

Welcome!

In this module, you and your team will learn how to be successful in helping your school implement new programs.

As the facilitator, you will guide your team through this Learning Experience. Are you new to this role? If so, please don't worry. You don't need to be an expert in facilitation or in new program implementation. All you need is the willingness to lead your colleagues, even if you are just a short step ahead of them.

To smooth your way, you'll have plenty of help. In this Facilitator Guide, and the other materials in the *Facilitator Tools* section of the website, you will find tips and ideas for success. And when you're done, you can share your own thoughts, challenges, and triumphs with other facilitators in *Facilitator Feedback*.

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## **OUTCOME**

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

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## **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

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## **BACKGROUND**

### **Leadership Teams and Implementing New Programs**

Schools are constantly launching new programs to enhance teaching and learning. To help these programs succeed, leadership teams must understand how implementation works. Once they do, they can share their knowledge within the school. This makes it easier for other teams and teachers to navigate the process so that, in the end, new programs impact student achievement.

**PREPARE**

The following activities will prepare you for your role as facilitator and will help guarantee a successful experience for your leadership team. Complete these steps prior to gathering your team for the module’s 120-minute Learning Experience.

1. Review *About Success at the Core* on the website. It provides important background information on the structure of the Leadership Development modules and the four Elements of Quality Instruction that anchor all modules.
2. Read the *Facilitator Overview*, accessed from *Facilitator Tools*. It describes your role and tools that can help you, offers ideas on how to maximize the impact of a Learning Experience, and includes a checklist to help you prepare for facilitation.
3. Prepare materials for this module:
  - Preview the Multimedia Presentation (accessed from the *Implementing New Programs* page) to familiarize yourself with the module’s activities and how they connect to content in this Facilitator Guide.
  - (Optional) Look at the Assessment Tool for this module, accessed from the *Implementing New Programs* page. The Assessment Tool can help you gauge your team members’ knowledge and skills around the module’s three learning goals.

**Note:** The *Facilitator Overview* provides suggestions on using the Assessment Tool.

- Print copies of this module’s handouts: *INP Handouts 1–5*. If you make any time adjustments to the Learning Experience, record these changes on your copy of the agenda (*INP Handout 1*).
- Create a large note-taking template titled *Supporting Implementation of a New Program at Our School*. You will use this template to record responses in Learning Goal 2.

**Note:** Be sure that the template has ample space for your team’s ideas.

Sample template:

Supporting Implementation of a New Program at Our School		
Program:	Phase:	
Success at this Phase	Support Needed	Support Provided

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**LAUNCH** (5 Minutes)

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Your team reviews the module’s learning goals and agenda.

1. Launch the Multimedia Presentation, displaying *Slide 1* to introduce your team to the module’s topic. Use *Slide 2* to review the learning goals for the Implementing New Programs module:

*Your team will:*

- *Build a shared understanding of how the implementation process works*
- *Explore how teachers can move through each phase of the implementation process*
- *Identify how the team can advocate for new program implementation*

**Note:** By briefly reviewing the learning goals here, you provide your team with an overview of the entire module. The team will have the opportunity to consider the learning goals again at the start of each section (*Slides 3, 7, and 12*).

2. Pass out the agenda (*INP Handout 1*) and share any adjustments you made to it.

**Note:** As you prepared to facilitate this Learning Experience, you may have adjusted the time allocated to specific activities, based on results from the Assessment Tool and/or your understanding of the team’s learning needs.

**AT A GLANCE**

**Launching the Module**

TIME

5 minutes

MATERIALS

- *INP Handout 1*
- *Slides 1–2*

## What are the key phases of the implementation process?

A successful new program is like a well-built house. It does not spring up overnight; it starts with careful planning, and talented people must work together to get the job done. Programs—like houses—take shape through a well-defined process, in phases, and over time. To build strong programs, schools must understand the phases that teachers typically move through as they implement what they've been given. This learning goal's activities introduce your team to these phases.

