

# Professional Learning Partner Guide Rubric 3.0

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### Scoring Notes:

1. In order to pass a professional learning type, applicants must achieve a score equivalent to at least 70% on both overarching indicators and type-specific indicators.
2. Each item is scored on a 3-point scale. Scores are determined as follows (the OR varies by indicator):
  - Score of 2: The evidence provided meets the indicator and is high quality.
  - Score of 1: All full-point criteria are present but quality is low, OR only one of the full-point criteria is present and quality is low.
  - Score of 0: None of the criteria are present, OR ALL examples that are present are not high quality.
  - (2) indicates that all criteria have been met with high quality; (1) indicates that criteria are fully met but with mediocre quality, OR criteria are partially met but with high quality; and (0)—the lowest score—indicates that criteria are partially met with mediocre quality.

## Part 1 - High-Level View

### Gateway 1: Content and HQIM Expertise

Total Indicators: 2		
Minimum Passing Score: 2 out of 2 points on one indicator		
<u>1.1</u>	<b>Applicants for Initial Implementation, Ongoing Implementation Support for Teachers, and/or Implementation Support for Leaders</b> Professional learning provider demonstrates an understanding of the HQIM’s approach, design principles, and structure/components.	0 1 2
<u>1.2</u>	<b>Applicants for Adoption</b> Professional learning provider demonstrates an understanding of the content standards and shifts, and the HQIM that align with them.	0 1 2

## Gateway 2: Quality of Professional Learning Design

### Adoption

Overarching Indicators for High-Quality Professional Learning		
Total Indicators: 4 Minimum Passing Score: 6 out of 8 points		
<u>2A.1</u>	Professional learning materials are <b>specific to educators’ roles</b> (e.g., position, subject area, and grade level) and levels of expertise.	0 1 2
<u>2A.2</u>	Professional learning prioritizes equity by helping educators <b>examine how assumptions and practices</b> can impact instruction, and professional learning builds or reinforces educators’ beliefs that <i>each and every student</i> should have access to rigorous, grade-level instruction.	0 1 2
<u>2A.3</u>	Professional learning provides opportunities for leaders to examine sample student experiences within the curriculum for alignment to the vision for excellent and equitable instruction.	0 1 2
<u>2A.4</u>	Professional learning incorporates <b>opportunities for active engagement and collaboration</b> and uses appropriate adult learning strategies in a variety of formats.	0 1 2
Adoption-Specific Indicators for High-Quality Professional Learning		
Total Indicators: 2 Minimum Passing Score: 3 out of 4 points		
<u>2A.5</u>	Professional learning supports school and/or district leaders in <b>defining or refining a shared, content-specific vision</b> for excellent and equitable instruction, <b>communicating that vision</b> , and understanding the role HQIM plays in achieving that vision.	0 1 2
<u>2A.6</u>	Professional learning supports school and/or district leaders in <b>developing and executing an adoption plan</b> that results in the <b>selection of HQIM</b> aligned to a vision for excellent, equitable instruction.	0 1 2

## Initial Implementation

Overarching Indicators for High-Quality Professional Learning		
Total Indicators: 4 Minimum Passing Score: 6 out of 8 points		
<u>2I.1</u>	Professional learning materials are <b>specific to an HQIM, educators’ roles</b> (e.g., position, subject area, and grade level), and their levels of expertise.	0 1 2
<u>2I.2</u>	Professional learning prioritizes equity by helping educators <b>examine how their assumptions and practices</b> can impact instruction, and professional learning builds or reinforces educators’ <b>beliefs that each and every student</b> should have <b>access</b> to rigorous, grade-level instruction.	0 1 2
<u>2I.3</u>	Professional learning provides opportunities to examine sample student work for alignment to the district vision for excellent and equitable instruction.	0 1 2
<u>2I.4</u>	Professional learning incorporates <b>opportunities for active engagement and collaboration</b> and uses appropriate adult learning strategies in a variety of formats.	0 1 2
Initial Implementation-Specific Indicators for High-Quality Professional Learning		
Total Indicators: 5 Minimum Passing Score: 7 out of 10 points		
<u>2I.5</u>	Professional learning <b>connects the vision for instruction</b> to the HQIM.	0 1 2
<u>2I.6</u>	Professional learning <b>builds teachers’ and leaders’ understanding</b> of what it means to <b>implement their HQIM skillfully</b> , including design principles and the arc of learning, and connects it back to a content-specific vision for excellent and equitable grade-level instruction.	0 1 2
<u>2I.7</u>	Professional learning <b>provides time for teachers and leaders to understand best practices</b> for preparing to teach and internalize lessons and units in the HQIM.	0 1 2
<u>2I.8</u>	Professional learning equips teachers and leaders to account for and navigate any <b>publisher-specific logistical and technological considerations</b>	0 1

	involved in classroom use of the HQIM, such as the components of the materials, how they are organized, and how teachers and students can access them.	2
<u>2I.9</u>	Professional learning equips leaders to <b>allocate essential resources and time</b> necessary for strong HQIM implementation.	0 1 2

