Implementation DASHBOARD

Data Submission Workbook

SCHOOL LEADERSHIP
Consistent Implementation

Consistent Implementation: School Leadership

Directions

This workbook supports your preparation for submitting your data in the Implementation Dashboard. We recommend you save a copy of your workbook in an accessible location, as you will reference it during your implementation review meeting. For more information about the data submission process, please refer to the Resource Library on your Implementation Dashboard site.

Data Collection Samples and Workbook

The table below includes the full text of the key action and success criteria you will use for your self-assessment. The "Example" column shows completed scoring and evidence from leaders in your phase to support your understanding of the scoring process. It is not intended as the only evidence necessary for the success criterion. Use the blank evidence and score sections for preliminary notes about your evidence and initial score based on it. Please refer to the glossary to define the terms used in the success criteria.

Recommended Evidence

- Surveys or focus groups to determine if:
    - Teachers have opportunities to observe others who effectively use the HQIM.
    - Teachers have all the materials necessary to fully implement the HQIM.
- PLC observations to determine if:
    - Teacher leaders facilitate unit and lesson preparation.
    - Teachers analyze student work and embedded assessments to identify student needs.
    - There are opportunities for reflection on using the HQIM to meet diverse student needs.
- Walkthrough and observation data for evidence that:
    - Teachers received feedback on their implementation of the HQIM.
    - HQIM is used for the majority of classroom instruction.
    - Adaptations to the HQIM maintain their integrity and also meet student needs.
    - Scaffolds and supports for students provide consistent access to grade-level instruction.
    - Teachers make connections between the HQIM and students' backgrounds and experiences.
    - The classroom environment is culturally relevant and inclusive.
    - Feedback from previous observations is incorporated into teacher practice.

Consistent Implementation: School Leadership

Key Action: Support strong implementation.

Success Criteria	Example	Evidence	Score
Create and execute a cohesive professional learning plan aligned to the HQIM and differentiated for experienced and new teachers. Set the expectation for required participation.	*Score: Complete* *Evidence: New teacher orientation includes initial training on HQIM, and school PL plan includes offerings for experienced and new teachers.*		Complete Partially complete Not started Unsure
Identify materials requiring replenishment, such as teacher guides, student consumables, digital licenses, texts, and manipulatives, confirming funding sources and allocating school budget accordingly.	*Score: Sometimes* *Evidence: We have a spreadsheet to track orders needed for the next school year, but funding sources are inconsistent.*		Consistently Sometimes Rarely Unsure
Use walkthrough and evaluation tools to provide explicit feedback to teachers about their implementation of the HQIM.	*Score: Sometimes* *Evidence: We schedule walks weekly with the lens of implementation but are not sure of the frequency of feedback for all teachers.*		Consistently Sometimes Rarely Unsure
Provide teachers with feedback and opportunities for both group and individual reflection	*Score: Sometimes* *Evidence: Coaches serve as teachers'*		Consistently Sometimes Rarely

focused on the use of the HQIM to meet diverse student needs.	*primary resource for this work, but they are sometimes pulled in other directions.*		Unsure

Key Action: Take ownership of HQIM implementation.

Success Criteria	Example	Evidence	Score
Provide professional learning and feedback to potential teacher leaders or coaches to support their ability to lead aspects of HQIM implementation.	*Score: Consistently* *Evidence: We implemented a summer leadership institute for teacher leaders.*		Consistently Sometimes Rarely Unsure
Begin transitioning PLC or collaborative planning time facilitation to teacher leaders who have experience with the HQIM.	*Score: Consistently* *Evidence: This was a focus of the teacher leader summer institute.*		Consistently Sometimes Rarely Unsure
Highlight implementation successes to build investment in the HQIM and demonstrate progress across all subgroups of students.	*Score: Sometimes* *Evidence: We highlight this in PLCs but not schoolwide.*		Consistently Sometimes Rarely Unsure
Routinely use HQIM-embedded student work and assessments to monitor progress.	*Score: Consistently* *Evidence: Use real-time student data weekly in collaborative planning meetings and track smaller assessments on a schoolwide data tracker.*		Consistently Sometimes Rarely Unsure

Consistent Implementation: Teachers

Key Action: Consistently leverage the HQIM and embedded supports to help all students meet grade-level expectations.

Success Criteria	Example	Evidence	Score
Purposefully plan scaffolds and support, utilizing resources in the HQIM to ensure students have consistent access to grade-level instruction	*Score: Some* *Evidence: Learning walks show some teachers still struggle with this.*		All Some Few to none Unsure
Skillfully implement the HQIM by making smart adaptations that maintain the integrity of the HQIM while meeting student needs.	*Score: Some* *Evidence: Observation data shows some teachers are making adaptations that reduce the rigor of the materials.*		All Some Few to none Unsure
Continue to build a culturally relevant and inclusive classroom by purposefully planning connections in the HQIM to students' backgrounds and experiences.	*Score: Some* *Evidence: Learning walks show some teachers still struggle with this.*		All Some Few to none Unsure
Continue to incorporate feedback from school leaders to improve lesson delivery.	*Score: All* *Evidence: Learning walks and PLCs show high investment from teachers.*		All Some Few to none Unsure

Key Action: Regularly engage in continuous improvement to advance their practice and implementation of the HQIM.

Success Criteria	Example	Evidence	Score

Consistent Implementation: Teachers			
Continue to engage in ongoing professional learning (e.g., workshops, coaching, PLCs) to deepen understanding of the approach, content, and strategies of the HQIM.	*Score: All* *Evidence: All teachers participate in PLCs, and PL calendar differentiates for experienced teachers on workshop days.*		All Some Few to none Unsure
Regularly analyze HQIM-embedded student work and assessments to identify student strengths and areas of growth.	*Score: All* *Evidence: This is built into the PLC schedule.*		All Some Few to none Unsure
Begin to take ownership of PLC or collaborative planning time facilitation.	*Score: Sometimes* *Evidence: Some grade-level PLCs are not ready to take this on due to the experience level of the teachers.*		Consistently Sometimes Rarely Unsure
Participate in informal observation and feedback sessions with colleagues.	*Score: Some* *Evidence: Some grade-level teams have not observed each other this year.*		All Some Few to none Unsure

Glossary

This glossary defines terms used in the success criteria of the self-assessments in the HQIM Implementation Dashboard.

Relevant group: Those impacted by, influenced by, or interested in the work or decision.

Culturally responsive: Intentionally acknowledging and valuing the diversity, contributions, and experiences of every educator and learner by providing opportunities for individuals to see themselves and others in their learning.

Diverse learners: Students with a wide range of characteristics, including backgrounds, skills, and abilities.

HQIM: High-quality instructional materials.

CBPL: Curriculum-based professional learning.

Implementation team: School system or school-level leaders responsible for supporting curriculum, instruction, assessment, and professional learning.