



Implementation
DASHBOARD

Data Submission Workbook
SCHOOL SYSTEM LEADERSHIP
Initial Implementation

Initial Implementation: School System 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
<p>Consistently</p> <p><i>This criterion happens regularly or on a steady schedule as required.</i></p>	<p>Sometimes</p> <p><i>This criterion does not happen as regularly or on a steady schedule as it should.</i></p>	<p>Rarely</p>	<p>Unsure</p> <p><i>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.</i></p>
<p>Complete</p> <p><i>This criterion does not need to be addressed again this school year.</i></p>	<p>Partially complete</p> <p><i>Not all aspects of the criterion have been fully addressed.</i></p>	<p>Not started</p>	
<p>All</p> <p><i>Every teacher using the specific HQIM meets this criterion.</i></p>	<p>Some</p> <p><i>Only some teachers using the specific HQIM meet this criterion or parts of it.</i></p>	<p>Few to none</p> <p><i>Only a few teachers or no teachers using the specific HQIM meet this criterion.</i></p>	

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.

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Key Action: Reinforce enabling conditions for strong implementation.			
Success Criteria	Example	Evidence	Score
Execute a cohesive professional learning plan with a professional learning partner, including ongoing, job-embedded professional learning for teachers and leaders. Set the expectation for required participation.	<p><i>Score: Complete</i></p> <p><i>Evidence: Created plan with PL provider. Communicated participation requirements to school leaders and teachers. Held make-up sessions for late hires.</i></p>		<p>Complete</p> <p>Partially complete</p> <p>Not started</p> <p>Unsure</p>
Protect time in the professional learning plan from being used for school system or school initiatives unrelated to implementation.	<p><i>Score: Consistently</i></p> <p><i>Evidence: PL is coded to Title II, so it has to be related to HQIM.</i></p>		<p>Consistently</p> <p>Sometimes</p> <p>Rarely</p> <p>Unsure</p>

<p>Reinforce that intervention, tutoring, or other supplemental content-specific support must be coherent with what students are experiencing in the HQIM.</p>	<p><i>Score: Sometimes</i></p> <p><i>Evidence: Messaged as part of back-to-school PD, but have not reinforced the message.</i></p>		<p>Consistently Sometimes Rarely Unsure</p>
<p>Reinforce protocols and expectations for unit and lesson preparation and professional learning (e.g., PLCs, coaching, and PL days).</p>	<p><i>Score: Sometimes</i></p> <p><i>Evidence: Have not coordinated with PL provider, so some teachers are getting mixed messages about planning protocols.</i></p>		<p>Consistently Sometimes Rarely Unsure</p>
<p>Key Action: Establish routines and processes for monitoring and supporting implementation.</p>			
<p>Maintain funding for professional learning providers and replenish HQIM. Communicate funding expectations to school leaders and ensure sufficient budget allocation.</p>	<p><i>Score: Partially complete</i></p> <p><i>Evidence: Budget is in front of the board, but not approved yet.</i></p>		<p>Complete Partially complete Not started Unsure</p>
<p>Train school leaders to use a common, HQIM-aligned tool for walkthroughs and observations, clarify expectations for feedback focused on implementation (not evaluation), and co-observe to norm on</p>	<p><i>Score: Partially complete</i></p> <p><i>Evidence: Don't have an officially adopted tool but do use whichever tool the school uses when with school leaders.</i></p>		<p>Complete Partially complete Not started Unsure</p>

practice using the common tool.			
Establish data collection tools and routines for classroom visits, student work, HQIM-based assessments, and teacher feedback to share with the implementation team.	<p><i>Score: Partially complete</i></p> <p><i>Evidence: Everyone is doing all parts, but it's not systematic. Some schools are using different tools, so data can't roll up to us in a cohesive way.</i></p>		<p>Complete</p> <p>Partially complete</p> <p>Not started</p> <p>Unsure</p>
Collaborate with school leaders to identify schools and teachers who strongly implement the HQIM, showcasing their success stories and offering observation opportunities to other educators.	<p><i>Score: Sometimes</i></p> <p><i>Evidence: Would like to do this more, but sub costs are prohibitive for observation opportunities.</i></p>		<p>Consistently</p> <p>Sometimes</p> <p>Rarely</p> <p>Unsure</p>

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.