### Ongoing Implementation Support for Teachers

Overarching Indicators for High-Quality Professional Learning		
Total Indicators: 4 Minimum Passing Score: 6 out of 8 points		
<u>2I.1</u>	Professional learning materials are <b>specific to an HQIM, educators' roles</b> (e.g., position, subject area, and grade level), and their levels of expertise.	0 1 2
<u>2I.2</u>	Professional learning prioritizes equity by helping educators <b>examine assumptions and practices</b> , focuses on specific actions that impact instruction, and reinforces that <i>each and every student</i> should have <b>access</b> to rigorous, grade-level instruction.	0 1 2
<u>2I.3</u>	Professional learning provides opportunities to support teachers to reflect on and analyze student work from the HQIM.	0 1 2
<u>2I.4</u>	Professional learning incorporates <b>opportunities for active engagement and collaboration</b> and uses appropriate adult learning strategies in a variety of formats.	0 1 2
Ongoing Support for Teachers-Specific Indicators for High-Quality Professional Learning		
Total Indicators: 4 Minimum Passing Score: 6 out of 8 points		
<u>2I.5</u>	Professional learning supports teachers with <b>internalizing and rehearsing units and lessons</b> with colleagues who teach the same content and HQIM, focusing on anticipating student thinking and responses and using <b>HQIM-embedded supports</b> to help <i>each</i> student access grade-level-appropriate content.	0 1 2

<u>2T.6</u>	Professional learning equips teachers to <b>address the needs of students</b> with diverse and/or individualized learning needs by leveraging <b>HQIM-embedded supports</b> .	0 1 2
<u>2T.7</u>	Professional learning <b>reinforces teachers’ understanding of what skillful implementation</b> of their HQIM looks like and connects it back to a content-specific vision for excellent and equitable grade-level instruction.	0 1 2
<u>2T.8</u>	Professional learning <b>delivers a coaching model</b> embedded in the larger professional learning plan that provides teachers and leaders with coaching grounded in the HQIM and <b>builds the capacity of district and school building leaders</b> to maintain the coaching model over time.	0 1 2

### Ongoing Implementation Support for Leaders

Overarching Indicators for High-Quality Professional Learning		
Total Indicators: 4 Minimum Passing Score: 6 out of 8 points		
<u>2L.1</u>	Professional learning materials are <b>specific to an HQIM, educators’ roles</b> (e.g., position, subject area, and grade level), and their levels of expertise.	0 1 2
<u>2L.2</u>	Professional learning prioritizes equity by helping educators <b>examine how their assumptions and practices</b> can impact instruction, and professional learning builds or reinforces educators’ <b>beliefs that each and every student</b> should have <b>access</b> to rigorous, grade-level instruction.	0 1 2
<u>2L.3</u>	Professional learning provides opportunities to examine <b>evidence of student learning</b> , especially student work, and equips leaders to <b>monitor and identify trends</b> within students’ achievement of grade-level content and teachers’ implementation of their HQIM.	0 1 2
<u>2L.4</u>	Professional learning incorporates <b>opportunities for active engagement and collaboration</b> and uses appropriate adult learning strategies in a variety of formats.	0 1 2
Ongoing Implementation Support for Leaders-Specific Indicators for High-Quality Professional Learning		

Total Indicators: 5 Minimum Passing Score: 7 out of 10 points		
<u>2L.5</u>	Professional learning supports leadership to define and refine a <b>vision for strong implementation</b> of the HQIM that aligns with a broader vision for excellent and equitable grade-level instruction.	0 1 2
<u>2L.6</u>	Professional learning prepares leaders to <b>build coherence across their systems</b> by examining and adjusting systems-level procedures, policies, and processes to <b>monitor and support the implementation</b> of the HQIM.	0 1 2
<u>2L.7</u>	Professional learning develops leaders' <b>abilities to provide and support a comprehensive professional learning plan</b> anchored in the HQIM.	0 1 2
<u>2L.8</u>	Professional learning equips leaders to <b>allocate essential resources and time</b> necessary for a strong HQIM implementation.	0 1 2
<u>2L.9</u>	Professional learning supports district and school leaders to use <b>relevant data to monitor and identify trends</b> .	0 1 2