### AT A GLANCE

#### Learning Goal 1

TIME  
30 minutes

MATERIALS  
• *INP Handout 2*  
• *Slides 3–6*  
• Video: *Launching a New Program*

### **EXPLORE** Understanding implementation (15 Minutes)

Your team develops an understanding of the implementation process and its phases.

1. Review Learning Goal 1, *Build a shared understanding of how the implementation process works (Slide 3)*.
2. Pass out *INP Handout 2*. Explain the process that your team will use to absorb the reading. As individuals read *INP Handout 2*, they will complete an open-ended statement, which will help focus their thoughts when they discuss the reading: *Our school needs to understand the implementation phases that teachers move through as they use new programs because ... (Slide 4)*

**Note:** This reading strategy is called “Read-Write-Share.” If you prefer to use an alternate strategy, refer to the reading activities in other modules. For example, the “Read and Example” strategy could be an effective alternative. (See the Common Formative Assessments module.)

3. When everyone finishes reading and writing, have your team discuss why the school needs to understand the implementation process.

**Note:** This discussion will help your team test and share its understanding of the phases. If everyone is on track, their comments should make that clear. For example, your team might propose that: “The school needs to know what to expect of teachers early in their use of a new program.” Or: “The school needs to recognize the initial use of a program does not equal full, successful implementation.”

**VIEW** (15 Minutes)

Your team observes how Chimacum Middle School launches a new experiential learning program.

1. Preview the video by summarizing its focus (see About the Video at right) and display *Slide 5*, the essential viewing question: *Which phases of implementation do you recognize at Chimacum Middle School?*
2. After viewing, re-display and discuss the viewing question (*Slide 6*).

**Note:** More Information (at right) highlights key points connected to the viewing question.

**VIDEO DETAILS**

*Launching a New Program*  
**Chimacum Middle School**  
**Chimacum, Washington**

**ABOUT THE VIDEO**

This video illustrates how Chimacum Middle School incorporates a new experiential learning program, involving longboats, into the seventh grade curriculum.

**RUNNING TIME**

7:36 minutes

**VIDEO SECTIONS**

- Preparing for Implementation
- Implementing the Program
- Evaluating the Program

**MORE INFORMATION**

To align with its school improvement plan, Chimacum Middle School adopted a new outdoor, experiential longboat program. During the “Non-Use” phase, seventh grade teachers learned about the program by experiencing a longboat outing themselves. In the “Initial Use” phase, teachers worked to integrate the program with classroom curriculum and evaluated its impact on student learning.

## How can teachers move through each implementation phase?

Teachers need help from leadership to implement new programs. During the process, they require targeted support, which guides them through each phase and, eventually, helps them use the program effectively. In this learning goal's activities, your team explores the typical teachers' needs in each phase and finds out how to tailor support to ensure they succeed.

### VIEW (15 Minutes)

Your team observes the many types of support Shaw Middle School gives to teachers as they implement a new English Language Arts program.

1. Review Learning Goal 2, *Explore how teachers can move through each phase of the implementation process (Slide 7)*, and explain that it builds on the phases of implementation explored in Learning Goal 1.
2. Preview the video by summarizing its focus (see About the Video at right) and display *Slide 8*, the essential viewing question: *How does Shaw support English language arts teachers as they implement a new program?*
3. After viewing, re-display the viewing question (*Slide 9*) and discuss it.

**Note:** More Information (at right) highlights key points connected to the viewing question.

#### AT A GLANCE

##### Learning Goal 2

TIME  
35 minutes

MATERIALS

- *INP Handout 3*
- *Slides 7–11*
- Video: *Implementing a New Curriculum*
- Note-taking template

#### VIDEO DETAILS

*Implementing a New Curriculum*  
Shaw Middle School  
Spokane, Washington

##### ABOUT THE VIDEO

This video illustrates how Shaw Middle School supports its teachers during the implementation of a new English language arts program.

