

What is Implementation?

Awareness	Beginning Implementation	Partial Implementation	Full Implementation *
Practising			
What practices (teaching learning and leading) will evolve or change in service of the urgent student learning needs identified? How is the “practising” of these practices (teaching learning and leading) evidenced in and across classrooms? What observable actions (awareness to implementation) will there be?			
Supporting			
How are professional learning structures supporting the practising? How is support differentiated as the practising moves from awareness to full implementation? What supporting conditions provide a foundation for “practising?”			
Monitoring (Observing & Describing)			
How are we monitoring the “practising” from awareness to full implementation? How and when will we monitor impact on student learning?			
Reflecting/Refining	Reflecting/Refining	Reflecting/Refining	Reflecting/Refining
What observations/information do we have about our progress? What does this mean for our work?			

Student Outcome	Practising	SyIT Supporting Actions

Act on the best evidence possible and learn from your mistakes.

Robert Sutton, 2010

Our SyIT Focus/Inquiry - Painting the picture... describe what full implementation of this inquiry looks like within classrooms, schools, networks, and the district?

Monitoring

We monitor for the purposes of ...

Describing – What is it that is currently happening in the work of our focus/inquiry?

Holding ourselves accountable – Are we doing what we said we would do?

Understanding our progress – Is there evidence of impact?

Reflecting and Revising – How are we using the evidence?

How is it the same and/or different from assessment *for / as* learning?

How is it the same and/or different from evaluation?

Monitoring

We think we're on to something related to monitoring... (*describe*). We think this because...

Our wonderings are...

Thinking About the Implementation Journey

	AWARENESS	BEGINNING IMPLEMENTATION	PARTIAL IMPLEMENTATION	FULL IMPLEMENTATION
Practising				
Supporting				
Monitoring				

Doing the Work

- What common practices are being implemented in this inquiry?
- How are these practices being supported in the classroom, school, network, and district level?
- Based on your role, how do you know this work is having an impact on student learning?

Fullan's Right Drivers

Will the implementation of your focus/inquiry ...

- foster intrinsic motivation of teachers and students?
- engage educators and students in continuous improvement of instruction and learning?
- inspire collective or team work? *and*
- affect all teachers and students – 100 per cent?

Reference: **Choosing the wrong drivers for whole system reform**
Michael Fullan, 2011

Monitoring uses feedback to indicate necessary mid-course corrections.

White and Smith, 2010

SIM3: Between Now and Then

I will...

We will...

Assessment of school effectiveness is an inquiry process that considers the following:

Are we reaching our student learning and achievement goals?

How do we know? What is the quantitative and qualitative evidence that supports this?

What actions will we take to ensure continuous improvement?

This is a thoughtful inquiry rather than a checklist;

School Effectiveness Framework, 2010