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. 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

1. Have you received professional learning that equips you to use the HQIM skillfully, including building your understanding of the approach, design principles, content, instructional strategies, and routines?
    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 understand how to navigate the program components of the HQIM, including their organization and how you and your students can access them?
3. Do you participate in grade- or content-level meetings to internalize units and lessons?
4. Do you understand how the HQIM connects to a content-specific vision for excellent, equitable instruction?
5. Have you adjusted your classroom routines and schedules to align with HQIM?
    a. Optional: Tell us how you adjusted your classroom routines and schedules.
6. Do your students know how to access the digital components of HQIM?
7. Have you adjusted your lesson and unit preparation routines to align with HQIM?
    a. Optional: Tell us how you adjusted your lesson and unit preparation routines.
8. Have you adjusted your grading and assessment routines to align with HQIM?
    a. Optional: Tell us how you adjusted your grading and assessment routines.

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.

- 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 instruction.
    - Instructional time and routines align with the HQIM lesson plan (e.g., if the lesson plan calls for a warm-up to be 5 minutes in length, the teacher does not stretch it into a lesson unto itself)
    - Transitions support the flow of HQIM lessons.
    - Teachers adjust pacing rather than skipping core components.
- Teachers have all materials required for the HQIM, and they are appropriately organized for instruction.
    - Materials are clearly labeled and accessible to students.
    - Students can retrieve and return HQIM materials independently.
    - Classroom organization supports HQIM routines and pacing.
    - Minimal instructional time lost to material management.
- Previous materials are removed from the classrooms.
    - Old textbooks, units, and anchor charts are no longer displayed.
    - Teachers do not supplement with prior curricula unless explicitly approved.
    - Instructional focus is consistently anchored in HQIM materials.

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).”

Self-Assessment Rating

Full Measure	Partial Measure	No Measure	Measure Unknown
Consistently *This criterion happens regularly or on a steady schedule as required.*	Sometimes *This criterion does not happen as regularly or on a steady schedule as it should.*	Rarely	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.*
Complete *This criterion does not need to be addressed again this school year.*	Partially complete *Not all aspects of the criterion have been fully addressed.*	Not started	

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: Create the initial enabling conditions for strong implementation.			
Success Criteria	**Example**	**Notes**	**Score**

Program Installation: School Leadership			
Ensure teachers and specialists have the required HQIM, removed previous ones, and have the appropriate credentials to access digital materials.	*Score: Partially complete* *Evidence: All teachers who were part of pre-service professional development did this, but we did not do this with our late-hire teachers.*		☐ Complete ☐ Partially complete ☐ Not Started ☐ Unsure
Develop a school-specific professional learning plan to support implementation.	*Score: Complete* *Evidence: Completed in partnership with our PL provider during summer Instructional Leadership Team time.*		☐ Complete ☐ Partially complete ☐ Not Started ☐ Unsure
Adjust schedules to include instructional, teacher preparation, and collaboration time consistent with the HQIM requirements.	*Score: Complete* *Evidence: Instructional schedules were adjusted to accommodate a longer ELA block for the new materials.*		☐ Complete ☐ Partially complete ☐ Not Started ☐ Unsure
Align policies and procedures to the HQIM, such as grading and lesson preparation.	*Score: Partially complete* *Evidence: Most policies and procedures were addressed, but we still need to tackle how to handle grading with the new materials.*		☐ Complete ☐ Partially complete ☐ Not Started ☐ Unsure
Key Action: Communicate expectations for strong implementation aligned with the school system's expectations.			

Program Installation: School Leadership			
Success Criteria	**Example**	**Notes**	**Score**
Communicate the expectation that HQIM should be used as designed, and implementation is the priority for the year.	*Score: Complete* *Evidence: The rubric used for observations includes criteria for HQIM and is used as intended.*		☐ Complete ☐ Partially complete ☐ Not Started ☐ Unsure
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.	*Score: Complete* *Evidence: This was communicated by the school system team, and school leaders attend PLCs to support this work.*		☐ Complete ☐ Partially complete ☐ Not Started ☐ Unsure
Communicate the expectation that intervention, tutoring, or other supplemental content-specific support must be coherent with what students are experiencing in the HQIM.	*Score: Partially complete* *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.*		☐ Complete ☐ Partially complete ☐ Not Started ☐ Unsure
Define roles and expectations for the school-based implementation team, including observation,	*Score: Complete* *Evidence: Incorporated implementation team roles and*		☐ Complete ☐ Partially complete ☐ Not Started ☐ Unsure

