

The STAF Model for Curriculum Implementation

A Generic Model for Implementation of New Curriculum in Manitoba Schools

Jointly developed by:

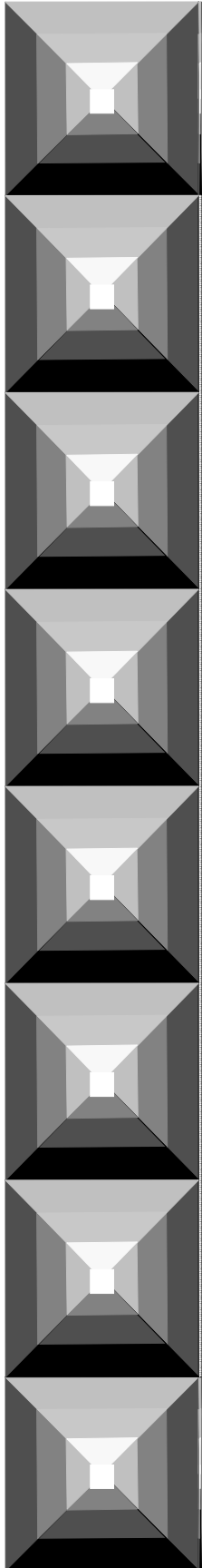
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***With Support from Manitoba Education and Training,
Westman/Parkland Region***

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***The STAF Model
for
Curriculum Implementation***

An Outline

***A Generic Model for
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in Manitoba Schools***

June, 1998

STAF Model for Curriculum Implementation

Pre-Implementation Conditions for Year One

1. Have classroom teachers had input into the development of the curriculum? Yes No
2. Has background research been documented to support the change? Yes No
3. Has the curriculum been pilot tested? Yes No
4. Has an adequate budget been set aside for implementation (provincially and locally)? Yes No
5. Will classroom teachers have access to all materials (including curriculum documents) needed to successfully implement the curriculum? Yes No

Curriculum Implementation Process

Phase 1 - Overview of New Curriculum - Year One

(Three months suggested - September, October, November.)

Manitoba Education and Training supplies:

1. Curriculum foundation for implementation documents, executive summaries for administrators, and research summaries for each division and school.
2. Provincial consultant(s).

Divisional/regional inservice sessions are coordinated by the division office and the professional development committee (using provincial consultants and pilot teachers).

Discussion/study groups are formed at local schools.

Phase 2 - Needs Assessment - Year One

(Two months suggested - December, January.)

Divisions and local professional development committees develop and distribute a needs survey.

Manitoba Education and Training is made aware of provincial implications.

Local divisional/regional results are analyzed to determine regional/divisional/school needs.

STAF Model for Curriculum Implementation - An Outline

Phase 3 - Pre-Implementation Planning - Year One

(One month suggested - February.)

Divisions and professional development committees set out plans for the remainder of the year.
(Refer to phases 4 and 5.)

Phase 4 - Staff Development - Year One

(Six months suggested - March to August.)

Divisional and/or regional inservices are conducted according to needs identified by teachers. Professional development can also be enhanced through study groups and summer institutes. Teacher networks are established to exchange teaching methodology related to the new curriculum and to share information on units that complement the curriculum.

Phase 5 - Updating Information to Stakeholders - Year One

(Teachers of other disciplines, parents, students.)

(Two months suggested - April, May.)

Information sessions are conducted at the local division/school levels for all stakeholders. Information packages from Manitoba Education and Training are distributed to participants.

End of Year One

STAF Model for Curriculum Implementation - An Outline

Pre-Implementation Conditions for Year Two

1. Has progress from Year One been analyzed? Yes No
2. Has appropriate action been taken regarding the analysis? Yes No
3. Has a budget for materials and release time been established? Yes No

Curriculum Implementation Process

Phase 6 - Initial Implementation - Year Two

(Ten months suggested - September to June.)

Implementation for all teachers using the curriculum begins.

Manitoba Education and Training, division offices, professional development committees, schools and advisory councils for school leadership work jointly for the successful implementation of the new curriculum.

