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. 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 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 and Leader 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. We recommend coordinating with school leaders to collect survey responses from teachers, as there are questions that will also apply to your school leader self-assessments.

Questions for School Leaders

- Have you received professional learning to deepen your understanding of the approach, design principles, content, instructional strategies, and routines of the HQIM?
    - 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 you made aware of how much of your school budget you should allocate to funding ongoing HQIM-specific professional learning and replenishment of HQIM-specific materials?
- What training have you received on using a common-HQIM aligned tool for walkthroughs? What opportunities have you had to co-observe with system leaders to norm on the tool?

Questions for Teachers

- Have you received professional learning to deepen your understanding of the approach, design principles, content, instructional strategies, and routines of the HQIM?
    - 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?
- How often is your professional learning time repurposed for topics or initiatives not related to your HQIM implementation?
- Do you have opportunities to provide feedback to your school and system leadership on the HQIM and any implementation challenges?

- Do you have all the materials necessary to fully implement HQIM?
    - Optional: What materials are you missing?

Data Submission Scoring

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 System Leadership			
Key Action: Reinforce enabling conditions for strong implementation.			
Success Criteria	**Example**	**Notes**	**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.	*Score: Consistently* *Evidence: Created plan with PL provider. Communicated participation requirements to school leaders and teachers. Held make-up sessions for late hires.*		☐ Consistently ☐ Sometimes ☐ Rarely ☐ Unsure
Protect time in the professional learning plan from being used for school system or school initiatives unrelated to implementation.	*Score: Consistently* *Evidence: PL is coded to Title II, so it has to be related to HQIM.*		☐ Consistently ☐ Sometimes ☐ Rarely ☐ Unsure
Reinforce that intervention, tutoring, or other supplemental content-specific support must be coherent with what students are experiencing in the HQIM.	*Score: Sometimes* *Evidence: Messaged as part of back-to-school PD, but have not reinforced the message.*		☐ Consistently ☐ Sometimes ☐ Rarely ☐ Unsure
Reinforce protocols and expectations for unit and lesson preparation and professional	*Score: Sometimes* *Evidence: Have not coordinated*		☐ Consistently ☐ Sometimes ☐ Rarely

learning (e.g., PLCs, coaching, and PL days).	*with PL provider, so some teachers are getting mixed messages about planning protocols.*		☐ Unsure
Key Action: Establish routines and processes for monitoring and supporting implementation.			
Maintain funding for professional learning providers and replenish HQIM. Communicate funding expectations to school leaders and ensure sufficient budget allocation.	*Score: Partially complete* *Evidence: Budget is in front of the board, but not approved yet.*		☐ Consistently ☐ Sometimes ☐ Rarely ☐ Unsure
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 practice using the common tool.	*Score: Partially complete* *Evidence: Don't have an officially adopted tool but do use whichever tool the school uses when with school leaders.*		☐ Consistently ☐ Sometimes ☐ Rarely ☐ Unsure
Establish data collection tools and routines for classroom visits, student work, HQIM-based assessments, and teacher feedback to share with the implementation team.	*Score: Partially complete* *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.*		☐ Consistently ☐ Sometimes ☐ Rarely ☐ Unsure

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.	*Score: Sometimes* *Evidence: Would like to do this more, but sub costs are prohibitive for observation opportunities.*		

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.