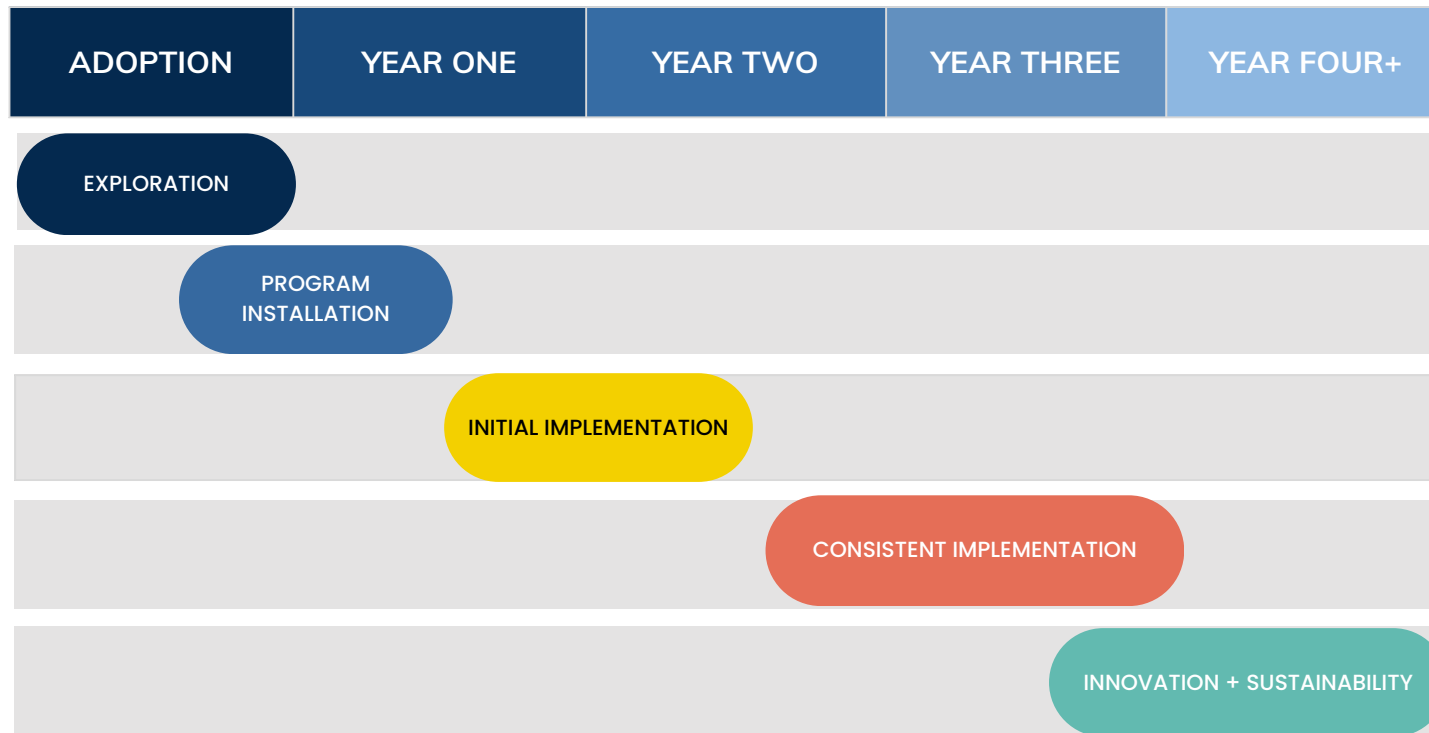
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INTRODUCTION

Research shows that access to high-quality instructional materials (HQIM) is vital for improving teaching and learning. However, simply adopting HQIM is unlikely to yield substantial improvements. **Successfully implementing HQIM often requires a pronounced shift in approach and sustained effort from educators at all system levels.** The Implementation Tool outlines who does what, and when. Implementation science suggests that people move through a series of non-linear but relatively predictable stages when implementing a new program, including new instructional materials.



EXPLORATION
Educators review and select HQIM with key staff and stakeholders..

PROGRAM INSTALLATION
Teachers have access to HQIM; leaders establish or revise systems and structures for support.

INITIAL IMPLEMENTATION
Leaders set and monitor expectations for implementation and teachers use the materials as intended.