### Gateway 3: Using Data to Plan and Improve

Total Indicators: 5 Minimum Passing Score: 7 out of 10 points		
<u>3.1</u>	Professional learning provider has <b>specific systems and processes in place to learn about clients'</b> goals, resources, and requirements in order to tailor approaches and/or services to meet clients' needs.	0 1 2
<u>3.2</u>	Professional learning provider <b>evaluates the impact of its services</b> to ensure participants' learning and to drive improvements.	0 1 2
<u>3.3</u>	Professional learning provider <b>evaluates facilitators</b> for knowledge of content, content pedagogy, HQIM, and adult learning practices. Professional learning provider has systems and processes in place to provide facilitators with training as needed.	0 1 2

<u>3.4</u>	Professional learning provider has a process to <b>evaluate facilitator/coach effectiveness</b> and uses that data to <b>improve overall services</b> and address individual facilitators' needs.	0 1 2
<u>3.5</u>	Professional learning provider has a process in place to <b>differentiate materials</b> for HQIM published across multiple platforms, to stay up to date on changes to publication formats and content, and/or to stay informed on current HQIM available on the market.	0 1 2

## Part 2 – Detailed View

Adoption

Initial Implementation

Ongoing Implementation Support for Teachers

Ongoing Implementation Support for Leaders

## Gateway 1: Content and HQIM Expertise

Total Indicators: 2

Minimum Passing Score: 2 out of 2 points on one indicator

[Gateway 1 template-HQIM](#)

[Gateway 1 template-Adoption](#)

Note: For each HQIM template or content expertise template, applicants must pass either one of the two indicators (depending on the type of PL they're applying for), *unless* they're applying for both types (then they'd have to pass both 1.1 and 1.2).

### **Indicator 1.1: Applicants for Initial Implementation, Ongoing Implementation Support for Teachers, and/or Ongoing Implementation Support for Leaders**

Professional learning provider demonstrates an understanding of the HQIM's approach, design principles, and structure/components.

*2 points:*

- Professional learning provider is the author or publisher of the HQIM in which they claim to have expertise, *or*
- Professional learning provider has a letter of assurance from the author or publisher of the HQIM attesting to their expertise, *or*
- Professional learning provider describes the approach, design principles, and structure/components of the HQIM, and how it supports student achievements of grade-level content, *and*
- Professional learning provider's response is accurate, specific, and comprehensive.

*1 point:*

- Professional learning provider describes the approach, design principles, and/or structure/components of the HQIM, and/or how the HQIM supports student achievement of grade-level content; however, the professional learning provider's response contains some inaccuracies about the HQIM, and/or is vague and/or scant.

*0 points:*

- Professional learning provider is *not* the author or publisher of the HQIM in which they claim to have expertise, *and*



- Professional learning provider does *not* have a letter of assurance from the author or publisher of the HQIM attesting to their expertise, *or*
- Professional learning provider does *not* describe the approach, design principles, and/or structure/components of the HQIM, and/or how the HQIM supports student achievement of grade-level content, *or*
- Professional learning provider's response contains significant inaccuracies.

#### Sample Evidence Collection

Reviewers look for and record:

- The HQIM in which the professional learning provider claims to have expertise.
- For question 5, the provider describes a method and clear examples for differentiating session materials for curricula published across multiple platforms (if applicable).
- The extent to which the professional learning provider describes the approach, design principles, and structure/components of the HQIM, and how the HQIM supports student achievement of grade-level content.
  - Is their response accurate?
  - Is it specific, or is it vague?
  - Is it comprehensive?

### Indicator 1.2: Applicants for Adoption

Professional learning provider demonstrates an understanding of the content standards and shifts, and the HQIM that align with them.

*2 points:*

- The professional learning provider describes which HQIM are aligned with the ELA and math shifts, math practices, and/or the 3 Dimensions (science), *and*
- Demonstrates understanding of the role that HQIM plays in bringing the content standards and shifts or 3 Dimensions to light in the classroom, *and*
- Uses updated and/or recent vetted tools that are used to support materials selection.

*1 point:*

- The professional learning provider does *not* describe which HQIM are aligned with the ELA and math shifts, math practices, and/or the 3 Dimensions (science), *or*
- Does *not* demonstrate an understanding of the role that HQIM plays in bringing the content standards and shifts or 3 Dimensions to light in the classroom, *or*
- Does *not* use updated and/or recent vetted tools to support materials selection.

*0 points:*

- The professional learning provider does *not* describe which HQIM are aligned with the ELA and math shifts, math practices, and/or the 3 Dimensions (science), *and*
- Does *not* demonstrate an understanding of the role that HQIM plays in bringing the content standards and shifts or 3 Dimensions to light in the classroom and supports the

adoption of HQIM that are aligned to the ELA and math shifts, math practices, and/or the 3 Dimensions (science), and

- Does *not* use updated and/or vetted tools to support materials selection.