Various supportive activities are undertaken (i.e., teacher networks, study groups, model teaching, school visitations, workshops, inservices, mentoring, unit planning, sharing sessions and/or summer institutes).

Parental involvement is encouraged through such activities as classroom visitations and newsletters.

Phase 7 - Evaluation of Implementation Process and Curriculum - Year Two

(An ongoing process.)

Evaluation of the implementation process may be consolidated in May and June through a combination of surveys, sharing sessions, reports from teacher networks and/or study groups.

End of Year Two

STAF Model for Curriculum Implementation - An Outline

Pre-Implementation Conditions for Year Three

1. Has feedback been received from Year Two of the implementation process? Yes No
2. Has appropriate action been taken on the feedback? Yes No
3. Is a budget in place for Year Three? Yes No

Curriculum Implementation Process

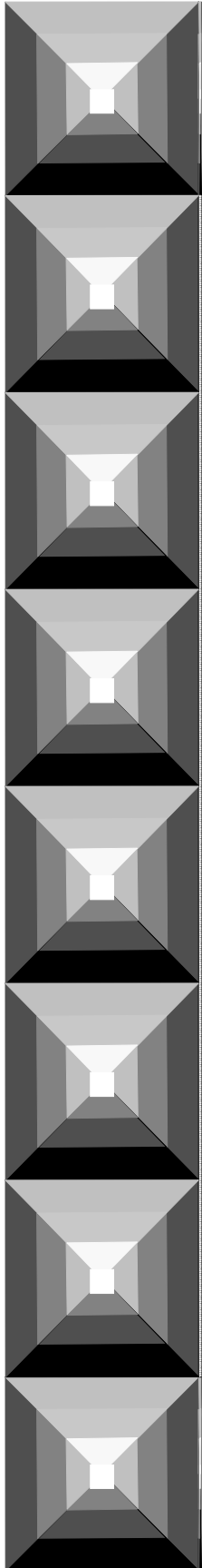
Phase 8 - Full Implementation and Refinement - Year Three

(Ten months suggested - September to June.)

Manitoba Education and Training fine tunes curriculum based on feedback from the field and analysis of student performance on provincial standards tests.

Further inservicing is carried out at the divisional/school level based on the provincial/divisional/school needs identified.

End of Year Three



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Foreword

Successful curriculum implementation is a complex process. It is a process built upon steps or phases that can be delineated; however, this process is not necessarily linear in nature such that it unfolds uniformly in all situations. A step or phase that may play itself out neatly in one set of circumstances may have to be revisited in a unique way in another environment. As well, some phases must be pursued on an ongoing basis throughout the entire process.

Given these observations, developers of the STAF Model for Curriculum Implementation have set out the process as a series of steps but freely acknowledge the need to adjust the order and nature of various steps as a reflection of local circumstances and unique features of particular curricula.

STAF Curriculum Implementation Model: A Three-Year Process

Introduction

The STAF Curriculum Implementation Model recommends a three-year process, with the first year devoted to pre-implementation activities, the second year devoted to implementation of the new curriculum by all eligible teachers, and the third year focusing on continued implementation and refinement of the new curriculum. This is with the understanding that appropriate resources will be necessary in order to maximize the effectiveness of the process. This is especially true when two or more curricula are to be implemented simultaneously.

For the purposes of organizing a description of this model, the pre-implementation activities are referred to as occurring during *Year One*. The implementation of the new curriculum by all staff is referred to as occurring in *Year Two*. The continued implementation phase and refinement with final evaluation is referred to as occurring in *Year Three*.

During Year One a total of five steps or phases are delineated in the curriculum implementation process description. These include Overview of New Curriculum, Needs Assessment, Pre-Implementation Planning, Staff Development, and Informing Stakeholders.

During Year Two two, phases six and seven are identified. These phases have been designated as Implementation (phase six) and Evaluation of Implementation Process and Curriculum (phase seven).

During Year Three one last phase, eight, is delineated. This phase is referred to as Continued Implementation and Refinement.

Who is Responsible for Monitoring Implementation of the Model?

