

Granite School District
Implementation Rating Scale

As part of our school improvement or district improvement efforts, we often identify instructional, classroom management, and leadership strategies we think will improve student learning and our school climate. To do so, we likely provide training, material resources, and coaching to both introduce and support these practices. While the provision and monitoring of these are important, doing so is only the most elementary step in understanding the progress we are making.

A more full understanding of our progress is the degree to which the new or “refreshed” strategies are being implemented, on a daily basis, in our classrooms and in our school. The implementation sciences strongly indicate that the adoption of new practices is a process. To better understand and summarize this process, the Department of Organizational Development has developed the Granite School District School Improvement Implementation Rating Scale (see below).

Framing our classroom and school-wide observations and conversations of school improvement within this model will better equip our school leadership and staff to better problem solve and manage our school improvement efforts. It is recommended that your school leadership, teachers, and staff familiarize themselves with this scale. Doing so will help bring awareness of how change occurs over time. They will better understand where they stand and the types of things they should be working on as they adopt the new/refreshed strategies into their daily practice.

Granite District School Improvement Implementation Rating Scale			
A model for understanding our progress toward adopting effective school improvement strategies			
Implementation Stage/Rating	This is a <u>description</u> of where the teacher/staff/leader may currently be at in his or her understanding and use of the school improvement strategies they are responsible for adapting and/or supporting.	These are <u>common questions</u> asked when beginning this level of implementation.	
Declarative Knowledge Getting ready	1	Information. The teacher may not be fully knowledgeable of these practices or “bought into” them. He or she would benefit from being exposed to professional development activities and receiving resources toward an understanding of the skill or practice. He or she should be encouraged to talk about concerns and expectations regarding practicality and use.	What is expected of me? How will doing these things benefit my students?
	2	Preparation. The teacher is <u>getting ready</u> to start doing these things in his or her classroom. He or she is reviewing current practices and exploring how and when to integrate these skills into daily routines.	What district tools and assessments support these skills? How do I access and use them?
	3	Emerging Use. The <u>teacher is starting</u> to put things into practice by closely following guidelines and/or coaching and administrative recommendations. He or she is starting to make changes or adjustments to current practices.	What kind of support should I be asking for? How do I make it feel like this is not just “one more extra thing to do?”
Procedural Knowledge Using it	4	Dependable use. The teacher is <u>doing what is expected</u> of them. He or she is no longer figuring out how to practice these skills or how to “put them in motion”. However, he or she may not be certain when the effects will be seen or how to formatively assess effectiveness.	What types of data should I be regularly using to better understand its effect on student learning?
	5	Ownership. The teacher is taking ownership of the process by <u>substantially tailoring</u> it to his or her strengths and to his or her students’ individual learning needs.	How do I “make it my own”? How do I customize or supplement it to meet the learning needs of all my students?
Conditional Knowledge Leading it	6	Emerging Leadership. The teacher “fully owns” this practice and is leading it out with his or her colleagues.	How can I facilitate the attainment and use of this skill in my content, PBIS, and grade level PLCs?
	7	School Leadership. The teacher has a “big picture” view of how this practice fits in the overall school improvement process and in improved student learning. He or she understands how the use of these skills impacts and integrates with future school improvement decisions, options, and opportunities.	How can I assist school leadership in sustaining these practices while concomitantly exploring future school improvement initiatives?