



Implementation
DASHBOARD

Data Submission Workbook

SCHOOL LEADERSHIP

Program Installation

Program Installation: 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 |
| <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 Submission 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 that determine if:
 - Teachers adjusted lesson and unit preparation routines to align with the HQIM.
 - Teachers adjusted grading and assessment routines and policies to align with the HQIM.
 - Teachers understand the connection between the HQIM and the content-specific vision for excellent, equitable instruction.
- Walkthrough or observation data that includes:
 - Teachers’ understanding of the approach, design principles, content, instructional strategies, and routines.
 - Presence of the HQIM in all classrooms, appropriately organized for instruction.
 - Removal of all previous materials from classrooms.
 - Alignment of classroom routines and schedules with the HQIM.
 - Students’ knowledge of how to access the digital components of the HQIM.

Program Installation: School Leadership

Key Action: Create the initial enabling conditions for strong implementation.

| Success Criteria | Example | Evidence | Score |
|--|--|----------|--|
| Ensure teachers and specialists have required HQIM, removed previous ones, and have the appropriate credentials to access digital materials. | <p><i>Score: Partially complete</i></p> <p><i>Evidence: All teachers who were part of pre-service professional development did this, but we did not do this with our late-hire teachers.</i></p> | | <p>Complete</p> <p>Partially complete</p> <p>Not started</p> <p>Unsure</p> |
| Develop a school-specific professional learning plan to support implementation. | <p><i>Score: Complete</i></p> <p><i>Evidence: Completed in partnership with our PL provider during summer Instructional Leadership Team time.</i></p> | | <p>Complete</p> <p>Partially complete</p> <p>Not started</p> <p>Unsure</p> |
| Adjust schedules to include instructional, teacher preparation, and collaboration time consistent with the HQIM requirements. | <p><i>Score: Complete</i></p> <p><i>Evidence: Instructional schedules were adjusted to accommodate a longer ELA block for the new materials.</i></p> | | <p>Complete</p> <p>Partially complete</p> <p>Not started</p> <p>Unsure</p> |
| Align policies and procedures to the HQIM, such as grading and lesson preparation. | <p><i>Score: Partially complete</i></p> <p><i>Evidence: Most policies and procedures were addressed, but we still need to tackle how to handle grading with the new materials.</i></p> | | <p>Complete</p> <p>Partially complete</p> <p>Not started</p> <p>Unsure</p> |

Program Installation: School Leadership

Key Action: Communicate expectations for strong implementation aligned with the school system's expectations.

| Success Criteria | Example | Evidence | Score |
|---|--|----------|--|
| <p>Communicate the expectation that HQIM should be used as designed, and implementation is the priority for the year.</p> | <p><i>Score: Complete</i></p> <p><i>Evidence: The rubric used for observations includes criteria for HQIM and is used as intended.</i></p> | | <p>Complete</p> <p>Partially complete</p> <p>Not started</p> <p>Unsure</p> |
| <p>Communicate the expectation that collaborative and independent planning time is used to internalize units and lessons from the HQIM and analyze data from HQIM-embedded assessments to identify student strengths and areas of growth.</p> | <p><i>Score: Complete</i></p> <p><i>Evidence: This was communicated by the school system team, and school leaders attend PLCs to support this work.</i></p> | | <p>Complete</p> <p>Partially complete</p> <p>Not started</p> <p>Unsure</p> |
| <p>Communicate the expectation that intervention, tutoring, or other supplemental content-specific support must be coherent with what students are experiencing in the HQIM.</p> | <p><i>Score: Partially complete</i></p> <p><i>Evidence: Communicated this during back-to-school PL when explaining new programs, but did not check if teachers are using programs or materials acquired on their own also meet this expectation.</i></p> | | <p>Complete</p> <p>Partially complete</p> <p>Not started</p> <p>Unsure</p> |