Responsibility for utilizing this model for curriculum implementation should first fall upon the superintendent of the school division. Depending on the size of the school division and the schools within it, the superintendent may delegate authority to work with the model to other people, such as assistant superintendents, coordinators, principals, vice-principals, department heads, and PD Committee. In a small school division monitoring would likely remain at the divisional level; in a school division with very large schools monitoring and implementation would likely rest with the school administration or, possibly, with department heads and PD Committee. It is understood that PD Committees are composed predominantly of teachers.

Readiness Assessment

Prior to each of the Years One, Two and Three, the model calls for a type of inventory taking or readiness assessment that requires major stakeholders to determine that certain basic conditions are in place prior to beginning the activities called for in Years One, Two and Three. These conditions are referred to successively as Pre-Implementation Conditions for Year One, Year Two, and Year Three.

This procedure can be carried out at the beginning of each year by a small committee of divisional and school administrators and PD Committees. It essentially amounts to a check-off list to assure that certain pre-implementation conditions are in place. The questions that are posed for consideration are as follows:

Pre-Implementation Conditions for Year One

- 1. Have classroom teachers had input into the development of the curriculum? Yes No
- 2. Has background research been documented to support the change? Yes No
- 3. Has the curriculum been pilot tested? Yes No
- 4. Has an adequate budget been set aside for implementation (provincially and locally)? Yes No
- 5. Will classroom teachers have access to all materials (including curriculum documents) needed to successfully implement the curriculum? Yes No

Pre-Implementation Conditions for Year Two

- 1. Has progress from Year One been analyzed? Yes No
- 2. Has appropriate action been taken regarding the analysis? Yes No
- 3. Has a budget for materials and release time been established? Yes No

Pre-Implementation Conditions for Year Three

- 1. Has feedback been received from Year Two of the implementation process? Yes No
- 2. Has appropriate action been taken on the feedback? Yes No
- 3. Is a budget in place for Year Three? Yes No

Year One of the Process

During the first year of the implementation process of a new curriculum (e.g., Math 10F, Accounting 30S, early years math, middle years English/language arts), a number of phases are recommended as necessary activities to carry out prior to the first year of beginning implementation. The following activities require at least a one year time period in order to complete.

These first year activities include the following:

Phase 1 - Overview of New Curriculum - three months suggested (September, October, November).

At this stage there is a need for major stakeholders (classroom teachers and administrators) to have a general understanding of the new curriculum. Appropriate information needs to be shared with school trustees and the advisory councils on school leadership. These people require access to printed executive summaries, video-taped summaries, or presentations which explain the major changes and big ideas related to the new curriculum, as well as a research summary.

The preceding assumes a role for Manitoba Education and Training as regards the generation of curriculum documents, summaries, research information and information sessions. The role of the provincial consultant is key to the provision of information directly on a regional basis and to the coordination of the release of information from Manitoba Education and Training.

At the local, divisional or regional level, divisional administrators and professional development committees play a role in coordinating and delivering relevant overview sessions for stakeholders. Provincial consultants, pilot teachers, curriculum development members and resource teachers may be enlisted as resource persons.

Finally, at the local, school, divisional or regional level, the establishment of discussion or study groups of involved teachers can help to begin the process of understanding the new curriculum.

Summary of Responsibilities

- Manitoba Education and Training provides curriculum documents which include executive summaries and research summaries, and authorizes a consultant(s) to coordinate and deliver curriculum overview information.
- Division and school administrators and professional development committees facilitate the distribution of information to involved stakeholders.

STAF Curriculum Implementation Model

Phase 2 - Needs Assessment - two months suggested (December, January).

A small divisional committee is struck to study and determine local needs related to implementation of the specific curriculum. This committee should be comprised of a divisional administrator, at least one teacher who works in the curriculum area under consideration, a pilot teacher if available, and as many school administrators as is manageable. (Communication with school administrators who are not directly involved with the committee is imperative.)

The task of this committee is to assess needs in two main areas:

- a) Analyze teaching/learning related information, such as overall content, role of the teacher, new teaching methodologies, new terminology, evaluation of students, technology and material.
- b) Assess the needs related to inservicing, material supports, and human supports.

