

Implementing New Programs Agenda

OUTCOME

Your leadership team will contribute to the successful implementation of new programs at your school.

LEARNING GOALS

Your team will:

1. Build a shared understanding of how the implementation process works
2. Explore how teachers can move through each phase of the implementation process
3. Identify how the team can advocate for new program implementation

AGENDA ITEMS

Launching the Module

- Launch: *INP Handout 1* (5 minutes)

Learning Goal 1: What are the key phases of the implementation process?

- Explore: Understanding implementation, *INP Handout 2* (15 minutes)
- View: *Launching a New Program* (15 minutes)

Learning Goal 2: How can teachers move through each implementation phase?

- View: *Implementing a New Curriculum* (15 minutes)
- Apply: Assessing implementation, *INP Handout 3* (20 minutes)

Learning Goal 3: How can our team advocate for new program implementation?

- View: *Implementing New Instructional Strategies* (15 minutes)
- Apply: Supporting new program implementation at our school, *INP Handout 4* (15 minutes)

Now What?

- Apply: Next steps, *INP Handout 5* (20 minutes)

Understanding the Implementation Process

DIRECTIONS

In this reading, you will learn about the phases of implementation that teachers move through as they use new programs. As you read, think about why it's important for your team to understand these phases. When you finish reading, write a short statement, completing the following sentence: *Our school needs to understand the implementation phases that teachers move through as they use new programs because...*

Introduction

New programs take many shapes. This module's definition of "new programs" reflects that reality: *any set of instructional materials or teaching approaches that requires teachers to adopt new practices in their classrooms.* This applies to your school's new seventh grade math curriculum. It includes the effort your school launched to bring in a community program to better serve English Language Learners. And, it pertains to the new differentiation strategies your school wants teachers to use. Each of these new programs has a unique focus. Yet, all share one trait. "Business as usual" no longer applies. Teachers must change how they think and work. And, they must adopt new ways of teaching, assessing, and supporting students.

Four Implementation Phases

Researchers who study school change suggest that most teachers move through a four-phase process when they use a new program (Evans, 1996; Fullan, 2001, 2007; Hall & Hord, 2006; Reeves, 2009). The process starts with "non-use" of the new program and ends with "refined use" (Hall & Hord, 2006). Schools that are successful in implementing new programs understand this process. They provide support to teachers at each phase, support that helps teachers make needed changes. When schools do not understand the phases—and do not support teachers—even the most stellar new programs can fail.

A brief description of each of the four phases, along with examples of what teachers are thinking and doing during each phase, follow:

Phase 1: Non-Use

Teachers have not yet begun to implement the new program. They are learning about the program and are preparing to use it for the first time.

Example: Next week, I will attend my first workshop on the mathematics program that the school will use next year. Later this summer, our mathematics team will meet to plan how we will use the new program.

Phase 2: Initial Use

Teachers have started to use the new program. They are focusing on the day-to-day teaching of the lessons and growing more familiar with the program. As they use the new program with their students, they make adjustments to it. They modify how they manage materials. They arrange student groups in ways that works best for them. And, they allocate time so that it makes the most sense to them. Some of the changes they make may boost student learning. Other changes may depart from the program's design and/or may decrease student engagement and learning.

Example: I'm struggling to organize our new science modules' lab materials, so that they can be used in the time recommended for the lab. I've tried a few different ways, but nothing seems to work. I think I'll put all the materials on a cart, wheel it around the lab, and hand the materials out to student groups at their lab tables as they need them.

Phase 3: Routine Use

Teachers have become familiar with the new program. They feel confident using it. They're on top of logistics and materials. And they are using assessments. Most teachers have routines that guide their use of the new program. Some routines help students meet the program's goals. Others include inappropriate changes to the program. Teachers often make these changes during the Initial Use phase, unintentionally lowering the quality of the program.

Example (with appropriate modifications made during the Initial Use phase): I've been using a new language arts program for an entire school year. Last year, I made some small adjustments to pacing of the lessons. The percentage of students in my class who met standard increased. This year, I will teach my lessons in the same way since the approach seems to be working.

Example (with inappropriate modifications made during the Initial Use phase): I've been using a new inquiry-based science program for a year now. Last year, I found out that it was easier to demonstrate the investigations. It takes too long for students to do them on their own. This year, I will continue with demonstrations.

Phase 4: Refined Use

Teachers start to reflect on how the program affects student learning. To improve student outcomes, they work with others to enhance the program. They may adapt the program, based on research or student-learning data.

Example: I'm pretty excited! Last month, Ann and I made a plan to develop formative assessments for each unit in our science program. Since we adopted the program two years ago, we have noticed that students still struggle with important concepts. Formative assessments will help us understand what students think and know. Then, we can focus on students' misconceptions as we tweak our lessons.

