Implementation DASHBOARD

Data Submission Workbook

SCHOOL LEADERSHIP
Initial Implementation

Initial 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.

Success Criteria Scale

Each success criterion is scored on a 4-part Likert scale, from "Full Measure," meaning the success criterion is fully met, to "Measure Unknown (Unsure)."

Self-Assessment Rating			
Full Measure	**Partial Measure**	**No Measure**	**Measure Unknown**
Consistently *This criterion happens regularly or on a steady schedule as required.*	Sometimes *This criterion does not happen as regularly or on a steady schedule as it should.*	Rarely	Unsure *You do not have any insight into whether or not this criterion is on track. Before choosing this option, check to see if anyone else in your school or school system could provide you insight into the progress of this criterion.*
Complete *This criterion does not need to be addressed again this school year.*	Partially complete *Not all aspects of the criterion have been fully addressed.*	Not started	
All *Every teacher using the specific HQIM meets this criterion.*	Some *Only some teachers using the specific HQIM meet this criterion or parts of it.*	Few to none *Only a few teachers or no teachers using the specific HQIM meet this criterion.*	

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

- Teacher 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:
    - The focus of the time is on HQIM implementation.
    - Lesson and unit internalization use a common, shared protocol.
    - There are opportunities to rehearse lessons or parts of lessons regularly.
    - Student work from the HQIM is used to identify strengths and areas of growth in learning.
- Walkthrough and observation data with evidence that:
    - All teachers have received feedback on their implementation of the HQIM.
    - Teachers stay true to the coherence and intentionality of the lesson and unit design.
    - HQIM is not modified in a manner that leads to ineffective or below-grade-level instruction.
    - Teachers use embedded supports for diverse learners.
    - 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.

Initial Implementation: School Leadership

Key Action: Reinforce expectations for strong implementation.

Success Criteria	Example	Evidence	Score
Execute a cohesive, school system-aligned professional learning plan and set the expectation for required participation.	*Score: Sometimes* *Evidence: Full year is not yet planned, and not all PL days are mandatory per school system guidelines.*		Consistently Sometimes Rarely Unsure
Ensure PLCs or collaborative planning time are primarily used to internalize units and lessons from the HQIM using a common protocol.	*Score: Sometimes* *Evidence: Some PLCs were used for other tasks like fire drill procedures.*		Consistently Sometimes Rarely Unsure
Deepen understanding of the HQIM's approach, content, and strategies through regular participation in professional learning.	*Score: Sometimes* *Evidence: The instructional Leadership Team has not been consistent about attending PL sessions.*		Consistently Sometimes Rarely Unsure
Reinforce the expectations for using HQIM and supplemental content-specific support aligned to what students are experiencing in the HQIM by addressing roadblocks and concerns.	*Score: Consistently* *Evidence: Set agenda item for staff meetings.*		Consistently Sometimes Rarely Unsure

Key Action: Establish routines and processes for monitoring and supporting implementation.			
Identify replenishment materials, such as teacher guides, student consumables, digital licenses, texts, and manipulatives, and confirm funding sources with system leaders.	*Score: Complete* *Evidence: Teachers have a common document to report materials needed, and we submitted our budget using school system guidelines.*		Complete Partially complete Not started Unsure
Conduct regular teacher observations using a common instructional walkthrough tool aligned to the HQIM to provide feedback and gather implementation data.	*Score: Consistently* *Evidence: Instructional Leadership Team adopted a common observation tool to use, and each has a goal to visit 3 classrooms per week.*		Consistently Sometimes Rarely Unsure
Establish tools and routines for collecting and organizing information on HQIM implementation with the school team, including data from classroom visits, student work, assessments, and teacher feedback.	*Score: Partially complete* *Evidence: Have not done this for student work or classroom visits.*		Complete Partially complete Not started Unsure
Highlight instances of effective implementation, sharing success stories and facilitating observation opportunities for other educators.	*Score: Sometimes* *Evidence: We highlight in weekly emails but have not provided observation opportunities.*		Consistently Sometimes Rarely Unsure

Initial Implementation: Teachers

Key Action: Improve their implementation of HQIM through professional learning.

Engage in professional learning (e.g., workshops, coaching, PLCs) to deepen understanding of the HQIM's approach, content, and instructional strategies and routines.	*Score: Some* *Evidence: PL opportunities are not all mandatory.*		All Some Few to none Unsure
Use a common, shared protocol to internalize lessons and units during PLCs or collaborative planning time.	*Score: Some* *Evidence: Not consistently happening in PLCs.*		All Some Few to none Unsure
Use student work and data from HQIM-embedded assessments to identify strengths and areas of growth.	*Score: Some* *Evidence: Some grade-levels routinely do this in their PLCs, but others are not very consistent.*		All Some Few to none Unsure
Regularly rehearse lessons or parts of lessons that may be tricky for students or teachers during PLCs or collaborative planning time.	*Score: Some* *Evidence: Not consistently happening in PLCs.*		All Some Few to none Unsure

Key Action: Use the HQIM as intended.			
Success Criteria	**Example**	**Evidence**	**Score**
Stay true to the coherence and intentionality of the lesson and unit design, and do not modify materials to lead to ineffective or below-grade-level instruction.	*Score*: *Some* *Evidence*: *There are still teachers supplementing with below-grade-level materials.*		All Some Few to none Unsure
Use HQIM-embedded supports for diverse learners.	*Score*: *Some* *Evidence*: *Teachers are inconsistent about using the supports.*		All Some Few to none Unsure
Make connections in HQIM to students' backgrounds and experiences to build a culturally relevant and inclusive classroom environment.	*Score*: *Some* *Evidence*: *Observed some great teachers who are doing this, but some still need a mindset shift*		All Some Few to none Unsure
Incorporate initial feedback and guidance on the implementation of HQIM into their practice.	*Score*: *Some* *Evidence*: *Some teachers not fully bought into the materials are sometimes resistant to incorporating feedback.*		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.