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. For more information about the data submission process, please refer to the Resource Library on your Implementation Dashboard site.

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Data Submission Meeting

The data submission meeting is conducted to norm on scores for the dashboard data collection. Transparency and deep reflection are key, as the dashboard will help you set the next steps to progress with your implementation. The protocol below can guide your data submission as an implementation team.

Data Submission Meeting Protocol

1. Review evidence
    a. Share overall trends in classroom observation data
    b. Share overall trends from teacher focus groups or surveys
    c. Share overall trends from PLC observations
2. Score the success criteria (see examples)
    a. For each success criterion:
        i. Discuss any evidence relevant to the success criterion.
        ii. Decide as a team on the final score to submit and any relevant evidence to include in the notes.
3. Submit your scores
    a. Designate **one person** to enter your scores and relevant notes on the Implementation Dashboard site.

Recommended Evidence

While those doing the work may quickly answer some success criteria, this section includes the recommended types of evidence and sample templates for collecting them.

Teacher Surveys or Focus Groups

Surveys and focus groups can be used to determine whether teachers have opportunities to observe others who effectively use the HQIM and whether they have all the materials necessary to fully implement it.

Suggested Questions

1. Do you continue to participate in professional learning to deepen your understanding of the approach, design principles, content, instructional strategies, and routines of the HQIM?
    a. Optional: On a scale of 1-5 (1=completely ineffective, 5=completely effective), rate the effectiveness of the professional learning you have participated in helping you use your curriculum skillfully.
2. Do you have the opportunity to take ownership of collaborative planning and feedback cycles to drive improvement and provide grade-level instruction to all students?
3. Do you use student work and data from the HQIM-embedded assessments to identify strengths and areas of growth in learning?
4. Do you continue to receive feedback and guidance on your implementation of the HQIM?
5. Do you have all the materials necessary to fully implement the HQIM?
    a. Optional: What materials are you missing

PLC Observations

The recommended PLC observation look-fors are listed below to support your collection of the recommended evidence. When scoring the strength of your implementation, we recommend you use the answers to the teacher questions and your PLC observation data to determine if you meet the relevant success criteria.

Suggested Lookfors

- The focus of the time is on HQIM implementation.
    - The agenda references specific units, lessons, or instructional routines from the HQIM.
    - Teachers bring HQIM materials (teacher guides, lesson plans, tasks, student work)

- Student work from the HQIM is used to identify strengths and areas of growth in learning.
    - Teachers analyze student work from HQIM lessons to identify trends, misconceptions, or student needs.
    - Teachers internalize lessons and units with a focus on adjusting the HQIM to meet student needs.
- Teacher leaders facilitate unit and lesson preparation.
- There are opportunities for reflection on using the HQIM to meet diverse student needs.

Classroom Observations and Walkthroughs

- Each content-area teacher should be observed at least once within the submission window for at least **15 minutes** to ensure the dashboard data reflects overall instructional trends across all teachers.
- The **HQIM-specific lesson plan** should be reviewed before beginning observations and referenced during the observation.
- If you already have an HQIM-aligned observation or walkthrough protocol, you can use the data from those observations to inform your scores for the applicable success criteria. If you do not have one in place, we recommend using the looks-fors listed below.

Suggested Look-fors

- Teachers begin to make smart adaptations to the HQIM that maintain its integrity while meeting student needs.
    - Adaptations enhance access or engagement without reducing rigor.
    - Teachers avoid replacing HQIM tasks with below-grade-level materials.
    - Adaptations are aligned with the overall approach and design principles of the HQIM.
- Teachers ensure all students engage with the same grade-level content (texts, tasks, problems) by purposefully planning scaffolds and support, and utilizing resources in the HQIM.
    - Observations show supports that maintain access to grade-level tasks.
    - Teachers can explain why a scaffold was chosen and how it connects to the HQIM.
    - Student work reflects engagement with grade-level content, not watered-down tasks.
    - Supports are used proactively, not only as remediation.
    - Teachers resist substituting below-grade materials in place of HQIM lessons.