CONSISTENT IMPLEMENTATION
Leaders ensure HQIM are integrated into regular practices, policies, and procedures and teachers skillfully use HQIM.

INNOVATION + SUSTAINABILITY
Instructional staff facilitates and supports teachers in making smart adaptations to the materials so all students can access grade-appropriate content based on their needs and performance.

HOW TO USE THIS TOOL

Rivet Education’s Instructional Materials Implementation Tool is a roadmap for each phase of HQIM implementation, outlining key actions (bolded) and corresponding success criteria that are necessary for district leaders, school leaders, and teachers to navigate each phase successfully.

Rivet Education recommends district leaders use this tool to:

- 1) Preview and understand the entire instructional materials selection and implementation journey.
- 2) Identify which phase of implementation you are in regardless of the year of implementation using the quick checklist at the beginning of each phase.
- 3) Determine the strength of your implementation and readiness for the next phase.

IMPORTANT NOTES

- Some groups or individuals within a group may be in different phases simultaneously.
- The transition to the next phase occurs when most teachers and leaders meet the key indicators of the previous phase.
- Even if a district has successfully navigated a phase, new teachers and leaders will need professional learning and support specific to the instructional materials and tailored to their initial implementation needs.

Measure the Strength of Your Implementation



Once you identified your phase, begin checking the criteria for each stakeholder group.

If you met most or all of the criteria, mark that action as GREEN.

If you met some of the criteria, mark that action as YELLOW.

If you met few to none of the criteria, mark that action as RED.

For red and yellow actions, attend to the unchecked criteria. Once 75% of your actions are green, you can begin looking ahead to the next phase.

EXPLORATION

Phase Focus: Leaders review and select HQIM with input from key stakeholders.

Leaders plan the adoption process

- Form an adoption team including teachers, instructional leaders, and specialists, appointing a team leader.
- Establish a timeline with key milestones, ensuring enough time for materials selection and ordering before the school year begins, and establish communication plans for staff and the community.
- Secure funding for professional learning and instructional materials, including teacher guides, student consumables, digital licenses, texts, and manipulatives.
- Engage external professional learning providers as needed

Leaders establish a vision for excellent content-specific instruction

- With the adoption committee, create or refine a content-specific vision for excellent and equitable instruction.
- Communicate the instructional vision to the local school board and school leaders, highlighting the role of high-quality instructional materials in achieving the vision.
- Train the adoption team on identifying HQIM and assessing its alignment with the local and state academic standards.

EXPLORATION

Phase Focus: Leaders review and select HQIM with input from key stakeholders.

Adoption team develops the selection rubric and prepares for reviews

- Solicit stakeholder input on criteria they want the instructional materials to meet.
- Develop the rubric with stakeholder input and align it to any district or state adoption requirements.
- Identify instructional materials to review using a vetted list such as [EdReports](#) or a state-specific approved list.

Adoption team reviews, pilots, and selects the high-quality instructional materials to purchase

- Conduct the reviews and gather feedback.
- Pilot materials if permitted by state/district rules.
- Finalize using rubric scores and input from the pilot process.
- Communicate the decision and rationale to all stakeholders.

PROGRAM INSTALLATION

Phase Focus: As districts prepare for the initial implementation of the instructional materials, the main focus is on establishing or updating the processes and procedures that support the initial implementation phase.

DISTRICT LEADERS & DISTRICT IMPLEMENTATION TEAM



Adopt, purchase, and distribute instructional materials.



Define and communicate expectations for implementation.



Create the initial enabling conditions for strong implementation.

SCHOOL LEADERS & SCHOOL IMPLEMENTATION TEAM



Communicate and invest stakeholders in content-specific visions for instruction.



Define and communicate expectations for strong implementation aligned with the district's expectations



Create the initial enabling conditions for strong implementation.

TEACHERS



Open and organize materials.



Engage in professional learning to build an understanding of the instructional materials and their connection to a vision for excellent, equitable instruction.



Prepare for shifts in instruction, unit and lesson preparation, and/or grading required by the new materials.

PROGRAM INSTALLATION

I, along with my district implementation team, need to:

Adopt, purchase, and distribute instructional materials.

