Implementation DASHBOARD

Data Submission Workbook

SCHOOL LEADERSHIP

Innovation & Sustainability

Innovation & Sustainability: 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. Rivet has created a sample tracker that can be used to support the collection of the following 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 fully implement it.

Suggested Questions

- Do you participate in formal and informal observation and feedback sessions with colleagues?
- Do you continue to receive feedback and guidance on your implementation of the HQIM?
- For new teachers: Have teachers experienced with the HQIM provided guidance on using it and lessons learned from Initial Implementation?
- For experienced teachers: Have you provided guidance on using the HQIM and lessons learned from Initial Implementation to new teachers?
- Do you have all the materials necessary to fully implement the 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 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)
- There are opportunities for reflection on using the HQIM to meet diverse student needs.
- 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
- Experienced teachers provide guidance and lessons learned from Initial Implementation to newer teachers.

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 skillfully implement the HQIM by making smart adaptations 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 use identified patterns (e.g., misconceptions, partial understandings) to inform adaptations.
- Teachers continue to 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.
    - PLCs include analysis of student work from HQIM lessons or tasks.
    - Adjustments to upcoming lessons are grounded in student evidence, not pacing alone.
    - Student work is used to plan scaffolds without lowering rigor.
    - Scaffolds are planned in advance, not improvised during instruction.
    - Teachers can explain why specific supports were selected.

- Teachers continue to 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.
    - High expectations are evident in teacher language, questioning, and tasks
    - Students are actively engaged in grade-level work during observations
    - 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 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 continue to stay within the recommended pacing of 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

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.

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Key Action: Maintain strong implementation.			
Success Criteria	**Example**	**Notes**	**Score**
Identify materials requiring replenishment, such as teacher guides, student consumables, digital licenses, texts, and manipulatives, confirming funding sources and allocating school budget accordingly.	*Score: Consistently* *Evidence: Process is in place for ordering and budget review.*		☐ Consistently ☐ Sometimes ☐ Rarely ☐ Unsure
Ensure school schedules allow ample time for teacher collaboration, specifically for adjusting HQIM to meet student needs.	*Score: Sometimes* *Evidence: Schedules allow for it, but time is sometimes used for other topics.*		☐ Consistently ☐ Sometimes ☐ Rarely ☐ Unsure
Continue to use walkthrough and evaluation protocols aligned to the HQIM to provide teacher feedback.	*Score: Sometimes* *Evidence: We do not use the tool as often as we would like when conducting walkthroughs.*		☐ Consistently ☐ Sometimes ☐ Rarely ☐ Unsure

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Facilitate ongoing coaching opportunities for teachers with instructional coaches on HQIM implementation.	*Score: Sometimes* *Evidence: We offer this for newer teachers but not for our more experienced teachers.*		☐ Consistently ☐ Sometimes ☐ Rarely ☐ Unsure
Key Action: Shift leadership of HQIM to coaches and/or teacher leaders.			
Success Criteria	**Example**	**Notes**	**Score**
Provide professional learning and feedback to teachers interested in the teacher leader or instructional coach role (e.g., skills, knowledge, and experience required).	*Score: Sometimes* *Evidence: We don't always dedicate the time to it in PL calendars.*		☐ Consistently ☐ Sometimes ☐ Rarely ☐ Unsure
Communicate clear requirements for becoming a teacher leader and/or instructional coach (e.g., skills, knowledge, and experience required).	*Score: Consistently* *Evidence: Standardized job description and interview process for the role.*		☐ Consistently ☐ Sometimes ☐ Rarely ☐ Unsure
Provide teacher leaders adequate time and compensation to account for additional responsibilities.	*Score: Consistently* *Evidence: Stipends are built into the year-over-year budget.*		☐ Consistently ☐ Sometimes ☐ Rarely ☐ Unsure
Communicate the purpose and role of teacher leaders and/or	*Score: Consistently* *Evidence: Reinforce the message*		☐ Consistently ☐ Sometimes ☐ Rarely

Innovation & Sustainability: School Leadership			
instructional coaches with the school community.	*that instructional coaches and grade-level leaders have a specific role.*		☐ Unsure

Innovation & Sustainability: Teachers			
Key Action: Confidently and skillfully leverage the HQIM and embedded supports to help all students meet grade-level expectations.			
Success Criteria	**Example**	**Notes**	**Score**
Skillfully implement the HQIM by making smart adaptations that maintain its integrity while meeting student needs	*Score: Consistently* *Evidence: Walkthroughs show strong evidence of this.*		☐ Consistently ☐ Sometimes ☐ Rarely ☐ Unsure
Continue to 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.	*Score: Consistently* *Evidence: PLCs focus on supporting all students with materials, and observations show students are consistently engaged in grade-level materials.*		☐ Consistently ☐ Sometimes ☐ Rarely ☐ Unsure
Continue to structure instruction to provide students with ample opportunities to do the majority of the cognitive work—reading,	*Score: Sometimes* *Evidence: Feedback and professional learning focus on*		☐ Consistently ☐ Sometimes ☐ Rarely ☐ Unsure

Innovation & Sustainability: Teachers			
writing, problem-solving, discussing, and investigating- while facilitating, probing, and advancing student thinking in alignment with HQIM design.	*this, but teachers are still doing more of the cognitive work than they should*		
Continue to stay within the recommended pacing of lessons and units and include all components of the HQIM lesson sequencing, time allocation, and instructional priorities.	*Score: Sometimes* *Evidence: Walkthroughs show not all teachers do this.*		☐ Consistently ☐ Sometimes ☐ Rarely ☐ Unsure
Key Action: Take ownership of HQIM implementation in their school.			
Success Criteria	**Example**	**Notes**	**Score**
Consistently facilitate PLCs or collaborative planning time, focusing on leveraging the HQIM to meet the needs of all students.	*Score: Sometimes* *Evidence: Not all grade levels are as consistent as they should be with this.*		☐ Consistently ☐ Sometimes ☐ Rarely ☐ Unsure
Support the onboarding of new staff by providing guidance on the HQIM and lessons learned from initial implementation.	*Score: Rarely* *Evidence: Onboarding is led by school and school system teams, not teachers.*		☐ Consistently ☐ Sometimes ☐ Rarely ☐ Unsure
Participate in and conduct formal and informal	*Score: Sometimes*		☐ Consistently ☐ Sometimes

Innovation & Sustainability: Teachers			
observations and feedback sessions with colleagues.	*Evidence: Not all grade levels consistently do this.*		☐ Rarely ☐ Unsure
Record and share their smart adaptations to the HQIM that maintain the integrity of the HQIM while meeting student needs.	*Score: Consistently* *Evidence: Materials are regularly updated on the shared drive after discussions in PLCs.*		☐ 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.