#### Sample Evidence Collection

Reviewers look for and record:

- Evidence that the professional learning provider understands what constitutes HQIM alignment with the ELA and math shifts, math practices, and/or 3 Dimensions (science). This may include:
  - Coherence and consistency with the standards.
  - Extensive work with grade-level tasks and texts to meet the full intent of grade-level standards.
  - Alignment to expectations for rigor and the mathematical practices.
  - Text quality and complexity.
  - Building knowledge with texts, vocabulary, and tasks.
  - Alignment to standards and research-based practices for foundational reading skills instruction.
  - Design for the NGSS.
- Evidence that the professional learning provider names **specific** HQIM materials and accurately describes why they align to the standards, shifts, and/or 3 Dimensions (science). This may include information about:
  - The structure and content of the units and/or scope and sequence.
  - The structure and content of the lessons and/or instructional practices.
  - The types of tasks and/or texts included in the HQIM.
- Evidence that the professional learning provider understands which tools and resources are available to measure HQIM alignment to the standards, shifts, and/or 3 Dimensions (science). Tools must be updated and/or recent (less than 10 years old).

## Gateway 2: Quality of Professional Learning Design

[Gateway 2 Executive Summary Template](#)

### Adoption

Total Indicators: 6

Minimum Passing Score: 9 out of 12 points

**Indicator 2A.1:** Professional learning materials are **specific to educators' roles** (e.g., position, subject area, grade level) and levels of expertise.

*2 points:*

- Professional learning is designed for a wide variety of stakeholders to select and adopt HQIM for a specific content area, *or*
- Professional learning is designed for district leaders to support them with leading the process to adopt and select HQIM for a specific content area with a variety of stakeholders, *and*
- Professional learning is specific to a content area and appropriate grade-level bands as called for by the standards. Professional learning is specific to participants' levels of expertise.

*1 point:*

- Professional learning is designed for a limited variety of stakeholders selection/adoption process for a particular content area, *and/or*
- Professional learning is specific to a content area but
  - Does *not* delineate for grade-level bands as called for by the standards.
  - Is *not* specific to participants' levels of expertise.

*0 points:*

- The audience for the professional learning does *not* fit the purpose of the professional learning (e.g., teachers only), *and/or*
- Professional learning is *not* specific to a content area.

#### Sample Evidence Collection

Reviewers look for and record:

- Evidence that the audience for the professional learning includes a wide variety of stakeholders. This can include:
  - People who typically manage or influence the instructional materials selection/adoption process for a particular content area (e.g., CAO, Director of Curriculum & Instruction, Supervisor of Elementary ELA, ELA Instructional Coach, school-based ELA selection committee members, director of English Learners' programs, Director of Special Ed Services, administrators, teachers).
  - Content-area teachers.
  - School leaders.
  - Specialists.
- Evidence of the defined content area and grade levels that the professional learning is

intended to address.

**Indicator 2A.2:** Professional learning prioritizes equity by helping educators **examine how assumptions and practices** can impact instruction, and professional learning builds or reinforces educators' beliefs that *each and every student* should have access to rigorous, grade-level instruction.

*2 points:*

- Professional learning supports educators with building awareness of their own assumptions and how those assumptions can impact instruction, *and*
- Professional learning builds and/or reinforces educators' beliefs that *every student* can be successful with rigorous, grade-level-appropriate work.

*1 point:*

Provider has one of the following:

- Professional learning does not build and/or reinforce educators' beliefs that *every student* can be successful with rigorous, grade-level-appropriate work, *or*
- Professional learning does *not* support educators with building awareness of their own assumptions and how those assumptions can impact instruction.

*0 points:*

Provider has none of the following:

- Professional learning does *not* build and/or reinforce educators' beliefs that *every student* can be successful with rigorous, grade-level-appropriate work, *and*
- Professional learning does *not* support educators with building awareness of their own assumptions and how those assumptions can impact instruction.

Sample Evidence Collection

Reviewers look for and record:

- Professional learning builds understanding that assumptions can impact students' achievement and academic identity.
- Professional learning supports educators in examining their own beliefs and assumptions about student achievement and the roles instructional materials play in combating assumptions, including opportunities for reflection and discussion.
- Instances in which professional learning addresses common misconceptions about students with diverse and/or individualized learning needs, including the misconception that students who don't meet grade-level expectations cannot access grade-level content and/or the misconception that English Learners operate from a deficit.
- Evidence of an underlying belief that *each and every student* deserves high-quality instruction and access to rigorous, grade-level work.
- Instances in which professional learning references research that illustrates how assumptions can impact student achievement.

**Indicator 2A.3: Professional learning** provides opportunities for leaders to examine sample student experiences within the curriculum for alignment to the vision for excellent and equitable instruction.

*2 points:*

- Professional learning provides opportunities to examine how students will interact with tasks, texts, or other key components of an HQIM, *and*
- Professional learning connects student interactions to the district vision for instruction.

*1 point:*

- Professional learning provides opportunities to examine how students will interact with tasks, texts, or other key components of an HQIM, *but*
- Professional learning does not connect to the district vision for instruction.