- Purchase all required materials and professional learning.
- Distribute new materials, remove previous ones, and guide organizing and accessing new materials.
- Coordinate with district teams to ensure all schools can manage deliveries and technology requirements, like rostering or bandwidth needs for digital resources.

Define and communicate expectations for implementation.

- Communicate to all stakeholders
 - The vision of excellent, equitable instruction and how the instructional materials align with the vision.
 - Implementation of the instructional materials is the district's priority for the year.
 - Leaders and teachers use data from embedded assessments to pinpoint student learning strengths and weaknesses.
 - Teachers use the instructional materials as designed, including components, pacing, routines, etc.
 - Teachers have regular grade-level or content team meetings to plan and internalize unit and lesson plans from the instructional materials.

PROGRAM INSTALLATION

Create the initial enabling conditions for strong implementation.

- Define the roles, expectations, and support for the implementation team at each system level to support materials implementation.
- Schedule regular implementation team meetings to review feedback and data.
- Partner with a professional learning provider to create a cohesive district-wide professional learning plan for implementing the instructional materials and communicate participation expectations.
- Identify or create a common tool for walkthroughs and observations aligned to the instructional materials.
- Revise instructional time guidance to ensure class schedules allow for the requirements of the instructional materials.
- Align district policies and procedures, such as professional learning time, grading, unit and lesson preparation, and resource allocation to the instructional materials.

I need to ensure my school leaders and school implementation teams:

Communicate and invest stakeholders in content-specific visions for instruction.

- Share the vision of excellent, equitable instruction and how it aligns with instructional materials with all stakeholders.
- Notify students and families of relevant material changes, leaving them excited and prepared for the upcoming year.

PROGRAM INSTALLATION

I need to ensure my school leaders and school implementation teams:

Define and communicate expectations for strong implementation aligned with the district's expectations

- Participate in professional learning to deepen their understanding of the approach, design principles, content, instructional strategies, enabling conditions, and resources required to implement their instructional materials successfully.
- Set the expectation that
 - Instructional materials should be used as designed and their implementation is a priority for the year.
 - Unit and lesson preparation and student work analysis occur both within collaborative planning time or PLCs and independently.
 - Data from embedded assessments are regularly used to assess students' strengths and gaps.

Create the initial enabling conditions for strong implementation.

- Develop a school-specific professional learning plan to support implementation.
- Define roles and expectations for the school-based implementation team, including observation, coaching, feedback, and data analysis.
- Schedule regular team meetings to review implementation data and feedback.
- Ensure teachers and specialists have required instructional materials, removed previous ones, and have the appropriate credentials to access digital materials.
- Adjust schedules to include instructional, teacher preparation, and collaboration time consistent with the materials' requirements.
- Align policies and procedures to the instructional materials, such as grading and lesson preparation.

PROGRAM INSTALLATION

I need to ensure my teachers:

Open and organize materials.

- Check materials to ensure all components are included and aligned to the correct grade level.
- Confirm access to the appropriate digital materials for students and themselves.

Engage in professional learning to build an understanding of the instructional materials and their connection to a vision for excellent, equitable instruction.

- Build an understanding of the approach, design principles, content, instructional strategies, and routines.
- Navigate the program components, e.g., how they are organized and how teachers and students can access them.

Prepare for shifts in instruction, unit and lesson preparation, and/or grading required by the new materials.

- Adjust classroom routines and schedules to align with instructional materials.
- Teach students to access the instructional materials 's digital components.

INITIAL IMPLEMENTATION

Phase Focus: Leaders refine systems and structures to support the successful initial launch of their materials. Teachers begin using the instructional materials, which means students have consistent opportunities to engage with grade-level content and tasks.

DISTRICT LEADERS & DISTRICT IMPLEMENTATION TEAM



Reinforce expectations for strong implementation. implementation expectations aligned with the instructional materials.



Establish routines and processes for monitoring and supporting implementation.

SCHOOL LEADERS & SCHOOL IMPLEMENTATION TEAM



Reinforce expectations for strong implementation.



Establish routines and processes for monitoring implementation and use that data to provide support.



Create the initial enabling conditions for strong implementation.

TEACHERS



Use the instructional materials as intended.



Internalize, rehearse, and prepare for instruction aligned with the instructional materials.



Implement feedback and support from leaders to improve the implementation of instructional materials.

