5-Point District Implementation Rubric

Strongest Implementation > **Weakest Implementation**

	5	4	3	2	1
Implementation Preparation	District has completed thorough implementation preparation including identification of lead person; purchase of appropriate Major Tools; creation of 90-minute parallel schedule	District has purchased appropriate Major Tools and built 90-minute parallel schedule	District implementation preparation is incomplete; no Major Tools purchased; 90-minute blocks established	Only instructional materials and Teacher Editions purchased rather than appropriate Major Tools	District did not complete implementation preparation; no lead *LANGUAGE!* person at district level identified; no schedule adjustments; no Major Tools purchased
Administrative Training	All principals and administrative teams attended half-day launch and administrator follow-ups	All principals and administrative teams attended 1-day follow-up	All principals and administrative teams attended half-day overview	All principals and administrative teams have had at least a one-hour overview	Principals and administrative teams have had no training on the curriculum
Training	All teachers have had the initial two-day training and have utilized technology supports	All teachers have had a 2-day initial training	Some teachers have had a 2-day initial training	Teachers have had less than 2 days of training	Teachers have had no training on how to use the curriculum
Ongoing Training/ Support	Training plan includes two days of school-based site visits; administrator follow-up (1 day); online modules; and Local Capacity Building	Training plan includes school-based site visits; administrator follow-up (1 day); and online modules	Training plan includes school-based site visits and online modules	Training plan includes school-based site visits	No site visits are planned, online modules not utilized, no administrator follow-up, no Local Capacity Building
Classroom Visits	Collaborative support is encouraged through mutual planning time and opportunities to visit successful classrooms	Teachers are afforded the opportunity to visit another successful classroom using the curriculum	Limited collaborative support is encouraged through occasional meeting time with other teachers using the curriculum	Teachers have no mutual planning time and no chance to meet with fellow intervention teachers	No collaborative support is encouraged for either planning or classroom observation
Data Utilization in the Online System	Teachers are required to input the data from Placement, Content Mastery, Summative Tests, and Progress Indicators; provisions made for regular review and discussion of results	Teachers are required to input data from Placement, Content Mastery, Summative Tests, and Progress Indicators	Teachers are required to input Content Mastery data only	Teachers are required to input only Progress Indicator data	Teachers do not utilize the data system to assist in teaching adjustments