*0 points:*

- Professional learning does *not* provide opportunities to examine how students will interact with tasks, text, or other key components of an HQIM.

Sample Evidence Collection

Reviewers look for and record:

- Instances in which professional learning provides an immersive experience in which participants examine student interaction with the HQIM (e.g., samples of student work, videos of students engaging in learning using the HQIM) and connect it to the district vision for excellent, equitable instruction.
- Instances in which educators have the opportunity to examine current student work and compare it to sample student work from an HQIM.
- Instances in which the professional learning builds participants' understanding of the types of tasks and/or texts that align with the standards.
- Opportunities for educators to experience the relationship between their district's vision and the use of new HQIM by experiencing lessons or portions of lessons from materials under consideration for adoption.

**Indicator 2A.4: Professional learning incorporates opportunities for active engagement and collaboration** and uses appropriate adult learning strategies in a variety of formats.

*2 points:*

- Professional learning artifacts incorporate multiple opportunities for active engagement and collaboration, *and*
- Professional learning artifacts use appropriate adult learning strategies in a variety of formats.

*1 point:*

- Professional learning artifacts incorporate some opportunities for active engagement and collaboration, *and/or*
- Professional learning artifacts use appropriate adult learning strategies, but do *not* vary formats.

*0 points:*

- Professional learning artifacts incorporate little to no opportunities for active engagement or collaboration, *and/or*

<ul style="list-style-type: none"> <li>Professional learning artifacts do <i>not</i> use appropriate adult learning strategies for a variety of formats.</li> </ul>
<p>Sample Evidence Collection</p> <p>Reviewers look for and record:</p> <ul style="list-style-type: none"> <li>Opportunities for participants to <b>practice the skills</b> they are expected to learn, such as             <ul style="list-style-type: none"> <li>Crafting selection team protocols, practicing reviewing materials, and drafting adoption-related communications.</li> <li>Anticipating logistical issues, drafting timelines, and determining personnel needs related to the purchasing and distribution of materials.</li> <li>Reflecting on the current level of understanding of the adoption process and pinpointing areas for continued growth and discussion.</li> </ul> </li> <li>Opportunities for collective participation that include a variety of formats (e.g., discussion, demonstrations, inquiry, reflection, practice, modeling, coaching, etc.).</li> <li>Opportunities for collaboration among session participants.</li> <li>Instances in which the professional learning establishes norms for participation, shared objectives for learning, and opportunities for participants and facilitator(s)/presenter(s) to introduce themselves to each other.</li> </ul>

**Indicator 2A.5:** Professional learning supports school and/or district leaders in **defining or refining a shared, content-specific vision** for excellent and equitable instruction, **communicating that vision**, and understanding the role HQIM plays in achieving that vision.

<p><i>2 points:</i></p> <ul style="list-style-type: none"> <li>Professional learning supports school and/or district leaders in defining or refining and communicating a shared content-specific vision for excellent, equitable instruction if one doesn't exist, <i>and</i></li> <li>Professional learning supports participants in understanding the role HQIM plays in achieving that vision.</li> </ul> <p><i>1 point:</i></p> <ul style="list-style-type: none"> <li>Professional learning supports school and/or district leaders in defining or refining and communicating a shared content-specific vision for excellent, equitable instruction if one doesn't exist, <i>but</i></li> <li>Professional learning minimally supports leaders in understanding the role HQIM plays in achieving that vision.</li> </ul> <p><i>0 points:</i></p> <ul style="list-style-type: none"> <li>Professional learning does not support school and/or district leaders in refining, defining, and communicating a content specific vision for excellent, equitable instruction, <i>and</i></li> <li>Professional learning does not support leaders in understanding the role HQIM plays in achieving that vision.</li> </ul>
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<p>Sample Evidence Collection</p> <p>Reviewers look for and record:</p> <ul style="list-style-type: none"> <li>Instances in which a provider has supported a district with defining a vision or refining existing vision.</li> <li>Instances in which a provider evaluates whether an existing vision meets the definition of</li> </ul>
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- content-specific, excellent, equitable instruction.
- Instances in which the professional learning **synthesizes** a vision for excellent instruction with a vision for equity and clarifies the role HQIM plays in both to provide additional context for investment in the adoption process. Examples may include:
    - Highlighting within the HQIM inclusivity of cultures.
    - Amplifying diverse voices, perspectives, and experiences.
    - Sharing relevant research on the impact on student outcomes of adopting HQIM.
  - The provider includes activities that require participants to synthesize their understanding of the standards and the shifts<sub>2</sub> (math/ELA), math practices, or the 3 Dimensions (science) to support their understanding of what a vision for excellent, equitable instruction entails. *Note: Sample professional learning materials may refer to a specific state’s standards or may address general terms about grounding a vision for excellent instruction in student standards.*
  - Instances in which the professional learning builds participants’ understanding of what constitutes HQIM by subject and grade level and provides opportunities to examine a variety of HQIM for standards alignment, cultural relevance, usability, and accessibility (e.g., examining resources that review HQIM, allowing participants to prioritize curricula).
  - Evidence of an underlying belief that *each and every* student deserves high-quality instruction and access to meaningful, grade-level work.