INITIAL IMPLEMENTATION

I, along with my district implementation team, need to:

Reinforce expectations for strong implementation and ensure implementation expectations are aligned with the instructional materials.

- Execute a cohesive professional learning plan with a professional learning partner, including ongoing, job-embedded professional learning for teachers and leaders. Set the expectation for required participation.
- Reinforce protocols and expectations for unit and lesson preparation and professional learning (e.g., PLCs, coaching, and PL days).
- Train school leaders to use a common tool aligned with the instructional materials for walkthroughs and observations.
- Communicate expectations for conducting walkthroughs and observations to provide feedback and coaching focused on implementation support, not evaluation.
- Co-observe classrooms with school leaders using a common tool to norm on observations and feedback.
- Observe and provide feedback on collaborative planning time, including unit and lesson preparation practices.
- Protect time in the professional learning plan from being used for district or school initiatives unrelated to implementation.

INITIAL IMPLEMENTATION

Establish routines and processes for monitoring and supporting implementation.

- Establish data collection tools and routines for classroom visits, student work, instructional materials-based assessments, and teacher feedback to share with the implementation team.
- Collaborate with school leaders to identify schools and teachers who strongly implement the instructional materials, showcasing their success stories and offering observation opportunities to other educators.
- Maintain funding for professional learning providers and replenish instructional materials. Communicate funding expectations to school leaders and ensure sufficient budget allocation.

I need to ensure my school leaders and school implementation teams:

Reinforce expectations for strong implementation.

- Execute a cohesive, district-aligned professional learning plan and set the expectation for required participation.
- Deepen understanding of instructional materials' approach, content, and strategies through regular participation in professional learning.
- Reinforce the expectations for using instructional materials by addressing roadblocks and concerns.
- Reinforce unit and lesson preparation expectations and student work analyses for both PLCs or collaborative and independent planning time using common, shared protocols.
- Protect PLCs or collaborative planning time from being used for initiatives unrelated to implementation.

INITIAL IMPLEMENTATION

I need to ensure my school leaders and school implementation teams:

Reinforce expectations for strong implementation.

- Execute a cohesive, district-aligned professional learning plan and set the expectation for required participation.
- Deepen understanding of instructional materials' approach, content, and strategies through regular participation in professional learning.
- Reinforce the expectations for using instructional materials by addressing roadblocks and concerns.
- Reinforce unit and lesson preparation expectations and student work analyses for both PLCs or collaborative and independent planning time using common, shared protocols.
- Protect PLCs or collaborative planning time from being used for initiatives unrelated to implementation.

Establish routines and processes for monitoring implementation and use that data to provide support.

- Establish tools and routines for collecting and organizing information on instructional material implementation with the school team, including data from classroom visits, student work, assessments, and teacher feedback.
- Conduct regular teacher observations using a common instructional walkthrough tool to provide feedback and gather implementation data.
- Highlight instances of effective implementation, sharing success stories, and facilitating observation opportunities for other educators.
- Identify replenishment materials, such as teacher guides, student consumables, digital licenses, texts, and manipulatives, and confirm funding sources with district leaders.

INITIAL IMPLEMENTATION

I need to ensure my teachers:

Use the instructional materials as intended.

- Stay true to the coherence and intentionality of the lesson and unit design, and do not modify materials to lead to ineffective or below-grade-level instruction.
- Use embedded supports for diverse learners to provide grade-level instruction to all students.

Internalize, rehearse, and prepare for instruction aligned with the instructional materials.

- Use a common, shared protocol to internalize lessons and units in grade content-specific groups.
- Use student work and data from embedded assessments to identify strengths and gaps in learning.

Implement feedback and support from leaders to improve the implementation of instructional materials.

- Engage in professional learning (e.g., workshops, coaching, PLCs) to deepen understanding of the instructional materials approach, content, and instructional strategies and routines.
- Incorporate initial feedback and guidance on instructional material's implementation into their practice.

CONSISTENT IMPLEMENTATION

Phase Focus: Instructional materials integrate into teachers' regular practice, leading to consistently skillful use. District and school policies and procedures align to, and support the implementation of the instructional materials.

DISTRICT LEADERS & DISTRICT IMPLEMENTATION TEAM



Establish a culture of continuous improvement.



Shift oversight of instructional materials implementation to school leaders.

