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. 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 held to establish norms for dashboard data collection scores. Transparency and deep reflection are key, as the dashboard will help you determine the next steps to advance 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 score some success criteria, this section includes the recommended types of evidence and sample templates for collecting it. Rivet has created a sample tracker to support the collection of this data.

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 implement it fully.

Suggested Questions

- Have you received professional learning to deepen your understanding of the HQIM's approach, design principles, content, instructional strategies, and routines?
    - 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 HQIM skillfully.
- Were the requirements and expectations for participating in professional learning clearly communicated?
- Are you regularly observed and receive feedback and guidance on your implementation of the HQIM?
- Do you have the opportunity to participate in PLCs or collaborative planning time primarily focused on internalizing HQIM-specific lessons and units?
- Do you regularly rehearse lessons or parts of lessons that may be tricky for you or your students in grade- or content-specific meetings?
- Do you use a common, shared protocol to internalize and rehearse lessons and units in grade-level or content-specific groups?
- Do you have the opportunity to observe others who use the HQIM effectively?
- Do you use student work and data from the HQIM-embedded assessments to identify strengths and areas of growth in learning?
- Do you have all the materials necessary to fully implement HQIM?
    - 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 using the answers to the teacher questions and your PLC observation data to determine whether you meet the relevant success criteria.

Suggested Lookfors

- The focus of the time is on HQIM implementation.
    - Time is not used for topics unrelated to the HQIM.
    - The agenda references specific units, lessons, or instructional routines from the HQIM.
    - Teachers bring HQIM materials (teacher guides, lesson plans, tasks, student work)
- Lesson and unit internalization use a common, shared protocol.
    - The protocol aligns with the unit and lesson format of the HQIM
- There are opportunities to rehearse lessons or parts of lessons.
    - Teachers role-play student responses and plan how to respond instructionally.
    - Rehearsals focus on HQIM-specific moments (e.g., discourse routines, problem launches).
- 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.

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 use the HQIM for the majority of the lesson and stay true to the coherence and intentionality of the lesson and unit design.
    - Teacher instruction and student participation reflect the HQIM lesson plan
    - Students complete the work in the manner required by the HQIM
    - The HQIM is used for the majority of instructional time.
    - Student materials are from the HQIM
- Teachers ensure all students engage with the same grade-level content by using HQIM-embedded scaffolds and supports to provide access without reducing complexity or assigning below-grade-level work.
    - Teachers use scaffolds, representations, and supports embedded in the HQIM-specific lesson.
    - Supports are used proactively, not only as remediation.
    - Teachers adjust pacing, grouping, or questioning while maintaining grade-level expectations.
    - Diverse learners engage meaningfully with grade-level content.
- Teachers structure instruction to provide students with ample opportunities to do the majority of the cognitive work - reading, writing, problem-solving, discussing, and investigating.
    - Teachers encourage student participation and use a variety of methods to ensure all students have the opportunity to share their voices
    - Teachers do not round-up student answers - they push students to be more specific or precise, rather than doing this for students when responding to their contribution
    - Teachers do not substitute opportunities for students to do the heavy lifting with direct instruction
- Teachers stay within recommended pacing for lessons and units and prioritize the most critical components of the HQIM lessons.
    - The teacher prioritizes the instructional routines, student work, and/or content that is most critical for the lesson if time is running short
    - 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. Please refer to the glossary to define the terms used in the success criteria.

Initial Implementation: School Leadership			
Key Action: Reinforce expectations for strong implementation.			
Success Criteria	**Example**	**Notes**	**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	*Score: Consistently* *Evidence: Set agenda item for staff meetings.*		☐ Consistently ☐ Sometimes ☐ Rarely ☐ Unsure

Initial Implementation: School Leadership			
Key Action: Reinforce expectations for strong implementation.			
Success Criteria	**Example**	**Notes**	**Score**
experiencing in the HQIM by addressing roadblocks and concerns.			
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 reported in a recent staff survey that they have the materials needed to implement the HQIM and that they have a common document to report materials needed. The leadership team submitted our budget using school system guidelines.*		☐ Consistently ☐ Sometimes ☐ Rarely ☐ 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: The 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	*Score: Partially complete* *Evidence: Have not done this for*		☐ Consistently ☐ Sometimes ☐ Rarely

Initial Implementation: School Leadership			
Key Action: Reinforce expectations for strong implementation.			
Success Criteria	**Example**	**Notes**	**Score**
implementation with the school team, including data from classroom visits, student work, assessments, and teacher feedback.	*student work or classroom visits.*		☐ 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.			
Success Criteria	**Example**	**Notes**	**Score**
Engage in professional learning (e.g., workshops, coaching, PLCs) to deepen understanding of the HQIM's approach, content, and instructional strategies and routines.	*Score: Sometimes* *Evidence: PL opportunities are not all mandatory.*		☐ Consistently ☐ Sometimes ☐ Rarely ☐ Unsure

Initial Implementation: Teachers			
Key Action: Improve their implementation of HQIM through professional learning.			
Success Criteria	**Example**	**Notes**	**Score**
Use a common, shared protocol to internalize lessons and units during PLCs or collaborative planning time.	*Score: Sometimes* *Evidence: Not consistently happening in PLCs.*		☐ Consistently ☐ Sometimes ☐ Rarely ☐ Unsure
Use student work and data from HQIM-embedded assessments to identify strengths and areas of growth.	*Score: Sometimes* *Evidence: Some grade levels routinely do this in their PLCs, but others are not very consistent.*		☐ Consistently ☐ Sometimes ☐ Rarely ☐ Unsure
Regularly rehearse lessons or parts of lessons that may be tricky for students or teachers during PLCs or collaborative planning time.	*Score: Sometimes* *Evidence: Not consistently happening in PLCs.*		☐ Consistently ☐ Sometimes ☐ Rarely ☐ Unsure
Key Action: Use the HQIM as intended.			
Success Criteria	**Example**	**Notes**	**Score**
Use the adopted HQIM for the majority of instruction and stay true to the lesson and unit design's coherence and intentionality.	*Score: Sometimes* *Evidence: Some teachers are using materials they created for students rather than the student materials included in the HQIM.*		☐ Consistently ☐ Sometimes ☐ Rarely ☐ Unsure

Initial Implementation: Teachers			
Key Action: Improve their implementation of HQIM through professional learning.			
Success Criteria	**Example**	**Notes**	**Score**
Ensure all students engage with the same grade-level content (texts, tasks, problems) by using HQIM-embedded scaffolds and supports to provide access without reducing complexity or assigning below-grade-level work.	*Score: Sometimes* *Evidence: Teachers are inconsistent in their use of supports.*		☐ Consistently ☐ Sometimes ☐ Rarely ☐ Unsure
Structure instruction to provide students with ample opportunities to do the majority of the cognitive work—reading, writing, problem-solving, discussing, and investigating.	*Score: Sometimes* *Evidence: Observed some great teachers who are doing this, but some still need a mindset shift*		☐ Consistently ☐ Sometimes ☐ Rarely ☐ Unsure
Stay within recommended pacing for lessons and units and prioritize the most critical components of the HQIM lessons.	*Score: Consistently* *Evidence: The majority of teachers observed were in the unit and lesson as called for in the pacing guide.*		☐ 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.