**Indicator 2A.6: Professional learning supports school and/or district leaders in **developing and executing an adoption plan** that results in the **selection of HQIM** aligned to a vision for excellent, equitable instruction.**

- 2 points:*
- Professional learning prepares school and/or district leaders for a comprehensive adoption process with goals, delineated steps and timelines, and a communication plan, *and*
  - Professional learning equips school and/or district leaders to lead a clear process for reviewing, piloting, selecting, and procuring an HQIM that has an emphasis on stakeholder engagement and aligns with a vision for excellent, equitable instruction.
- 1 point:*  
 Provider has one of the following:
- Professional learning minimally prepares school and/or district leaders for a comprehensive adoption process with goals, delineated steps and timelines, and a communication plan, *or*
  - Professional learning equips school and/or district leaders to lead the reviewing, piloting, and selecting of an HQIM, but does so in a limited capacity, which may hinder the successful procurement and implementation of HQIM.
- 0 points:*
- Professional learning does *not* prepare school and/or district leaders for a comprehensive adoption process with goals, delineated steps and timelines, and a communication plan, *and/or*
  - Professional learning does *not* equip school and/or district leaders in leading a clear process for reviewing, piloting, and selecting an HQIM, which most likely will *not* result in



the successful procurement and implementation of HQIM.

#### Sample Evidence Collection

Reviewers look for and record:

- Evidence that the professional learning provides strategies, processes, and/or templates for developing a thorough communications plan. This may include:
  - Strategies for investing a diverse set of stakeholders, including parents and caregivers and community members, in the adoption process.
  - Communicating the instructional vision and highlighting the role HQIM plays in achieving the vision to all stakeholders.
  - Sharing the final selection decision and rationale to all stakeholders.
- Evidence that the professional learning supports leaders to develop the selection criteria. This may include:
  - Developing rubrics to evaluate potential HQIM.
  - Identifying vetted lists of instructional materials that meet the definition of high quality.
  - Soliciting stakeholder input on criteria the materials must meet.
  - Alignment with any district or state adoption requirements.
- Evidence that the professional learning supports leaders to form an adoption team that includes:
  - Processes for including all relevant stakeholders.
  - Clear roles and responsibilities of the team.
  - Training on all selection criteria.
- Instances in which the professional learning supports the use of data to inform choices regarding the selection of HQIM.
- Instances in which the professional learning guides leaders through all required steps for a thorough adoption process which may include:
  - Developing a timeline with key milestones, ensuring enough time for materials selection and ordering before the school year begins.
  - Conducting reviews and gathering feedback.
  - Pilot materials if permitted by state/district rules.
  - Securing funding for professional learning and the required instructional materials for teachers and students.
- Evidence that the professional learning supports participants with understanding the next steps for procurement once a selection has been made.



## Initial Implementation

Total Indicators: 9

Minimum Passing Score: 13 out of 18 points

**Indicator 2I.1: Professional learning materials are specific to an HQIM, educators' roles (e.g., position, subject area, and grade level), and their levels of expertise.**

*2 points:*

- Professional learning is designed for teachers and leaders new to a HQIM, subject area, or grade level, *and*
- Professional learning is specific to the HQIM and appropriate grade-level bands, as called for by the standards.

*1 point:*

- Professional learning is designed for teachers and leaders new to a HQIM, subject area, or grade level, *and*
- Professional learning is specific to a content area but
  - Does *not* delineate for grade-level bands as called for by the standards.
  - Is *not* specific to participants' levels of expertise.

*0 points:*

- The audience for the professional learning does *not* fit the purpose of the professional learning (e.g., not designed for teachers), *or*
- Professional learning is *not* specific to the HQIM.

### Sample Evidence Collection

Reviewers look for and record:

- Evidence that the audience for the professional learning includes teachers and leaders.
- The HQIM and grade levels that the professional learning is intended to address are clearly defined.
- Evidence that the professional learning is designed for teachers and leaders who are new to the specific HQIM addressed in the professional learning.
- Evidence that the professional learning addresses teachers' and leaders' varied levels of experience. For example:
  - How the HQIM connects to previous methods of teaching.
  - How and why the HQIM is different from what they may have previously done.