SCHOOL LEADERS & SCHOOL IMPLEMENTATION TEAM



Reinforce expectations for strong implementation.



Take ownership of instructional materials implementation.



Begin to equip teachers to support implementation.

TEACHERS



Use the instructional materials for most of the lesson and follow publisher-recommended pacing.



Consistently leverage scaffolds in the instructional materials to support all students in meeting grade-level expectations.



Begin to take ownership of collaborative planning and feedback cycles to drive improvement and provide grade-level instruction to all students.

CONSISTENT IMPLEMENTATION

I, along with my district implementation team, need to:

Establish a culture of continuous improvement.

- Create and execute a cohesive, district-wide professional learning plan aligned to the instructional materials and differentiated for experienced and new teachers and leaders. Set the expectation for required participation.
- Continue elevating success stories demonstrating how the instructional materials improve teaching and learning.
- Continue communicating the district's vision for excellent, equitable instruction, ensuring alignment of policies, procedures, and leader-focused learning opportunities to the vision and the instructional materials.
- Collect, organize, and use data from embedded assessments to drive the district-wide assessment strategy and implementation improvements. Student data begins to show improvement across all student subgroups.
- Allocate adequate budget for professional learning providers and replenish instructional materials, such as teacher guides, student consumables, digital licenses, texts, and manipulatives.

CONSISTENT IMPLEMENTATION

Shift oversight of instructional materials implementation to school leaders.

- Provide school leaders with consistent opportunities to collaborate, share,, and learn from each other and district leadership.
- Support school leaders in
 - Analyzing student work and assessments;
 - Aligning evaluation tools and policies with instructional materials;
 - Providing high-quality feedback through regular instructional walkthroughs; and
 - Monitoring implementation overall.

I need to ensure my school leaders and school implementation teams:

Reinforce expectations for strong implementation.

- Create and execute a cohesive professional learning plan aligned to the instructional materials and differentiated for experienced and new teachers. Set the expectation for required participation.
- Offer peer observation and coaching opportunities focusing on implementing instructional materials.

CONSISTENT IMPLEMENTATION

I need to ensure my school leaders and school implementation teams:

Take ownership of instructional materials implementation.

- Use walkthrough and evaluation tools to guide feedback to teachers.
- Provide teachers with feedback and opportunities for both group and individual reflection focused on the use of the instructional materials to meet diverse student needs.
- Routinely use student work and embedded assessment data to monitor progress. Student data begins to show improvement across all subgroups of students.

Begin to equip teachers to support implementation.

- Highlight implementation successes to build investment in the instructional materials and demonstrate progress across all subgroups of students.
- Provide professional learning and feedback for potential teacher leaders or coaches to support their ability to lead aspects of instructional materials implementation.
- Begin transitioning the facilitation and ownership of unit and lesson preparation, learning, and collaborative structures to teacher leaders.

CONSISTENT IMPLEMENTATION

I need to ensure my teachers:

Use the instructional materials for most of the lesson and follow publisher-recommended pacing.

- Regularly exhibit the vision for excellent, equitable instruction across classrooms.
- Continue to incorporate feedback from school leaders to improve their lesson delivery.

Consistently leverage scaffolds in the instructional materials to support all students in meeting grade-level expectations.

- Regularly analyze student work and embedded assessments to identify student needs.
- Purposefully plan scaffolds and support, utilizing resources in the instructional materials to ensure students consistent access to grade-level instruction.
- Purposefully plan connections to students' backgrounds and experiences in the instructional materials.
- Student data begins to show improvement across all subgroups of students.



Begin to take ownership of collaborative planning and feedback cycles to drive improvement and provide grade-level instruction to all students.

- Continue to engage in ongoing professional learning (e.g., workshops, coaching, PLCs) to deepen understanding of instructional material approach, content, and strategies.
- Incorporate feedback from school leaders to improve lesson delivery.





INNOVATION & SUSTAINABILITY

Phase Focus: District and school leaders shift implementation leadership and innovation to teachers who, in turn, make smart and deliberate adaptations to the HQIM to meet the needs of diverse learners and ensure student success in meeting grade-level expectations. District and school leadership continue to monitor and support implementation with messaging and resources.




