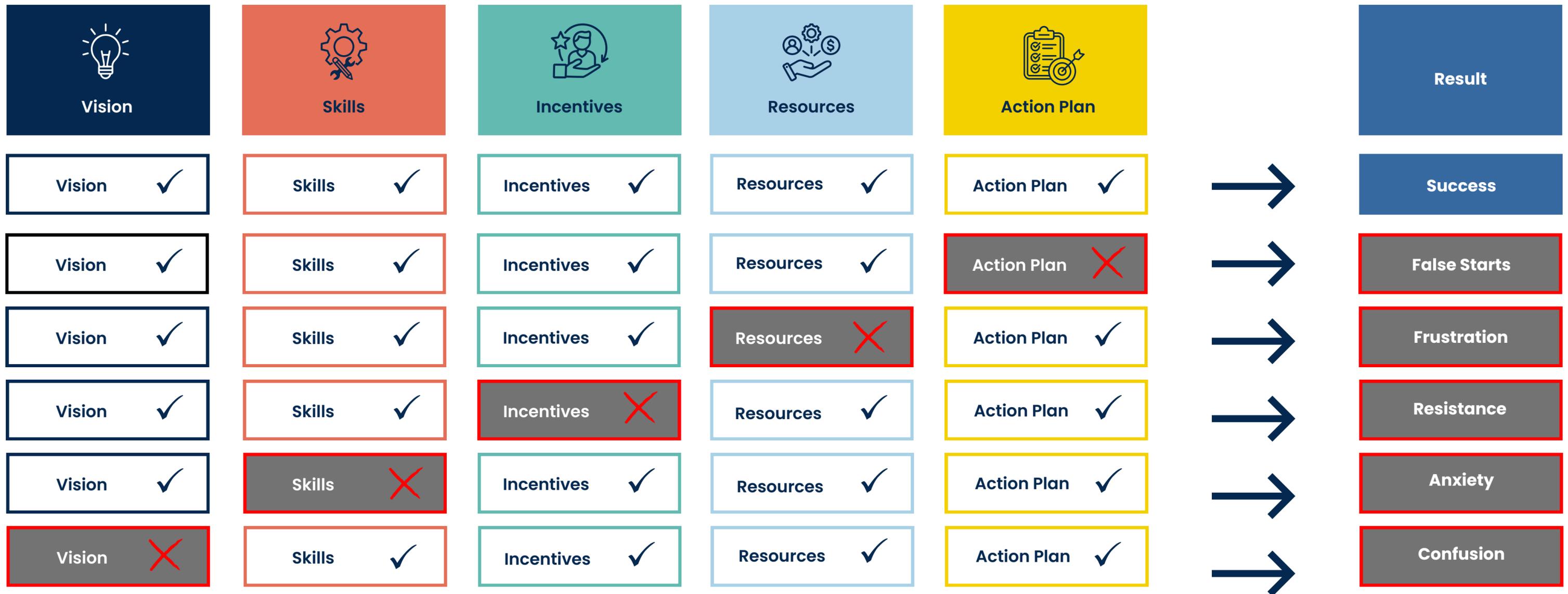


Curriculum Implementation Components

What happens when key components are missing?



Adapted from [Knoster Model for Change \(2024\)](#).

Component Deep Dive

What it is:

When it's in place:

When it's missing:



An instructional vision describes what great instruction looks like for students and explains why adopting high-quality instructional materials (HQIM) matters.

Teachers, leaders, students, and community members understand why the curriculum was adopted and how it supports all students. They share a common definition of HQIM, understand their importance, and are invested in implementation.

Confusion: Teachers and leaders do not understand how or why implementing HQIM is critical to their work, making them more likely to abandon or undermine implementation efforts.



Teachers and leaders engage in curriculum-based professional learning (CBPL) to deepen and strengthen instruction with HQIM. CBPL goes beyond initial product training—offering ongoing, job-embedded, and responsive support to use HQIM skillfully.

Teachers use the HQIM as intended. Leaders communicate expectations for using the HQIM and establish and reinforce the enabling conditions for strong implementation.

Anxiety: Teachers default to previous materials and instructional strategies, and leaders send mixed messages by failing to reinforce expectations or the conditions needed for successful HQIM implementation.



Systems, messages, and supports are in place to make using HQIM easier than not using them.

Teachers experience a professional benefit (not burden) when implementing HQIM. Leaders send clear signals that HQIM implementation is valued, supported, and professionally rewarding.

Resistance: Teachers resist changing their previous materials or selectively implement HQIM, and leaders send inconsistent messages about what is expected, monitored, and reinforced in instruction.



Time, materials, staffing, and budgets are in place to support HQIM implementation year over year.

Full funding is in place for all required materials and professional learning. Materials—including replenishments—are ordered and delivered before the school year begins. Professional learning is fully staffed, scheduled for the year, and includes dedicated time for teachers and leaders to participate.

Frustration: Teachers lack the materials needed to fully implement HQIM, and school leaders lack clear guidance on budgeting for them—leading to shortfalls or unexpected cuts. Teachers and leaders also lack the time to participate in CBPL.



A phased implementation plan defines the expectations, timelines, and roles for supporting HQIM at every level.

Teachers and leaders understand their role in implementing HQIM, and other initiatives do not compete with or undermine their use.

False Starts: Strong initial implementation may be abandoned after year one. Leaders who don't understand their role create a disconnect between their daily work and HQIM implementation.