Program Installation: School Leadership

| Define roles and expectations for the school-based implementation team, including observation, coaching, feedback, and data analysis, and regularly meet to review implementation data and feedback. | <i>Score: Complete</i> <i>Evidence: Incorporated implementation team roles and work into existing Instructional Leadership Team meetings.</i> | | Complete Partially complete Not started Unsure |
|---|--|----------|---|
| Key Action: Communicate and invest relevant groups in content-specific vision for instruction. | | | |
| Success Criteria | Example | Evidence | Score |
| Participate in professional learning with teachers or as a leadership team to deepen understanding of the approach, design principles, content, instructional strategies, enabling conditions, and resources required to implement their HQIM successfully. | <i>Score: Complete</i> <i>Evidence: School leaders attended initial sessions over the summer.</i> | | Complete Partially complete Not started Unsure |
| Share the vision of excellent, equitable instruction and how it aligns with the HQIM with all relevant groups. | <i>Score: Complete</i> <i>Evidence: This was incorporated into back-to-school professional learning</i> | | |

Program Installation: School Leadership

| | | | |
|--|--|--|---|
| <p>Create a process for soliciting questions or feedback from the school community about the implementation of the HQIM.</p> | <p><i>Score: Partially complete</i></p> <p><i>Evidence: Set up shared doc for people to share questions or feedback, but did not share it beyond lead teachers.</i></p> | | <p>Complete Partially complete Not started Unsure</p> |
| <p>Notify students and families of relevant material changes, leaving them excited and prepared for the upcoming year.</p> | <p><i>Score: Complete</i></p> <p><i>Evidence: Initially informed community during a board meeting. The PTA also shared info in their newsletter, and teachers shared during back-to-school night and with students the first days of school.</i></p> | | <p>Complete Partially complete Not started Unsure</p> |

Program Installation: Teachers

Key Action: Engage in professional learning to build their understanding of the HQIM and their connection to a vision for excellent and equitable instruction.

| Success Criteria | Example | Evidence | Score |
|--|--|-----------------|--|
| <p>Build an understanding of the approach, design principles, content, instructional strategies, and routines.</p> | <p><i>Score: Some</i></p> <p><i>Evidence: Initial PL with the provider did not go well; not all teachers understand all the components or are bought in.</i></p> | | <p>All Some Few to none Unsure</p> |

Program Installation: Teachers

| | | | |
|--|--|--|---|
| Participate in grade or content-level meetings to internalize initial unit and lessons. | <p><i>Score: All</i></p> <p><i>Evidence: PLCs are non-negotiable— instructional leaders are part of this work with teachers.</i></p> | | <p>All</p> <p>Some</p> <p>Few to none</p> <p>Unsure</p> |
| Navigate the program components, e.g., how they are organized and how teachers and students can access them. | <p><i>Score: Some</i></p> <p><i>Evidence: Some teachers can do all, and some teachers can do some.</i></p> | | <p>All</p> <p>Some</p> <p>Few to none</p> <p>Unsure</p> |
| Understand how the HQIM connects to a content-specific vision for excellent, equitable instruction. | <p><i>Score: All</i></p> <p><i>Evidence: Included in work with teachers when new materials were introduced.</i></p> | | <p>All</p> <p>Some</p> <p>Few to none</p> <p>Unsure</p> |

Key Action: Open and Organize Materials

| Success Criteria | Example | Evidence | Score |
|--|---|-----------------|---|
| Check materials to ensure all components are included and for the correct grade level. | <p><i>Score: Some</i></p> <p><i>Evidence: Some teachers have not completed all the components for building out centers.</i></p> | | <p>All</p> <p>Some</p> <p>Few to none</p> <p>Unsure</p> |
| Organize student materials for appropriate access during instruction. | <p><i>Score: All</i></p> <p><i>Evidence: Walkthroughs to check for all materials were completed by Instructional</i></p> | | <p>All</p> <p>Some</p> <p>Few to none</p> |

Program Installation: Teachers

| | | | |
|---|---|-----------------|--------------------------------------|
| | <i>Leadership Team.</i> | | Unsure |
| Confirm access to the appropriate digital materials for students and themselves. | <p><i>Score: Some</i></p> <p><i>Evidence: Some teachers still need to introduce digital materials to students.</i></p> | | All Some Few to none Unsure |
| Remove previous materials from the classroom. | <p><i>Score: Some</i></p> <p><i>Evidence: In walkthroughs, some teachers were supplementing with previous materials.</i></p> | | All Some Few to none Unsure |
| Key Action: Prepare for shifts in instruction, unit and lesson preparation, and/or grading required by the new HQIM. | | | |
| Success Criteria | Example | Evidence | Score |
| Adjust classroom routines and schedules to align with HQIM. | <p><i>Score: Some</i></p> <p><i>Evidence: Classroom routines are fine. Schedules are still a struggle.</i></p> | | All Some Few to none Unsure |
| Teach students to access the digital components of HQIM. | <p><i>Score: Few to none</i></p> <p><i>Evidence: Time is a factor, and teachers have not been able to do it all. Some students have learned some of the digital components.</i></p> | | All Some Few to none Unsure |

