Implementation DASHBOARD

Data Submission Workbook

SCHOOL SYSTEM LEADERSHIP

Program Installation

Program Installation: 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 if teachers and leaders understand the expectations for implementing the HQIM and have the resources and support necessary to implement with integrity.

School Leader Questions

- My school building has adequate bandwidth and device access to use the HQIM as intended.

Teacher and School Leader Questions

- We received all materials required to use the HQIM as intended in a timely manner.
- The expectations for my participation in professional learning were clearly communicated to me.
- There is a clear and accessible process for sharing feedback about the HQIM and its implementation.
- The district clearly communicated that
    - The HQIM should be used as designed and implementation is a priority for the school year.
    - Teachers should have regular grade-level or content team meetings to internalize unit and lesson plans from the HQIM and use HQIM-embedded assessments to identify student strengths and areas of growth.
    - Intervention, tutoring, or other supplemental content-specific support must be coherent with what students are experiencing in the HQIM.

Teacher Questions

- Do you have all the materials necessary to implement HQIM fully?
    - Optional: What materials are you missing?
- Did you receive guidance on which materials you should no longer use and how you should remove them from your classroom?

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)
- 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.
- 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.

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	Sometimes	Rarely	Unsure

This criterion happens regularly or on a steady schedule as required.	*This criterion does not happen as regularly or on a steady schedule as it should.*		*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.

Program Installation: School System Leadership			
Key Action: Purchase and distribute HQIM.			
Success Criteria	**Example**	**Notes**	**Score**

Purchase all required materials and professional learning.	*Score: Partially complete* *Evidence: Materials purchased for Q1. The remaining materials will be purchased when the rest of the budget is released.*		☐ Complete ☐ Partially complete ☐ Not started ☐ Unsure
Coordinate with school system teams to ensure all schools can manage deliveries and technology requirements, like rostering or bandwidth needs for digital resources.	*Score: Complete* *Evidence: Tested infrastructure with the tech team to ensure all digital components worked on a mass scale.*		☐ Complete ☐ Partially complete ☐ Not started ☐ Unsure
Distribute and guide the organization of and access to new materials.	*Score: Complete* *Evidence: Training was held at the start of the school year to review the materials everyone should have and how they should access them.*		☐ Complete ☐ Partially complete ☐ Not started ☐ Unsure
Provide guidance on the removal of previous materials.	*Score: Complete* *Evidence: Information was sent to schools about which textbooks were outdated and should be removed for disposal.*		☐ Complete ☐ Partially complete ☐ Not started ☐ Unsure
Key Action: Create the initial enabling conditions for strong implementation.			
Success Criteria	**Example**	**Notes**	**Score**

Create a cohesive, school system-wide professional learning plan for implementing the HQIM and communicate participation expectations.	*Score: Complete* *Evidence: The plan was created in May. It was shared with teachers and leaders before the previous school year's end and also included participation expectations.*		☐ Complete ☐ Partially complete ☐ Not started ☐ Unsure
Align school system policies and procedures, such as professional learning and instructional time, grading, unit and lesson preparation, and resource allocation, to the HQIM.	*Score: Complete* *Evidence: No grading or lesson preparation policies exist at the school system level, but planning expectations were communicated to coaches. Instructional time requirements were revised to accommodate the materials.*		☐ Complete ☐ Partially complete ☐ Not started ☐ Unsure
Identify or create a common tool for walkthroughs and observations aligned to the HQIM.	*Score: Partially complete* *Evidence: Instructional coaches use an HQIM-specific tool, but school system and school leaders still use one based on the teacher evaluation tool.*		☐ Complete ☐ Partially complete ☐ Not started ☐ Unsure
Create a process for soliciting questions or feedback from all relevant groups about the implementation of the HQIM.	*Score: Complete* *Evidence: Teachers email instructional coaches or curriculum and instruction department members.*		☐ Complete ☐ Partially complete ☐ Not started ☐ Unsure

Key Action: Communicate expectations for strong implementation.			
Success Criteria	**Example**	**Notes**	**Score**
Communicate to all relevant groups that: HQIM should be used as designed, and implementation is the priority for the year.	*Score: Partially complete* *Evidence: HQIM assessments were added to the school system assessment system, but we don't know if the message reached all teachers since it was only sent to school leaders.*		☐ Complete ☐ Partially complete ☐ Not started ☐ Unsure
Communicate to all relevant groups that: Teachers have regular grade-level or content team meetings to internalize unit and lesson plans from the HQIM and use HQIM-embedded assessments to identify student strengths and areas of growth.	*Score: Complete* *Evidence: Worked with school leadership to revise schedules to include PLC time for all teachers. Shared messaging about how to use the time during teacher PL.*		☐ Complete ☐ Partially complete ☐ Not started ☐ Unsure
Communicate to all relevant groups that: Intervention, tutoring, or other supplemental content-specific support must be coherent with what students are experiencing in the HQIM.	*Score: Partially complete* *Evidence: Shared message with school leaders but not sure if it reached teachers and other school staff.*		☐ Complete ☐ Partially complete ☐ Not started ☐ Unsure

Define roles, expectations, and support for the implementation team at each system level and meet regularly to review implementation data and feedback.	*Score: Complete* *Evidence: Role definition and expectations were done during the first academic team meeting of the year. Weekly academic team meetings include data review and implementation monitoring.*		☐ 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.