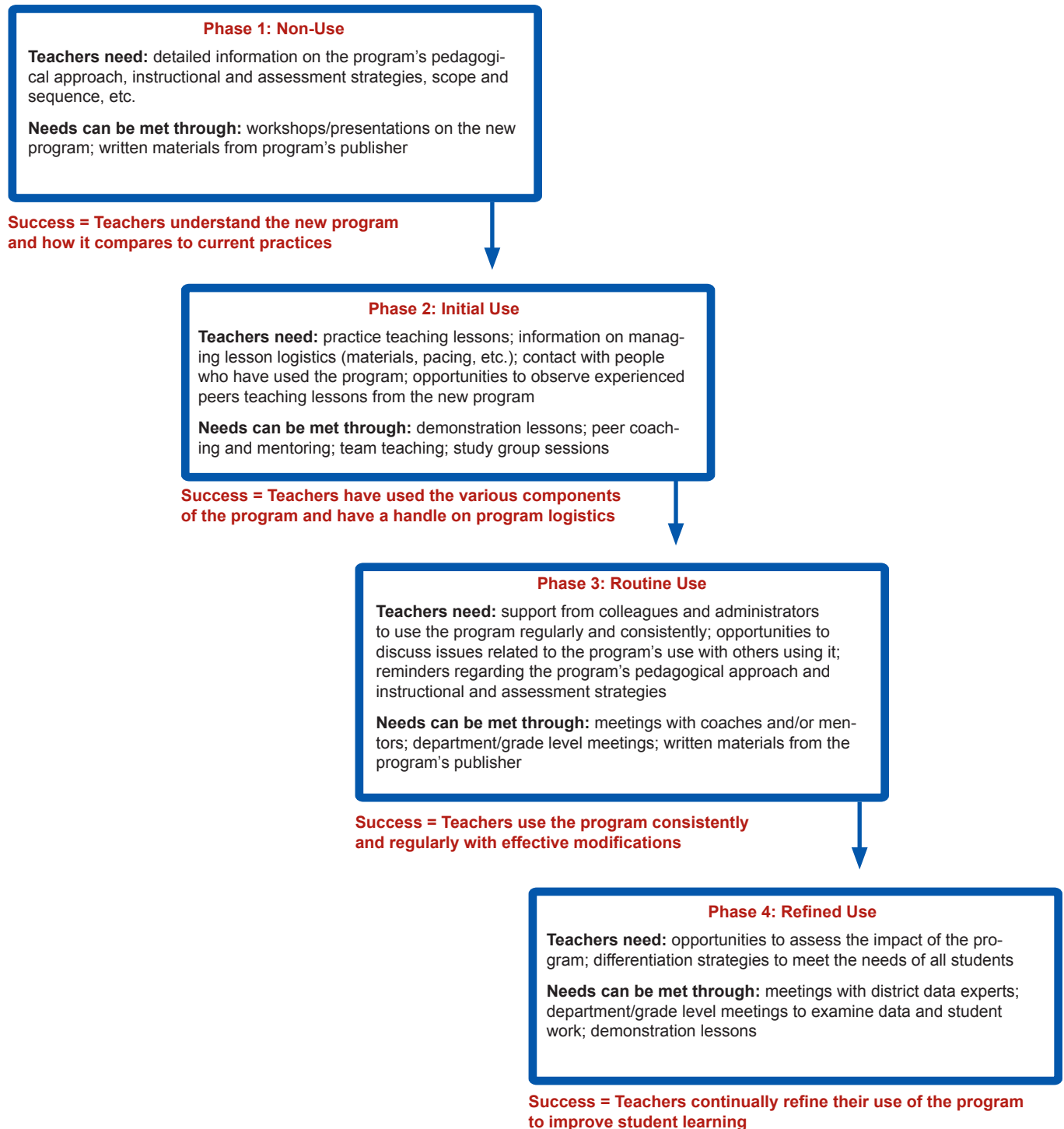
Complete the following statement: *Our school needs to understand the implementation phases that teachers move through as they use new programs because ...*

REFERENCES

- Evans, R. (1996). *The human side of school change: Reform, resistance, and the real-life problems of innovation*. San Francisco: Jossey-Bass.
- Fullan, M. (2001). *Leading in a culture of change*. San Francisco: Jossey-Bass.
- Fullan, M. (2007). *The new meaning of educational change*. New York: Teachers College Press.
- Hall, G. E., & Hord, S. M. (2006). *Implementing change: Patterns, principles, and potholes* (2nd ed.). Boston: Pearson and Allyn & Bacon.
- Reeves, D. B. (2009). *Leading change in your school*. Alexandria, VA: ASCD.