RUNNING TIME  
5:24 minutes

##### VIDEO SECTIONS

- Preparing to Implement
- Supporting Implementation

##### MORE INFORMATION

English language arts teachers at Shaw Middle School receive a range of support during the implementation of the new *Springboard* program. Teacher leaders and coaches attend workshops and orientation sessions to learn about the program and then train their colleagues. Teachers in all content areas collaborate with English language arts teachers to learn about using the program in their content areas.

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**APPLY** Assessing implementation (20 Minutes)

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Your team considers how targeted support at each phase of the process can help teachers effectively implement a new program. To give context to the discussion, your team focuses on one new program at your school.

1. Tell your team that it will explore what success looks like in each phase of implementation and the kinds of support teachers need for success. Pass out *INP Handout 3* and give your team a few minutes to read through it. After they finish reading, select one phase from the handout and ask (*Slide 10*):
  - *For this phase, what are the connections between teachers' needs, school support, and success?*
  - *What might happen to a new program if the school did not meet teachers' needs at this phase?*

**Consider This:** Choosing one phase to discuss helps your team check its understanding of how the process works. Does everyone grasp the links between teachers' needs, the support they receive, and the success of the effort? If not, you may want to engage your team in a discussion of another phase, to increase its understanding.

**Note:** Success looks different in each phase. But all successful phases have one thing in common: the school has effectively assessed and met each teacher's needs.

2. Post the *Supporting Implementation of a New Program at Our School* note-taking template (see *PRE-PARE* above). Tell your team that it will use ideas from *INP Handout 3* to examine how your school has supported its teachers as they implement new programs. Then as a team, identify one program your school has recently implemented or will soon implement. Write the name of the program at the top of the template.

**Consider This:** Identify a program with an implementation process that your team knows well. If you are a grade-level or content team, you might want to choose one that your team has recently implemented. If you are a schoolwide leadership team, pick one with which your team is familiar.

3. Engage your team in a discussion of one of the phases of implementation. *INP Handout 2* will be helpful here. For the phase you identify, discuss and write down on the template:
  - *What would success look like in this phase for this program?*  
(*Success at this Phase* column of template)
  - *What support do teachers need to be successful in this phase?*  
(*Support Needed* column of template)
  - *What support has the school provided to meet teachers' needs?*  
(*Support Provided* column of template)

**Note:** By articulating what success would look like in a particular phase, your team is setting a standard it can use to measure progress.

**Consider This:** Not all teachers will be in the same phase when they implement a new program. Your team should identify the phase it believes most teachers are in. Example: Your school has launched a new math curriculum. Most teachers are just starting to use it. However, two teachers are trailblazers. They have more experience in using the curriculum and a greater investment in using the materials well. In this case, your team would focus on "initial use" because most of the teachers are in that phase. At the same time, it would be wise to think about what the two trailblazer teachers are doing. Their accomplishments could help your team hone its definition of success for the initial phase and provide a standard it could use to measure progress.

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**APPLY** (continued)

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4. **Once the template has been filled out, discuss (Slide 11):**
  - ***Do teachers currently have the support they need to move through this phase, and to the next implementation phase? If not, what support do they still need?***

**As your team shares, circle needs in the *Support Needed* column that have not been met.**

**Note:** In your notes, record your team's ideas on these questions. They may be useful for the APPLY activity in Learning Goal 3.

**Consider This:** If time allows, you might extend the discussion by asking, *What might happen to this program if teachers do not receive the support they need in this phase? What will happen if they do?* By considering both positive (with support) and negative (without support) situations, your team may be better able to pinpoint which support is critical.

5. **Wrap up the activity by letting your team know that it will consider the implications of this activity in Learning Goal 3.**



## How can our team advocate for new program implementation?

To be successful, a new program needs the buy-in of all; everyone must fully understand the program’s goals and plans. Clear communication is the foundation of a strong new program. Leadership teams can help “break the ground” for new programs by advocating for them. One of the best ways to do this is to share facts and dispel rumors. In this learning goal’s activities, your team drafts a communication plan for a new program.

