

Quick Reference Guide: Create an Implementation Team for English Learner Success

Role of the Implementation Team

Implementation occurs in stages and a team must plan and monitor the process through these stages. A core implementation team for English learner success will engage and support educators in the planning process and effectively launch the work. Implementation team members ensure that those doing the work have the skills and support structures to feel competent and confident in using new practices and approaches as intended. They also monitor implementation, plan for next stages, and evaluate how it goes, making improvements over time.

Who is involved in the Core Implementation Planning Team?

The National Implementation Research Network (NIRN) recommends a minimum of 3 to 5 individuals serve as core Implementation Team members. Other individuals may be invited to *participate* in Implementation Team activities from for particular purposes, based on their expertise. However, these individuals may not have the same amount of time to participate in ongoing work (e.g., between meetings). This team will also tie to other planning teams that exist at the district and school level such as leads in both the district and school improvement plans, where district level planning priorities for English learner success can be coherent with school improvement efforts. A team of 3 to 5 core members the Implementation Team is sustainable. As individuals leave over time, remaining members of the team can carry on while a new member is brought on and learns the sets of skills required of Implementation Team members.

Members may include, for example, the Bilingual /EL Director, District Superintendent or Assistant Superintendent, School committee members, ELPAC leadership representative of multilingual families, Building Level leadership, Language Assistance Team facilitators, and content and ESL teachers.

Members of the Implementation Planning Team should have individual experience in some of the following areas and collective competency in all:

1. Best practices and current federal, state and district policies guiding English Learner education and areas of priority focus in the Massachusetts Blueprint for English Learner Success.
2. Knowledge of the curriculum or professional development, and what supports need to be put in place and supported to promote teacher competency around ELs.
3. Knowledge of implementation stages and best planning practices, drivers of implementation, needs assessment and ongoing integration of new initiatives or systemic changes into district and school planning.
4. Experience in Continuous Improvement Cycles to identify and address challenges and barriers to effective implementation and achieving positive outcomes
5. Experience in systems changes working at multiple levels of the system and ability to influence coherence between other district and school planning processes.

Ensuring Connection and Coherence in District Planning Efforts

Academic Plans Currently Required

Massachusetts' legislation requires the following five types of academic plans:

1. District Improvement Plan (3 years)
2. District Action Plan (annual)
3. School Improvement Plan (annual)
4. Individual Professional Development Plan (5 years)
5. Educator Plan (30 days to 2 years)

The Massachusetts Blueprint for English Learner Success supports coherent planning at every level of the system. While a knowledgeable team focuses on implementation planning specifically for English learner success and program improvement, the plan is not designed or implemented in isolation from these other planning processes. In fact, engaging members of the Core Implementation Planning Team for English Learner Success who may hold cross-functional roles in other levels of planning, will only create better coherence and implementation over time, between priorities identified for English Learner success and the larger

district vision and plans that simultaneously influence school-level planning and supports to educators.