IMPLEMENTATION

Progression Tool

Mathematics

Teacher		Grade Level	
Adopted HQIM			

USE GUIDANCE

This implementation progression pertains to curriculum-specific coaching and continuous improvement. It provides leaders, coaches, teachers, and others with an understanding of what curriculum implementation entails and the associated development progression.

REFINING USE	PROGRESSING USE	EMERGING USE	NO EVIDENCE OF USE
Evidence observed suggests that the teacher is implementing the curriculum with integrity.	Evidence observed suggests that the teacher is approaching implementation of the curriculum as it was designed.	Evidence observed suggests that the teacher is in the early stages of implementing the curriculum as it was designed.	Evidence observed suggests that the teacher is not using the curriculum as designed or at all.

The Implementation Progression can be used to establish a shared vision for curriculum implementation, facilitate self-reflection, support coaching, and/or assess teachers' progress toward high-quality implementation. It is not intended for accountability or assessment purposes.

OBSERVATION INSTRUCTIONS

Before the Observation	During the Observation	After the Observation
Observers should review the progression descriptions and observation rubric. Additionally, they should examine the Module Overview and Lesson Plans to ensure they are familiar with the curriculum if they are not already.	Observers should ideally attend a complete lesson and take notes on their observations. If components are not seen during classroom visits, they should not be placed on the progression rubric.	After each observation, observers should evaluate their evidence, identify where the instruction fits within the developmental progression for each component of the Implementation Progression Rubric, and document their placement and rationale.

OBSERVATION FAQs

- **What if I can't decide between two columns on the Implementation Progression?**
  - The objective is to determine if the instruction has been fully implemented at its designated level. Thus, if the evidence indicates that the instruction falls between two levels, it should be categorized at the earlier level.

- **What if I didn't see one of the Implementation Progression Components?**
  - The Implementation Progression Tool relies on the essential instructional elements commonly present in lessons. Observers should witness all these components during a complete lesson observation, and often during a partial observation as well. However, if an observer is unable to gather evidence on a specific component (for instance, if they must leave early), they should not assign a placement on the progression (i.e., choose N/A).

- **How does the *Implementation Progression Tool* connect to the *Teacher Professional Growth Rubric*?**
  - The Implementation Progression Tool aligns with Standards 1, 2, 4, and 5 of the Teacher Professional Growth Rubric. It ensures lessons meet the MCCR standards, promote high levels of learning for every student, offer various methods for students to derive understanding, and foster a learning-centered classroom community.

OBSERVATION RUBRIC

	Refining Implementation	Progressing Implementation	Emerging Implementation
Component 1			
To what extent do teachers engage students' prior knowledge and ensure they have access to the lesson's underlying skills and concepts?	Teachers activate students' prior knowledge and ensure access to the lesson's core skills and concepts.	Teachers activate students' prior knowledge and offer access to the lesson's underlying skills and concepts.	Teachers do little to engage students' prior knowledge and provide limited access to the lesson's essential skills and concepts.
Component 2			
To what extent do teachers assist students in developing conceptual knowledge through collaborative, personalized problem-solving and questioning?	Teachers use collaborative, personalized problem-solving and questioning to help students build conceptual knowledge.	Teachers employ collaborative, personalized problem-solving questions and direct instruction to help students develop conceptual knowledge.	Teachers primarily use direct instruction to help students build procedural knowledge.
Component 3			
To what extent do teachers encourage students to synthesize the key concepts of the lesson and make meaningful connections?	Teachers help students synthesize the main ideas of the lesson and create conceptual connections.	Teachers guide students to synthesize the key ideas of the lesson and make conceptual connections, occasionally doing the thinking for them.	Teachers provide minimal guidance to help students synthesize the key concepts of the lesson and establish conceptual connections, frequently performing the thinking for them.
Component 4			
To what extent are teachers creating supportive, engaging, and rigorous learning environments?	Teachers create supportive, engaging, and rigorous learning environments.	Teachers create relatively supportive, engaging, and rigorous learning environments.	Teachers create minimally supportive, engaging, and rigorous learning environments.