- Teachers structure instruction to provide students with ample opportunities to do the majority of the cognitive work—reading, writing, problem-solving, discussing, and investigating- while facilitating, probing, and advancing student thinking in alignment with HQIM design.
    - Teachers encourage student participation and use a variety of methods to ensure all students have the opportunity to share their voice
    - Teachers do not round-up student answers - they push students to be more specific or precise rather than doiing this for students when responding to their contribution
    - Teachers do not substitute opportunities for students to do the heavy lifting with direct instruction
    - High expectations are evident in teacher language, questioning, and tasks
    - Students are actively engaged in grade-level work during observations
- Teachers stay within recommended pacing for lessons and units and include all components of the HQIM lesson sequencing, time allocation, and instructional priorities.
    - All lesson components are included during instruction
    - The lesson components follow the recommended timing of the HQIM lesson plan (e.g. a warm-up that is paced for 8 minutes is not stretched into a 20-minute mini-lesson)
    - The lesson and unit align with the recommended pacing (e.g. if the pacing guide shows the teacher should be in Unit 3, lesson 4, the teacher is in Unit 3 and on Lesson 4)

Data Submission Scoring

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)."

<table>
<tr><th colspan="4">Self-Assessment Rating</th></tr>
<tr><th>Full Measure</th><th>Partial Measure</th><th>No Measure</th><th>Measure Unknown</th></tr>
<tr><td>Consistently

This criterion happens regularly or on a steady schedule as required.</td><td>Sometimes

This criterion does not happen as regularly or on a steady schedule as it should.</td><td>Rarely</td><td rowspan="2">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.</td></tr>
<tr><td>Complete

This criterion does not need to be addressed again this school year.</td><td>Partially complete

Not all aspects of the criterion have been fully addressed.</td><td>Not started</td></tr>
</table>

Data Submission Examples

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.

Consistent Implementation: School Leadership			
Key Action: Support strong implementation.			
Success Criteria	**Example**	**Notes**	**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: Consistently* *Evidence: New teacher orientation includes initial training on HQIM, and school PL plan includes offerings for experienced and new teachers.*		☐ Consistently ☐ Sometimes ☐ Rarely ☐ 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 focused on the use of the HQIM to meet diverse student needs.	*Score: Sometimes* *Evidence: Coaches serve as teachers' primary resource for this work, but they are sometimes pulled in other directions.*		☐ Consistently ☐ Sometimes ☐ Rarely ☐ Unsure
Key Action: Take ownership of HQIM implementation.			
Success Criteria	**Example**	**Notes**	**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**	**Notes**	**Score**
Begin to make smart adaptations to the HQIM that maintain its integrity while meeting student needs.	*Score: Sometimes* *Evidence: Observation data shows some teachers are making adaptations that reduce the rigor of the materials.*		☐ Consistently ☐ Sometimes ☐ Rarely ☐ Unsure
Ensure all students engage with the same grade-level content (texts, tasks, problems) by purposefully planning scaffolds	*Score: Sometimes* *Evidence: Learning walks show some teachers still struggle with this.*		☐ Consistently ☐ Sometimes ☐ Rarely ☐ Unsure

Consistent Implementation: Teachers			
and support, and utilizing resources in the HQIM.			
Structure instruction to provide students with ample opportunities to do the majority of the cognitive work—reading, writing, problem-solving, discussing, and investigating, while facilitating, probing, and advancing student thinking in alignment with HQIM design.	*Score: Sometimes* *Evidence: Learning walks show some teachers still struggle with this.*		☐ Consistently ☐ Sometimes ☐ Rarely ☐ Unsure
Stay within recommended pacing for lessons and units and include all components of the HQIM lesson sequencing, time allocation, and instructional priorities.	*Score: Consistently* *Evidence: Learning walks and PLCs show high investment from teachers.*		☐ Consistently ☐ Sometimes ☐ Rarely ☐ Unsure
Key Action: Regularly engage in continuous improvement to advance their practice and implementation of the HQIM.			
Success Criteria	**Example**	**Notes**	**Score**
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: Consistently* *Evidence: All teachers participate in PLCs, and PL calendar differentiates for experienced teachers on workshop days.*		☐ Consistently ☐ Sometimes ☐ Rarely ☐ Unsure

Consistent Implementation: Teachers			
Regularly analyze HQIM-embedded student work and assessments to identify student strengths and areas of growth.	*Score: Consistently* *Evidence: This is built into the PLC schedule.*		☐ Consistently ☐ Sometimes ☐ Rarely ☐ 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: Sometimes* *Evidence: Some grade-level teams have not observed each other this year.*		☐ Consistently ☐ Sometimes ☐ Rarely ☐ 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.