

EIGHT ELEMENTS OF EFFECTIVE IMPLEMENTATION



Instructional Materials Use

Clear Vision of Effective Instruction

School Team and Goals Identified

Clear Expectations of HQIM Use

HQIM Launch Training

Teacher Collaboration Training

Observation and Feedback Loop

Continuous Improvement Process

ELEMENTS	LEVELS		
	NOT YET IMPLEMENTED	PARTIALLY IMPLEMENTED	FULLY IMPLEMENTED
ELEMENT 1: The school system is using High-Quality Instructional Materials (i.e., materials on the state adopted lists)	<p>DOES NOT have high-quality instructional materials <i>or</i></p> <p>Has adopted and/or purchased high-quality instructional materials but NO EVIDENCE it is being used (i.e., vast majority of lessons are from other sources)</p>	<p>Has adopted <i>and/or</i> purchased high-quality instructional materials and it is being used SOMETIMES (some lessons are from the curricula; others are from supplemental resources)</p>	<p>Has adopted <i>and/or</i> purchased high-quality instructional materials and it is being used CONSISTENTLY as designed for Tier I (supplementary materials are rarely used; approved intervention materials are not used as Tier I materials)</p>
ELEMENT 2: The school system (district and school) has a clear vision of effective content instruction informing use of high-quality materials	<p>The school system DOES NOT have an articulated vision for effective content instruction</p>	<p>The school system has an articulated vision for content instruction, but it is either NOT RESEARCH-BASED <i>or</i> NOT ACTIVELY REFERENCED</p>	<p>Educators can reference a CLEARLY ARTICULATED vision for content instruction and how it INFORMS materials selection, teacher support, and continuous improvement</p>
ELEMENT 3: The school system has identified school and system implementation teams, clear goals for implementation and clear roles and responsibilities	<p>There are NO articulated teams, goals for high-quality instructional materials implementation success, <i>and/or</i></p> <p>NO articulated roles and responsibilities to support the implementation</p>	<p>The school system has articulated teams, goals <i>and/or</i> roles and responsibilities but NOT ALL</p> <p>There are teams, goals and roles and responsibilities articulated but they are NOT actively guiding actions</p>	<p>The school system is CLEAR on teams, goals and roles and responsibilities and they GUIDE action</p>

<p>ELEMENT 4: The school system has clear expectations for use of the HQIM</p>	<p>There are NO articulated expectations for use</p>	<p>There are expectations for use, but they are UNCLEAR <i>or</i></p> <p>There are clear expectations for use have been articulated but they are NOT FOLLOWED <i>or</i></p> <p>There are COMPETING EXPECTATIONS for use (i.e., multiple, competing versions)</p>	<p>Expectations for use are CLEAR and REFLECTED in practice</p>
<p>ELEMENT 5: All teachers (including support staff) and leaders (including administrators) complete launch training to understand how the materials are organized</p>	<p>There is NO plan in place to ensure new teachers or leaders receive launch training</p>	<p>Teachers OR leaders have COMPLETED launch training</p>	<p>Teachers AND leaders have COMPLETED launch training</p> <p>There is a plan in place to ENSURE new teachers and leaders receive training in coming years</p>
<p>ELEMENT 6: The system and school teams support collaborative planning and preparation using HQIM</p>	<p>There is NO support for collaborative planning (unit launch, lesson preparation, student work analysis) <i>or</i></p> <p>Collaborative planning does NOT incorporate attention to the high-quality instructional materials</p>	<p>Leaders support SOME parts of collaborative planning such as unit launches, lesson preparation, and student work analysis</p>	<p>Leaders support ALL parts of collaborative planning, including unit launch, lesson preparation, and student work analysis</p>

ELEMENT 7: The system and school teams support observation and feedback connected to HQIM

There is **NO** support for observation and feedback *or*

Observation and feedback routines do **NOT** incorporate attention to the high-quality instructional materials

Leaders support observation and feedback with **SOME** connection to high-quality instructional materials

Leaders **CONSISTENTLY** review instructional materials before observing lessons

Leaders provide **TARGETED** feedback that reflects an **UNDERSTANDING** of the materials

ELEMENT 8: The system and school teams engage in a process of continuous improvement of implementation

There is **NO** process to support continuous improvement of high-quality instructional materials implementation

The system *or* school engages in **SOME** parts of the continuous improvement process to support the implementation

The system and school conduct **REGULAR** checkpoints to support the continuous improvement of implementation