What Successful Program Implementation Looks Like

As teachers move through the implementation process, they need specific types of support. When they do not receive this support, several problems can arise. They can get “stuck” in one phase. They can resist taking part in the program. And, they can even stop using a program. When teachers get the help they need, they are more likely to successfully move through each phase. The graphic below lists typical needs of teachers by phase, gives examples of ways to meet their needs, and describes what successful implementation looks like during each phase.



Communication Plan to Support the Implementation of a New Program

Your team can support the success of new programs by sharing what you've learned in this module with others at your school.

DIRECTIONS

You are going to create a communication plan for the new program that your team considered in Learning Goal 2. To do so, as a team discuss and use the table below to record:

1. What people at your school must know in order for the new program to progress from the phase it is in now to the next phase (Talking Points)
2. Who needs to know this information (Audiences)
3. How your team will communicate each talking point to each identified audience (Actions)

New Program: _____ Current Implementation Phase: _____

Questions to Consider When Identifying Talking Points	Talking Points What do you want to communicate about the new program?	Audiences Who in your school community needs to hear each talking point?	Actions How will you communicate each talking point to each audience?
<p>Does your school community understand:</p> <ol style="list-style-type: none"> 1. The implementation process? 2. Needs teachers may have at each phase of the process? 3. The importance of meeting teachers' needs at each phase? 4. Ways that teachers' needs can be met? 5. What successful implementation looks like at each phase? 	<p>Talking Point 1:</p> <hr style="border-top: 1px dotted black;"/> <p>Talking Point 2:</p> <hr style="border-top: 1px dotted black;"/> <p>Talking Point 3:</p>		

Next Steps

DIRECTIONS

As a team, work through the Reflect, Commit, and Plan steps below.

Reflect

Circle the learning goal below that your team will pursue further.

1. **Your team will build a shared understanding of how the implementation process works.**
2. **Your team will explore how teachers can move through each phase of the implementation process.**
3. **Your team will identify how the team can advocate for new program implementation.**

Commit

Review and discuss the suggested next steps (pp. 2–3) for the learning goal your team selected to pursue. As a team, choose one next step that your team will take (from those listed or from ideas generated by the team). Record it below.

Next Step:

Plan

Identify 2–3 actions related to the next step your team identified. For each action, identify responsible team member(s) and related dates.

Action	Responsible Team Member(s)	Date(s)
1.		
2.		
3.		

Suggested next steps

- 1. Your team will build a shared understanding of how the implementation process works. (Learning Goal 1)**

1	2	3	4	5
Help!		We've made progress but real work remains		We've mastered it!

Next Steps:

- If your team assesses its status as a 3 or below, consider the following:**
 - Explore this module's resources (accessed from the module's landing page) to gain a deeper understanding of the implementation process and its phases
 - Interview others in the school, such as department chairs or administrators, to gather information on what they consider when implementing new programs
- If your team assesses its status as a 4 or 5, consider the following:**
 - Share *INP Handout 2* with school faculty to foster a shared understanding of the phases of the implementation process

- 2. Your team will explore how teachers can move through each phase of the implementation process. (Learning Goal 2)**

1	2	3	4	5
Help!		We've made progress but real work remains		We've mastered it!

Next Steps:

- If your team assesses its status as a 3 or below, consider the following:**
 - Survey teachers or engage them in discussions to encourage them to share their ideas for activities that support the implementation of new programs
 - View again the videos from this module and look at the different ways the schools helped teachers implement the new programs
- If your team assesses its status as a 4 or 5, consider the following:**
 - Explore this module's resources (accessed from the module's landing page) to learn about tools you can use to identify which phase teachers are in as they implement a new program in your school
 - Work with another *Success at the Core* module, Instructional Expertise, to address how the school might use teachers with instructional expertise to support the implementation of new programs

3. Your team will identify how it can advocate for new program implementation. (Learning Goal 3)

1
Help!

2

3
We've made progress but
real work remains

4

5
We've mastered
it!

Next Steps:



If your team assesses its status as a 3 or below, consider the following:

- Explore this module's resources (accessed from the module's landing page) to gain a deeper understanding of how to support teachers over time as they implement new programs
- Spend more time crafting the talking points your team can use to communicate with others about implementing new programs (from the APPLY activity in Learning Goal 3)



If your team assesses its status as a 4 or 5, consider the following:

- Develop a detailed plan to implement the actions that your team identified and noted on *INP Handout 4* (from the APPLY activity in Learning Goal 3)
- Recommend *Success at the Core's* Teacher Development materials to teachers looking for video images of strategies consistent with the new programs they are implementing
- Move on to another *Success at the Core* Leadership Development module