**Indicator 2I.2: Professional learning prioritizes equity by helping educators **examine how assumptions and practices** can impact instruction, and professional learning builds or reinforces educators' **beliefs that *each and every student*** should have **access** to rigorous, grade-level instruction.**

*2 points:*

- Professional learning builds and/or reinforces educators' beliefs that *all* students can be successful with rigorous, grade-level-appropriate work, *and*
- Professional learning supports educators with building awareness of their own assumptions and how those assumptions can impact instruction.

*1 point:*

- Professional learning builds and/or reinforces educators' beliefs that *all* students can be successful with rigorous, grade-level-appropriate work, *but*
- Professional learning does *not* support educators with building awareness of their own assumptions and how those assumptions can impact instruction.

*0 points:*

- Professional learning does *not* build and/or reinforce educators' beliefs that *all* students can be successful with rigorous, grade-level-appropriate work, *and/or*
- Professional learning does *not* support educators with building awareness of their own assumptions and how those assumptions can impact instruction.

Sample Evidence Collection

Reviewers look for and record:

- Professional learning builds an understanding that assumptions can impact the delivery of instruction and student academic identity and achievement.
- Instances in which the professional learning addresses common misconceptions about students with diverse and/or individualized learning needs, including the misconception that students who are academically behind cannot access grade-level content and/or the misconception that English Learners operate from a deficit..
- Evidence that professional learning supports teachers and leaders in examining their own beliefs and assumptions about the HQIM and the impact it can have on instruction and implementation.
- Instances in which the professional learning identifies how ineffective delivery can negatively impact and disadvantage some students. For example:
  - Using texts that are inconsistent with grade level.
  - Focusing on skills in isolation.
  - Adapting lessons and tasks from student-centered to teacher-centered.
- Evidence of the underlying belief that *each and every* student deserves high-quality instruction and access to rigorous, grade-level work.
- Instances in which the professional learning references research that illustrates how assumptions can impact student achievement.

**Indicator 2I.3: Professional learning provides opportunities to examine sample student work for alignment to the district vision for excellent and equitable instruction.**

*2 points:*

- Professional learning incorporates examination of samples of work that students may produce when interacting with the HQIM, *and*
- Professional learning provides opportunities to examine how students will interact with tasks, texts, or other key components of an HQIM, *and*
- Professional learning connects both of these to the district vision for instruction.

*1 point:*

- Professional learning incorporates examination of samples of work that students may produce when interacting with the HQIM, **but**
  - Professional learning provides limited opportunities to examine how students will interact with tasks, texts, or other key components of an HQIM, **and**
  - Professional learning does *not* connect to the district vision for instruction.

*0 points:*

- Professional learning does *not* incorporate examinations of student work, *and/or*
- Professional learning does *not* provide opportunities to examine how students will interact with tasks, text, or other key components of an HQIM.

#### Sample Evidence Collection

Reviewers look for and record:

- Instances in which the professional learning provides opportunities to examine sample student work and connect it to the district vision for excellent, equitable instruction.
- Instances in which the professional learning builds participants' understanding of the types of tasks and/or texts that students will interact within an HQIM.
- Opportunities for educators to participate in a lesson- or content-specific instructional approach by wearing a "student hat."

**Indicator 2I.4: Professional learning incorporates opportunities for active engagement and collaboration and uses appropriate adult learning strategies in a variety of formats.**

*2 points:*

- Professional learning artifacts incorporate opportunities for active engagement and collaboration, *and*
- Professional learning artifacts employ appropriate adult learning strategies in a variety of formats.

*1 point:*

- Professional learning artifacts incorporate some opportunities for active engagement and collaboration, *and/or*
- Professional learning artifacts employ appropriate adult learning strategies but do *not* vary formats.

*0 points:*

- Professional learning artifacts incorporate *little to no* opportunities for active engagement or collaboration, *and/or*
- Professional learning artifacts do *not* employ appropriate adult learning strategies or a variety of formats.

Sample Evidence Collection

Reviewers look for and record:

- Instances in which the professional learning establishes norms for participation, shared objectives for learning, and opportunities for participants and facilitator(s)/presenter(s) to introduce themselves to each other.
- Opportunities for participants to **practice the skills** they are expected to learn, such as:
  - Planning for a unit or lesson (e.g., anticipating student mistakes, practicing pacing, solving problems, investigating phenomena, and analyzing texts).
  - The structure and flow of a lesson and HQIM-specific instructional practices (e.g., lesson internalization and lesson delivery practice).
  - Reflecting on current classroom structures and practices and how they may need to be adapted or changed to support the implementation of the HQIM.
- Active engagement includes a variety of formats (e.g., discussion, demonstrations, inquiry, reflection, practice, modeling, and coaching).
- Opportunities for participants to express their needs and choose activities within the professional learning that best addresses their needs.
- Opportunities for participants to collaborate with each other.
- Modeling of instructional approaches used within the HQIM and opportunities for participants to practice implementing instructional approaches from the HQIM.
- Opportunities for participation in a lesson or part of a lesson by wearing a “student hat.”
- Opportunities to observe other teachers and students using the materials (e.g., video from pilot classrooms or HQIM-provided videos).