DISTRICT LEADERS & DISTRICT IMPLEMENTATION TEAM

-  Maintain a culture of continuous improvement.
-  Maintain strong implementation.

SCHOOL LEADERS & SCHOOL IMPLEMENTATION TEAM

-  Shift learning community ownership to teachers to improve classroom practice.
-  Support teachers in deep reflection and ensure all feedback teachers receive supports the vision for implementation.
-  Share leadership of routines and processes for monitoring and supporting implementation with teacher leaders.
-  Offer growth opportunities for teachers to develop as instructional leaders and deepen their practice in implementing their instructional materials.

TEACHERS

-  Take ownership of collaborative planning, feedback structures, and processes to give all students access to grade-level content.
-  Confidently and skillfully leverage the instructional materials and embedded supports to help all students meet grade-level expectations.
-  Share responsibility for onboarding new staff and engage in a culture of improvement and collaborative leadership.

INNOVATION & SUSTAINABILITY

I, along with my district implementation team, need to:

Maintain a culture of continuous improvement.

- Communicate the continued importance of instructional materials as the central component of core instruction amid other district initiatives.
- Monitor student performance, especially subgroup data, to ensure progress toward grade-level mastery and to adjust academic and professional learning plans.

Maintain strong implementation.

- Ensure that school budgets and staffing models include personnel with deep instructional materials expertise to provide continued professional learning and support to all teachers.
- Continue to allot adequate funds to replenish instructional materials, such as teacher guides, student consumables, digital licenses, texts, and manipulatives.
- Provide district-wide onboarding on the instructional materials to new teachers and leaders.
- Spotlight success stories, especially those related to student achievement gains.

INNOVATION & SUSTAINABILITY

I need to ensure my school leaders and school implementation teams:

Shift learning community ownership to teachers to improve classroom practice.

- Ensure school schedules allow ample time for teacher collaboration, specifically for adjusting materials to meet student needs.

Support teachers in deep reflection and ensure all feedback teachers receive supports the vision for implementation.

- Continue to use walkthrough and evaluation protocols aligned to the instructional materials to provide teacher feedback.
- Facilitate ongoing coaching opportunities for teachers with instructional coaches on instructional materials implementation.

Share leadership of routines and processes for monitoring and supporting implementation with teacher leaders.

- Shift leadership of implementing instructional materials to coaches or teacher leaders.
- Communicate the purpose and role of teacher leaders with the school community
- Provide teacher leaders adequate time and compensation to account for additional responsibilities.
- Identify materials requiring replenishment, such as teacher guides, student consumables, digital licenses, texts, and manipulatives, confirming funding sources and allocating school budget accordingly.

INNOVATION & SUSTAINABILITY

I need to ensure my school leaders and school implementation teams:

Offer growth opportunities for teachers to develop as instructional leaders and deepen their practice in implementing their instructional materials.

- Communicate clear requirements for becoming a teacher leader (e.g., skills, knowledge, and experience required).
- Continue to provide professional learning and feedback to teachers interested in the teacher leader role.

I need to ensure my teachers:

Take ownership of collaborative planning, feedback structures, and processes to give all students access to grade-level content.

- Consistently meet in grade-level or content teams to plan lessons and units, focusing on meeting the needs of all students.
- Participate in and conduct formal and informal observations and feedback sessions with colleagues.

INNOVATION & SUSTAINABILITY

I need to ensure my teachers:

Confidently and skillfully leverage the instructional materials and embedded supports to help all students meet grade-level expectations.

- Routinely analyze student work and assessment data to determine student needs.
- Purposefully plan scaffolds and supports, leveraging embedded resources in instructional materials to ensure access to grade-level content.
- Effectively leverage instructional materials to ensure student success with unit and lesson goals/learning targets.
- Build a classroom environment where diversity, equity, and inclusion permeate every aspect of their instruction.

Share responsibility for onboarding new staff and engage in a culture of improvement and collaborative leadership.

- Serve as primary instructional leaders for content and instructional materials in their school.
- Communicate the academic vision and belief that all students can be successful with rigorous, grade-level work.
- Observe instruction and provide individual coaching support to teachers in the delivery of the instructional materials.
- Co-plan and/or co-lead collaborative planning time with peers.

**Need more support auditing, monitoring,
or planning for instructional materials
implementation?**

**Contact us to learn more about how we
can help.**



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