**HQIM SESSION 2**

Elements 3, 4, 5 and 8 Case Study

**District B** is halfway through the first year of implementing a new math curriculum, **SAVVAS Envision in Grades K-8**. The district implementation team meets once every quarter. Prior to the start of the school year, the superintendent put out an application to join the **implementation team** and appointed members that teach in lower elementary, upper elementary, and middle school. In addition, the district math coaches and school principals from all the schools in the district are represented on the team. The team collaboratively determined a role/ responsibility for each person on the team. These roles/ responsibilities consist of the superintendent as the final decision maker, as well as a designated note taker and timekeeper for team meetings. Different members of the team can add discussion topics to the agenda.

In the summer before the start of school, the implementation team and all teachers and leaders in the district participated in **Launch training**. The Launch training was facilitated by a nationally recognized vendor with experience implementing SAVVAS Envision in multiple districts. The Launch training focused on familiarizing the teachers with the core components of the HQIM. While the Launch training was well-received by teachers, principals reported that teachers felt overwhelmed by all the different components and were not sure what to prioritize as they started teaching in the Fall.

Implementation team meetings so far have consisted of status updates on the progress of the HQIM implementation. Different schools report different levels of progress in implementing. Some say that their teachers are implementing all components with **integrity**, and some say that their teachers are implementing many of the core lesson components but are not yet “bought in” to the assessment structure. Teachers in those schools have chosen to continue using the teacher-created assessments they have been using for years.

The superintendent hears these concerns and is thinking about how to structure the next implementation team meeting to address some of the challenges that the team is running into as they implement the HQIM.

# **Reflection Questions:**

1. What did the district prioritize in their launch of HQIM?
2. Pretend you are the superintendent reflecting on the 8 Elements tool after the walk through. How would you rate your district based on the case study above? Use evidence to justify your ratings.

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| **ELEMENTS** | **LEVELS** | | |
|  | **NOT YET IMPLEMENTED** | **PARTIALLY IMPLEMENTED** | **FULLY IMPLEMENTED** |
| **ELEMENT 3:** The school system has identified school and system implementation teams, clear goals for implementation and clear roles and responsibilities | There are **NO** articulated teams, goals for high-quality instructional materials implementation success *and/or*  **NO** articulated roles and responsibilities to support implementation | The school system has articulated teams, goals *and/or* roles and responsibilities but **NOT** **ALL**  There are teams, goals and roles and responsibilities articulated but they are **NOT** actively guiding actions | The school system is **CLEAR** on teams, goals and roles and responsibilities and they **GUIDE** action |
| **ELEMENT 4:** The school system has clear expectations for use of the High-Quality Instructional Materials | There are **NO** articulated expectations for use | There are expectations for use, but they are **UNCLEAR** *or*    There are clear expectations for use have been articulated but they are **NOT FOLLOWED** *or*   There are **COMPETING EXPECTATIONS** for use (i.e., multiple, competing versions) | Expectations for use are **CLEAR** and **REFLECTED** in practice |
| **ELEMENT 5:** All teachers (including support staff) and leaders (including administrators) complete launch training to understand how the materials are organized | There is **NO** plan in place to ensure new teachers or leaders receive launch training | Teachers **OR** Leaders have completed launch training | Teachers **AND** leaders have completed launch training  There is a plan in place to **ENSURE** new teachers or leaders get the training in future years |
| **ELEMENT 8:** The system and school team engages in a process of continuous improvement of implementation | There is **NO** process to support continuous improvement of high-quality instructional materials implementation | The school system *or* school engages in **SOME** parts of the continuous improvement process to support implementation | The school system and school engage in **REGULAR** checkpoints to support continuous improvement of implementation |