

EDEquity, Inc Implementation Rubric™



Institutionalizing Our Practice Through Deep Implementation



Implementation Rubric™

Why Use an Implementation Rubric

An equity gap exists in part because various educational reforms and instructional strategies are not reaching all students. EDEquity is committed to closing the gap by supporting schools to ensure reforms are deeply implemented. Current research has directed educators to become more diligent in implementing what works (Reeves and Marzano, 2005). Educational leaders have asked for tools and approaches to guide their teams to ensure deep implementation. The Implementation rubric, will allow district and school teams to engage in explicit dialogue that will lead to clear objectives and actions for the improvement to be implemented. As Reeves indicates, the moral imperative, value effectiveness over popularity and the effective use of data are key elements for deep implementation.

How & When to Use an Implementation Rubric

The implementation rubric should be used for new and current instructional initiatives and/or strategies. District and school teams should identify an instructional area to be implemented or to assess the level of implementation of a current instructional focus with a culturally conscious focus. The implementation team should include teachers that will support and monitor the implementation of the stated improvement. The rubric will support coherence, congruency and commitment to implementing the intended improvement.

When you begin to build an implementation rubric, describing the quality indicators on the attached template, the team needs to begin with level 3. At level 3 describe the indicators that would specifically identify that your team is proficient at the basic implementation level. Then proceed to level 4 and describe the indicators that would specifically identify that your team is at an advanced level and into deep implementation. The team can then fill in the indicators for level 2, followed by level 1 and level 0.

Levels of Implementation

Deep Implementation – Level 4

- Clear evidence of student outcome(s) can be attributed to the implementation
- District administrators and principals can demonstrate verbal and written understanding of the area of implementation
- There is a board policy and administrative regulation linked to the initiative
- Scheduled board meetings to communicate the progress monitoring of the initiative
- Formal language of the initiative is communicated (external and internal)
- The district educational team can clearly link the implementation to student achievement and will be able to know the antecedences (cause) of the achievement
- There is tight connection of horizontal and vertical teams (instruction and business side of the district) to the implementation
- District teams monitor the effectiveness every 4 to 6 weeks using identified data
- The team(s) are consciously skilled in using the components of the implementation
- The implementation is clearly linked to the school site plan, grade level goals, teacher classroom goals and student outcomes

Basic Implementation – Level 3

- The district has a Theory of Action of the initiative
- Evidence of improvement is found at school sites
- School sites are required to present evidence of implementation of the initiative
- Site principals can retrieve data results/evidence of the implementation
- Collaboration among principals is evident during principals trainings
- School sites present school wide findings of the initiative twice a year to the district team
- Goals are set and monitored through-out the year based on data (qualitative and quantitative)
- The goal(s) are aligned to the site school site plan for student achievement

Partial Implementation – Level 2

- Partial evidence is found on the school sites
- Equity Principal training is an additive not the primary focus
- Only summative data is used to monitor the Equity initiative
- Partial alignment to district's strategic plan
- Partial elements of improvement if founded

Minimal Implementation – Level 1

- Minimal evidence of improvement is found in the classroom
- Teachers minimally retrieve data results/evidence of the implementation
- Minimal collaboration among principals/partial evidence teachers collaboration teams
- Minimal progress monitoring is evident
- Minimal goals are set and monitored throughout the year based on data (qualitative and quantitative)

No evidence of Implementation-Level 0



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Implementation Focus System Wide Equity

Level 1 Minimal Implementation	<ul style="list-style-type: none"> • Limited training in Equity • No clear person responsible for monitoring Equity Initiative • language on subgroup achievement in literature to community • Misaligned actions • Equity Staff is due to situational crisis
Level 0 No Evidence	<ul style="list-style-type: none"> • No Equity language in district documents • No district Equity Initiative • Principal can not clearly articulate District’s Equity Initiative • No means to monitor progress sub-group achievement

Note: The process of the rubric is to stimulate deep dialogue of the quality indicators. The rubric should be developed with the mind-set of what you seek your district to develop into not your current practice. Your quality indicators should be observable and measurable.