A survey tool is designed by the committee to elicit information from teachers and administrators that will be relevant to the task of planning implementation.

Based on survey results, the divisional committee determines local efforts required for implementation of the specific curriculum. Results that carry implications for the region or the province are relayed to the appropriate parties.

Summary of Responsibilities

- The divisional committee develops and conducts the needs assessment and analyzes results.

Phase 3 - Pre-Implementation Planning - one month suggested (February).

The divisional committee responsible for conducting the needs assessment, in cooperation with the local professional development committee, develops a plan of action to guide activities for the balance of Year One. Planning attends to details of the following:

- a) Ways of informing stakeholders, including teachers from other disciplines, students, and parents, not involved directly with implementation.
- b) Investment in materials such as texts, software and hardware required to support the new curriculum.

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- c) Professional development activities for involved teachers.
- d) Identification of teacher path finders, i.e., teachers who may have taken part in piloting the curriculum in the past, teachers who may have been on various committees related to the curriculum development, or teachers who are interested in playing a leadership role with implementation of the new curriculum.
- e) The establishment of timelines for each of the activities.

Planning is a reflection of the needs assessment carried out in the previous phase, and is shaped by the availability of financial and human resources.

Summary of Responsibilities

- The division planning committee develops local plans.
- The professional development committee and division facilitate professional development activities for involved teachers.

Phase 4 - Staff Development - six months suggested (March to August).

During this phase, involved staff are provided with information and support to learn about the new curriculum, related teaching methods and learning resources in order to begin implementation during the following academic year. Divisional and/or regional inservices are conducted according to needs identified by teachers. At the regional level, provincial consultants may be involved, and at both the regional and divisional levels, pilot teachers and path finders may be called upon to provide leadership and coordination.

Professional development may also be enhanced through the establishment of local study groups at the school or divisional level, and the use of summer institutes. Financial compensation needs to be provided when teachers attend summer institutes, weekend courses, or other specific curriculum-related training sessions.

Teacher networks are established to exchange information about teaching methodologies related to the new curriculum in addition to the sharing of information on unit plans or lesson plans that complement the curriculum.

Summary of Responsibilities

- Manitoba Education and Training consultants work in harmony with local educators to provide regional or divisional inservices.
- The divisional and regional professional development committees play a role in planning sessions.
- Individual teachers read and study new curriculum and initiate study groups.
- Divisional administration facilitates the establishment of teacher networks.

Phase 5 - Updating Information to Stakeholders - two months suggested (April, May).

This phase is effectively a second round of information. However, at this phase the audience is more extensive, as it includes the public at large as well as students and teachers who are not directly involved with the new curriculum. Information is also more extensive as it reflects pre-implementation planning.

New information is supplied regarding time lines for training and implementation. Information packages that may be developed by Manitoba Education and Training are distributed to parents.

Information to the public should be ongoing during the entire process, but it is at this stage that the division and schools should have a specific plan for implementation based on needs and available resources. It is recommended that planning for communication be conducted at the school level. Some suggestions that schools may consider include:

- a) Parent activity evenings with parents experiencing hands-on activities with the material.
- b) An open house with parents visiting classes in action.
- c) Showing videos about the curriculum.
- d) Formal presentations to the advisory council.
- e) Information given in school or class newsletters.
- f) Involving parents with homework questions which capture some of the big ideas of the new curriculum.

Summary of Responsibilities

- School administrators and involved teachers plan and deliver information sessions. Parent advisory councils help to facilitate information sessions.
- Manitoba Education and Training develops and distributes parent information packages.

Year Two of the Process

Phase 6 - Initial Implementation - ten months suggested (September to June).

The focus of activity will be at the classroom level; however, a variety of activities to support implementation can be pursued by teachers. Sample activities include:

- a) Study groups at the school level to provide mutual support.
- b) Teacher networks at the divisional or regional level to facilitate sharing of ideas and information.
- c) Mentoring arrangements with colleagues.
- d) Unit planning and sharing sessions.
- e) Model teaching demonstrations accessed through consultants, pilot teachers, or path finders.
- f) School visitations.
- g) Workshops, inservices and summer institutes.