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coaching, feedback, and data analysis, and regularly meet to review implementation data and feedback.	*work into existing Instructional Leadership Team meetings.*		
Key Action: Communicate and invest relevant groups in content-specific vision for instruction.			
Success Criteria	**Example**	**Notes**	**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.	*Score: Complete* *Evidence: School leaders attended initial sessions over the summer.*		☐ Complete ☐ Partially complete ☐ Not Started ☐ Unsure
Share the vision of excellent, equitable instruction and how it aligns with the HQIM with all relevant groups.	*Score: Complete* *Evidence: This was incorporated into back-to-school professional learning*		☐ Complete ☐ Partially complete ☐ Not Started ☐ Unsure
Create a process for soliciting questions or feedback from the school community about the implementation of the HQIM.	*Score: Partially complete* *Evidence: Set up shared doc for people to share questions or feedback, but did not share it beyond lead teachers.*		☐ Complete ☐ Partially complete ☐ Not Started ☐ Unsure

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Notify students and families of relevant material changes, leaving them excited and prepared for the upcoming year.	*Score: Complete* *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.*		☐ Complete ☐ Partially complete ☐ Not Started ☐ Unsure

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**	**Notes**	**Score**
Build an understanding of the approach, design principles, content, instructional strategies, and routines.	*Score: Partially complete* *Evidence: Initial PL with the provider did not go well; not all teachers understand all the components or are bought in.*		☐ Complete ☐ Partially complete ☐ Not Started ☐ Unsure
Participate in grade or content-level meetings to internalize initial unit and lessons.	*Score: Complete* *Evidence: PLCs are non-negotiable— instructional*		☐ Complete ☐ Partially complete ☐ Not Started ☐ Unsure

	leaders are part of this work with teachers.		
Navigate the program components, e.g., how they are organized and how teachers and students can access them.	*Score: Partially complete* *Evidence: Some teachers can do all, and some teachers can do some.*		☐ Complete ☐ Partially complete ☐ Not Started ☐ Unsure
Understand how the HQIM connects to a content-specific vision for excellent, equitable instruction.	*Score: Complete* *Evidence: Included in work with teachers when new materials were introduced.*		☐ Complete ☐ Partially complete ☐ Not Started ☐ Unsure
Key Action: Open and Organize Materials			
Success Criteria	**Example**	**Notes**	**Score**
Check materials to ensure all components are included and for the correct grade level.	*Score: Partially complete* *Evidence: Some teachers have not completed all the components for building out centers.*		☐ Complete ☐ Partially complete ☐ Not Started ☐ Unsure
Organize student materials for appropriate access during instruction.	*Score: Complete* *Evidence: Walkthroughs to check for all materials were completed by Instructional Leadership Team.*		☐ Complete ☐ Partially complete ☐ Not Started ☐ Unsure
Confirm access to the appropriate digital materials for students and themselves.	*Score: Partially complete* *Evidence: Some teachers still*		☐ Complete ☐ Partially complete ☐ Not Started

	need to introduce digital materials to students.		☐ Unsure
Remove previous materials from the classroom.	*Score: Partially complete* *Evidence: In walkthroughs, some teachers were supplementing with previous materials.*		☐ Complete ☐ Partially complete ☐ Not Started ☐ Unsure
Key Action: Prepare for shifts in instruction, unit and lesson preparation, and/or grading required by the new HQIM.			
Success Criteria	**Example**	**Notes**	**Score**
Adjust classroom routines and schedules to align with HQIM.	*Score: Partially complete* *Evidence: Classroom routines are fine. Schedules are still a struggle.*		☐ Complete ☐ Partially complete ☐ Not Started ☐ Unsure
Teach students to access the digital components of HQIM.	*Score: Not started* *Evidence: TIme is a factor, and teachers have not been able to do it for the most part, although some students have learned some of the digital components.*		☐ Complete ☐ Partially complete ☐ Not Started ☐ Unsure
Adjust lesson and unit preparation routines to align to HQIM.	*Score: Complete* *Evidence: Currently doing this in their PLC work.*		☐ Complete ☐ Partially complete ☐ Not Started ☐ Unsure

Adjust grading and assessment routines and policies to align to HQIM.	*Score: Partially complete* *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.*		☐ Complete ☐ Partially complete ☐ Not Started ☐ 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.