Program Installation: Teachers

| | | | |
|--|---|--|--|
| <p>Adjust lesson and unit preparation routines to align to HQIM.</p> | <p><i>Score: All</i></p> <p><i>Evidence: Currently doing this in their PLC work.</i></p> | | <p>All Some Few to none Unsure</p> |
| <p>Adjust grading and assessment routines and policies to align to HQIM.</p> | <p><i>Score: Few to none</i></p> <p><i>Evidence: Teachers are still trying to play around and understand scoring of new assessments. Also just adopted a new report card, and teachers keep asking how to bring both these things together.</i></p> | | <p>All Some Few to none 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.

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Program Installation: School Leadership

Key Action: Create the initial enabling conditions for strong implementation.

| Success Criteria | Example | Evidence | Score |
|---|--|----------|--|
| <p>Ensure teachers and specialists have required HQIM, removed previous ones, and have the appropriate credentials to access digital materials.</p> | <p><i>Score: Partially complete</i></p> <p><i>Evidence: All teachers who were part of pre-service professional development did this, but we did not do this with our late-hire teachers.</i></p> | | <p>Complete</p> <p>Partially complete</p> <p>Not started</p> <p>Unsure</p> |
| <p>Develop a school-specific professional learning plan to support implementation.</p> | <p><i>Score: Complete</i></p> <p><i>Evidence: Completed in partnership with our PL provider during summer Instructional Leadership Team time.</i></p> | | <p>Complete</p> <p>Partially complete</p> <p>Not started</p> <p>Unsure</p> |
| <p>Adjust schedules to include instructional, teacher preparation, and collaboration time consistent with the HQIM requirements.</p> | <p><i>Score: Complete</i></p> <p><i>Evidence: Instructional schedules were adjusted to accommodate a longer ELA block for the new materials.</i></p> | | <p>Complete</p> <p>Partially complete</p> <p>Not started</p> <p>Unsure</p> |
| <p>Align policies and procedures to the HQIM, such as grading and lesson preparation.</p> | <p><i>Score: Partially complete</i></p> <p><i>Evidence: Most policies and procedures were addressed, but we still need to tackle how to handle grading with the new materials.</i></p> | | <p>Complete</p> <p>Partially complete</p> <p>Not started</p> <p>Unsure</p> |

Program Installation: School Leadership

Key Action: Communicate expectations for strong implementation aligned with the school system's expectations.

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|---|--|----------|--|
| <p>Communicate the expectation that HQIM should be used as designed, and implementation is the priority for the year.</p> | <p><i>Score: Complete</i></p> <p><i>Evidence: The rubric used for observations includes criteria for HQIM and is used as intended.</i></p> | | <p>Complete</p> <p>Partially complete</p> <p>Not started</p> <p>Unsure</p> |
| <p>Communicate the expectation that collaborative and independent planning time is used to internalize units and lessons from the HQIM and analyze data from HQIM-embedded assessments to identify student strengths and areas of growth.</p> | <p><i>Score: Complete</i></p> <p><i>Evidence: This was communicated by the school system team, and school leaders attend PLCs to support this work.</i></p> | | <p>Complete</p> <p>Partially complete</p> <p>Not started</p> <p>Unsure</p> |
| <p>Communicate the expectation that intervention, tutoring, or other supplemental content-specific support must be coherent with what students are experiencing in the HQIM.</p> | <p><i>Score: Partially complete</i></p> <p><i>Evidence: Communicated this during back-to-school PL when explaining new programs, but did not check if teachers are using programs or materials acquired on their own also meet this expectation.</i></p> | | <p>Complete</p> <p>Partially complete</p> <p>Not started</p> <p>Unsure</p> |