Summary of Responsibilities

- Manitoba Education and Training provides ongoing support.
- Divisional professional development committees, division administration and school administration facilitate staff development.
- Schools facilitate information sharing and parental involvement.

Phase 7 - Evaluation of Implementation Process and Curriculum - one month suggested (June).

Both the implementation process itself and the new curriculum need to be evaluated.

- a) The implementation process should be reviewed by participants on an ongoing basis and on a more formal basis at the end of year two.

- b) The new curriculum itself requires evaluation. Evaluation of the curriculum should be ongoing throughout the first year of implementation by classroom teachers. As well, participants in the various information planning and pre-implementation phases should provide feedback to the curriculum development committee.

Evaluative information regarding the curriculum requires a path back to the curriculum developers through department consultants.

Formal evaluation takes place during the last month of the course term or semester. Data may be gathered through a combination of surveys, sharing sessions, reports from teacher networks and/or study groups, and response from students. Evaluative information related to the implementation process is directed to the divisional administration. Evaluative information related to the new curriculum is directed to the relevant department consultants.

Parental involvement in the evaluation process can be encouraged through activities such as classroom visitations, newsletter surveys and feedback obtained from advisory councils.

Summary of Responsibilities

- Schools, through teachers and parents, document evaluation of the implementation process and new curriculum.
- Divisional administration gathers evaluation data related to the implementation process as well as the new curriculum and forwards it to the appropriate audience.

Year Three of the Process

Phase 8 - Full Implementation and Refinement - ten months suggested (September to June).

At the divisional and regional level, any problems in the implementation process, identified at the end of Year Two, can be acted upon during Year Three.

At the department level, formal contact with networks or randomly selected schools is maintained to gather evaluative feedback regarding the curriculum. Another dimension of evaluation feedback may be analysis of student performance in provincial standards tests. In this way both anecdotal and objective data can be gathered.

Staff development will depend on needs identified through divisional or regional inservices and teacher networks.

Based on the data emerging from this year, Manitoba Education and Training begins to plan refinement of the curriculum. This renders curriculum implementation an ongoing process and relates to the concept of the evergreen curriculum.

Summary of Responsibilities

- Teachers continue with implementation and evaluation of the curriculum.
- Divisional and professional development committees provide appropriate training and support.
- Manitoba Education and Training continues formal analysis of evaluative feedback to the curriculum and plans refinements.

Note: Practice in subsequent years may repeat the Year Three process.

Afterword

During the process of developing the model and receiving feedback from a variety of parties, including teachers, administrators, and Manitoba Education and Training personnel, one area of expressed concern should be addressed. This is the area of providing motivation to people working within the school system to implement new curriculum. In many ways it is related to the whole question of how to help people be open minded and receptive to change.

The developers of the STAF Model emphasize that the model can not address all of the needs associated with curriculum implementation. It is a tool to help teachers and administrators implement curriculum, and it assumes a certain willingness on the part of participants to fulfill the goal of implementation.

As to the area of motivation to implement new curriculum or work through change, the STAF Committee acknowledges that the provincial examination system and standards tests that have been developed are a factor in motivating people to study curricula and implement accordingly. Equally important are the emergence of teacher leaders within schools, divisions and regions who can help colleagues to bridge any gaps between their current practice and the practice required within new curricula. Part of this process includes effective networking of teachers and administrators, either within schools or within districts and regions.

At its most basic level, monitoring of proper implementation is also related very much to the supervision process within schools. Herein, the relationship between principals, who have supervisory responsibilities, and teachers is vital since implementing curriculum appropriately is one of the most important and basic tasks that faces the classroom teacher. As well, supervision relates to the goal setting established by teachers and administrators and, in this way, in turn relates to the planning process of individuals and the school.

The Vision to Action document developed by Manitoba Education and Training may help provide a model for participants to work through the change process, including change associated with implementing new curricula.

STAF Curriculum Implementation Model Committee

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To Dr. David Pratt of Queen's University for reading and critiquing the model description.

To our educator colleagues in Manitoba who number in the thousands and who are implementing curriculum on a daily basis, and through whose influence we are able to say that this model has been drafted by educators for educators.