### VIEW (15 Minutes)

**Your team observes how the math content team and schoolwide leadership team at Sylvester Middle School advocated for the school’s new accessibility strategies.**

1. Review Learning Goal 3, *Identify how the team can advocate for new program implementation (Slide 12)*. Explain that it builds on Learning Goals 1 and 2.
2. Preview the video by summarizing its focus (see About the Video at right) and display *Slide 13*, the essential viewing questions: *What role did Sylvester’s math content team play in the implementation of accessibility strategies schoolwide? What role did the schoolwide leadership team play?*
3. After viewing, re-display the viewing questions (*Slide 14*) and discuss them.

**Note:** More Information (at right) highlights key points connected to the viewing questions.

#### AT A GLANCE

##### Learning Goal 3

###### TIME

30 minutes

###### MATERIALS

- INP Handout 4
- Slides 12–14
- Video: *Implementing New Instructional Strategies*
- Note-taking template

#### VIDEO DETAILS

*Implementing New Instructional Strategies*

**Sylvester Middle School  
 Burien, Washington**

###### ABOUT THE VIDEO

This video illustrates how the math content team and schoolwide leadership teams at Sylvester Middle School support the schoolwide implementation of accessibility strategies.

###### RUNNING TIME

6:11 minutes

###### VIDEO SECTIONS

- Implementing Accessibility Strategies
- Assessing the Impact of Accessibility Strategies
- Disseminating Accessibility Strategies

###### MORE INFORMATION

The math content team supported the implementation of accessibility strategies by: talking about implementation in team meetings, co-planning a lesson which used the strategies, and participating in a demonstration lesson and debrief. The schoolwide leadership team supported implementation by: educating themselves about the program and working with the math coach and content team to share the strategies with teachers across the school.

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**APPLY** Supporting new program implementation at our school (15 Minutes)

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**Your team considers how to support the implementation of a new program at your school by developing a communication plan.**

1. **Tell your team that it will explore how to help your school implement new programs by sharing its knowledge with others. Pass out *INP Handout 4* and read through the directions as a team. Ask your team to record the program and its phase of implementation on *INP Handout 4*.**

**Note:** Refer to the note-taking template from Learning Goal 2 for a reminder of the program and its implementation phase.

2. **Ask individuals to read through the *Questions to Consider* in the first column of *INP Handout 4* and come up with “talking points”—messages they think others at your school need to hear. Then, ask everyone to share their talking points. Give your team a few minutes to brainstorm, and jot down their ideas on a piece of chart paper or on the white/blackboard.**

**Note:** Your team may identify one or more of these talking points: implementing a new program is a process with phases; teachers need different kinds of support during each phase; the “refined use” phase signals that a school has fully implemented a new program; when teachers do not receive support, they can resist change or the new program can fail.

**Consider This:** You might want to encourage your team to add a talking point that explains why it thinks new programs your school has implemented have succeeded or failed. This point could help your team convince staff that it is important to consider the phases of implementation.

3. **Take a look at the proposed talking points and, as a group, quickly choose three. To help your team pick three ask: *Which of these talking points will most help move this program to the next phase of implementation?* When your team agrees on three points, ask someone to record them in the second column of *INP Handout 4*.**

**Note:** Your team should not spend a lot of time debating which talking points to select. Do not take too much time wordsmithing the talking points. You can do this later.

4. **Target the audiences for each message by asking, *Who in our school needs to hear each talking point?* After identifying your audiences, discuss and agree upon one action your team should take to communicate with each audience.**

**Consider This:** Audiences can include: department chairs leading the implementation of a new curriculum; teams of teachers leading the implementation of cross-departmental programs; committees overseeing the adoption and implementation of curriculum programs; or the entire faculty.

**Consider This:** Remind your team that actions can be the same for various audiences. For example, your team may decide that the audience for one talking point includes the principal, coaches, and a content team. Your team can then send an e-mail communicating key talking points to all three groups.