Program Installation: School Leadership

| Define roles and expectations for the school-based implementation team, including observation, coaching, feedback, and data analysis, and regularly meet to review implementation data and feedback. | <i>Score: Complete</i> <i>Evidence: Incorporated implementation team roles and work into existing Instructional Leadership Team meetings.</i> | | Complete Partially complete Not started Unsure |
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| Key Action: Communicate and invest relevant groups in content-specific vision for instruction. | | | |
| Success Criteria | Example | Evidence | Score |
| Participate in professional learning with teachers or as a leadership team to deepen understanding of the approach, design principles, content, instructional strategies, enabling conditions, and resources required to implement their HQIM successfully. | <i>Score: Complete</i> <i>Evidence: School leaders attended initial sessions over the summer.</i> | | Complete Partially complete Not started Unsure |
| Share the vision of excellent, equitable instruction and how it aligns with the HQIM with all relevant groups. | <i>Score: Complete</i> <i>Evidence: This was incorporated into back-to-school professional learning</i> | | |

Program Installation: School Leadership

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| <p>Create a process for soliciting questions or feedback from the school community about the implementation of the HQIM.</p> | <p><i>Score: Partially complete</i></p> <p><i>Evidence: Set up shared doc for people to share questions or feedback, but did not share it beyond lead teachers.</i></p> | | <p>Complete Partially complete Not started Unsure</p> |
| <p>Notify students and families of relevant material changes, leaving them excited and prepared for the upcoming year.</p> | <p><i>Score: Complete</i></p> <p><i>Evidence: Initially informed community during a board meeting. The PTA also shared info in their newsletter, and teachers shared during back-to-school night and with students the first days of school.</i></p> | | <p>Complete Partially complete Not started Unsure</p> |

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Key Action: Engage in professional learning to build their understanding of the HQIM and their connection to a vision for excellent and equitable instruction.

| Success Criteria | Example | Evidence | Score |
|--|--|-----------------|--|
| <p>Build an understanding of the approach, design principles, content, instructional strategies, and routines.</p> | <p><i>Score: Some</i></p> <p><i>Evidence: Initial PL with the provider did not go well; not all teachers understand all the components or are bought in.</i></p> | | <p>All Some Few to none Unsure</p> |

Program Installation: Teachers

| | | | |
|--|--|--|---|
| Participate in grade or content-level meetings to internalize initial unit and lessons. | <p><i>Score: All</i></p> <p><i>Evidence: PLCs are non-negotiable— instructional leaders are part of this work with teachers.</i></p> | | <p>All</p> <p>Some</p> <p>Few to none</p> <p>Unsure</p> |
| Navigate the program components, e.g., how they are organized and how teachers and students can access them. | <p><i>Score: Some</i></p> <p><i>Evidence: Some teachers can do all, and some teachers can do some.</i></p> | | <p>All</p> <p>Some</p> <p>Few to none</p> <p>Unsure</p> |
| Understand how the HQIM connects to a content-specific vision for excellent, equitable instruction. | <p><i>Score: All</i></p> <p><i>Evidence: Included in work with teachers when new materials were introduced.</i></p> | | <p>All</p> <p>Some</p> <p>Few to none</p> <p>Unsure</p> |

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| Check materials to ensure all components are included and for the correct grade level. | <p><i>Score: Some</i></p> <p><i>Evidence: Some teachers have not completed all the components for building out centers.</i></p> | | <p>All</p> <p>Some</p> <p>Few to none</p> <p>Unsure</p> |
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| | | | |
|---|---|-----------------|--------------------------------------|
| | <i>Leadership Team.</i> | | Unsure |
| Confirm access to the appropriate digital materials for students and themselves. | <p><i>Score: Some</i></p> <p><i>Evidence: Some teachers still need to introduce digital materials to students.</i></p> | | All Some Few to none Unsure |
| Remove previous materials from the classroom. | <p><i>Score: Some</i></p> <p><i>Evidence: In walkthroughs, some teachers were supplementing with previous materials.</i></p> | | All Some Few to none Unsure |
| Key Action: Prepare for shifts in instruction, unit and lesson preparation, and/or grading required by the new HQIM. | | | |
| Success Criteria | Example | Evidence | Score |
| Adjust classroom routines and schedules to align with HQIM. | <p><i>Score: Some</i></p> <p><i>Evidence: Classroom routines are fine. Schedules are still a struggle.</i></p> | | All Some Few to none Unsure |
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| | | | |
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| <p>Adjust lesson and unit preparation routines to align to HQIM.</p> | <p><i>Score: All</i></p> <p><i>Evidence: Currently doing this in their PLC work.</i></p> | | <p>All Some Few to none Unsure</p> |
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