5. **After your team completes *INP Handout 4*, reflect on the identified actions. Ask your team to agree upon a date by which each action will be completed, and identify someone to guide your team’s work on each action. Next to each action, record the completion date and the person’s name (e.g., “Completed by 11/15/09; Sandra”).**

**Note:** If your team runs out of time to decide who will take action and by when, it can make this work a “Next Step” for Learning Goal 3. If your team chooses to do this, it will record ideas on *INP Handout 5* during the **Now What** APPLY activity.)

## Now What?

This module sets the stage for your team’s ongoing support of new program implementation. Now, reflect on what you have accomplished and plan next steps. Doing so helps ensure that your hard work in this module will impact instruction at your school.

### AT A GLANCE

#### Now What?

TIME  
20 minutes

MATERIALS  
• *INP Handout 5*  
• *Slide 15*

### **APPLY** Next steps (20 Minutes)

**Your team reflects on its progress in meeting the module’s learning goals, agrees upon appropriate next steps, and identifies actions it will take.**

1. **Display the *Take Stock Survey (Slide 15)*. Ask everyone to take a few minutes and quickly rank the team’s current status related to each learning goal using the 1–5 ranking system. This will help your team reflect on where it stands at the end of this module. Each individual can write the score for each question on a piece of scrap paper.**

**Note:** Each individual should fill out the survey based on his or her view of the team’s current status.

2. **Ask each individual to share her or his score, and write the scores on a piece of chart paper or the white/blackboard. Aggregate the scores to a simple majority (i.e., if three of five individuals assigned one learning goal a “3,” then “3” is the aggregate score).**

**Note:** Do not spend time seeking consensus on a 1–5 ranking for each learning goal. It is more important to agree on the team’s general status: Have you more or less mastered the learning goal or does the team have more learning to do? This part of the activity should take no more than five minutes.

**Note:** As an alternative to taking the survey, the team could review the handouts and notes from the module to remind it of what it has accomplished and to identify where more work is needed. This option might be a good one if your team divided the Learning Experience into more than one meeting. If your team is running short on time, you could also suggest a learning goal for the team to pursue further, based on your understanding of the team’s progress in this module.

**Consider This:** If anonymity is important, collect the responses, tabulate, and post the aggregate scores on the board.

3. **Distribute *INP Handout 5*. Using the survey results, identify one learning goal from the module that your team plans to pursue further. Ask team members to record this under the *Reflect* section of the handout.**

**Note:** If your team chooses to focus on Learning Goal 1, it will continue to study and discuss the four implementation phases. If your team chooses Learning Goal 2, it will further analyze how teachers progress through the phases of implementation. If your team chooses Learning Goal 3, it will dig deeper into how to communicate new program implementation to staff members.

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**APPLY** (Continued)

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4. **Ask individuals to read through the “Suggested next steps” (pages 2 and 3 of *INP Handout 5*) for the learning goal your team selected. After a couple of minutes, draw the team back together to discuss potential next steps. Select one step to which the team can commit. Team members can record this step in the *Commit* section of their handouts.**

**Note:** To preserve time for identifying actions (the *Plan* section of the handout) take no more than five minutes to list next steps.

**Consider This:** If your team struggles to identify a next step, suggest one based on your assessment of the team’s progress and needs. If none of the suggested steps resonate with your team, feel free to create one.

5. **As a team, identify and record two or three actions that the team will take to pursue its identified next step. For each action, indicate who on the team will be responsible for making it happen and dates related to the action’s execution. Encourage team members to record agreed upon actions in the *Plan* section of *INP Handout 5*.**

**Note:** For example, if your team selected “Move on to another *Success at the Core* module” as its next step, your actions might include:

1. Team members individually look through the learning goals for the other *Success at the Core* modules (which are stated at the top of each module’s landing page).
2. The team analyzes which of the various modules best fits with its needs as a leadership team and selects a module.
3. The team decides when it will meet to begin the next module. Prior to this meeting, individuals complete the module’s assessment (accessed from the module’s landing page).

**Note:** Asking individuals to record agreed upon actions on their copies of *INP Handout 5* helps keep everyone accountable to moving your team’s instructionally-focused work forward.

6. **Congratulate the group on a productive session!**

## Bibliography

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