**Indicator 2I.5: Professional learning connects the vision for instruction to the HQIM.***2 points:*

- Professional learning includes at least two opportunities for participants to connect the vision of content-specific, excellent, and equitable grade-level instruction to the HQIM.

*1 point:*

- Professional learning includes fewer than two opportunities for participants to connect the vision of content-specific, excellent, and equitable grade-level instruction to the HQIM.

*0 points:*

- Professional learning includes *no* opportunities for participants to connect the vision of content-specific, excellent, and equitable grade-level instruction to the HQIM.

**Sample Evidence Collection**

Reviewers look for and record:

- Instances in which an explicit connection is made between the content-specific vision for excellent and equitable instruction and the HQIM.
- Evidence of an underlying belief that *all* students deserve high-quality instruction and access to meaningful, grade-level work.
- Instances in which the professional learning synthesizes a vision for excellent instruction with a vision for equity, and clarifies the role HQIM plays in both (e.g., highlighting inclusivity of cultures, amplifying diverse voices, creating a culture of feedback, and showcasing scaffolds and supports for English Learners from an asset-based perspective).
- Instances in which the professional learning highlights supports available to serve *each and every* student to engage in rigorous, grade-level content.

**Indicator 2I.6: Professional learning builds teachers' and leaders' understanding** of what it means to **implement their HQIM skillfully**<sub>3</sub>, including design principles and the arc of learning<sub>4</sub>, and connects it back to a content-specific vision for excellent and equitable grade-level instruction.

*2 points:*

- Professional learning includes multiple activities to build teachers' and leaders' comprehensive understanding of what skillful implementation of their HQIM looks like, including design principles and arc of learning, *and*
- Professional learning connects district plans for skillful implementation back to a content-specific vision for excellent and equitable grade-level instruction.

*1 point:*

- Professional learning includes minimal activities to build teachers' and leaders' cursory understanding of what skillful implementation of their HQIM looks like, *or*
- Professional learning does *not* connect the plans for strong implementation back to a content-specific vision for excellent and equitable grade-level instruction.

*0 points:*

- Professional learning does *not* include any activities focused on building teachers' and leaders' understanding of what skillful implementation of their HQIM looks like.

#### Sample Evidence Collection

Reviewers look for and record:

- Evidence that professional learning helps educators understand why skillful or integral implementation is important.
- Activities that help participants understand what skillful implementation of the HQIM looks like. For example:
  - Dispelling common myths (i.e., it's a script that must be followed).
  - Modeling a lesson.
  - Reflecting on a video of a strong lesson.
  - Deepening knowledge of the essential content and content pedagogy that informs strong implementation decisions as well as addressing the cultural relevance of a student's learning.
  - Discussing common implementation pitfalls at both the classroom- and school-based level.
  - Understanding that implementing skillfully happens over time.
- Evidence that the professional learning addresses the design principles of the HQIM, such as:
  - Structure and components of units and lessons.
  - Routine instructional practices embedded throughout the HQIM.
  - Instructional time required to implement a full lesson and breakdown of instructional time during a lesson.
- Evidence that the professional learning describes how instructional materials are sequenced and scaffolded to support all students, specifically those with diverse learning needs such as English Learners.
- Evidence that the professional learning builds educators' understanding of the design *and* arc of learning of the HQIM (e.g., the progression of units, the rationale for why the materials are organized in that way, the typical or most common progression of learning

- within lessons, how the arc of learning connects to other content areas and grade levels).
- Evidence that the professional learning helps participants, both teachers and leaders, make a connection between strong implementation of the HQIM and achieving a content-specific vision for excellent and equitable grade-level instruction.
  - Evidence that professional learning supports a mindset of growth, continuous improvement, and risk-taking when implementing the HQIM skillfully.
  - Opportunities for participants to deepen their understanding of the standards and HQIM alignment to the standards.

**Indicator 2I.7: Professional learning provides time for teachers and leaders to understand best practices for preparing to teach and internalize lessons and units in the HQIM.**

*2 points*

- Professional learning includes opportunities for teachers and leaders to examine best practices for preparing to teach lessons and units using protocols and processes aligned to the HQIM, *and*
- Professional learning includes time for teachers to internalize and rehearse first units and lessons with colleagues who teach the same content and HQIM.

*1 point:*

- Professional learning includes limited opportunities for teachers and leaders to examine best practices for preparing to teach lessons and units using protocols and processes aligned to the HQIM, *or*
- Professional learning does *not* include time for teachers to internalize and rehearse first units and lessons with colleagues who teach the same content and HQIM.

*0 points:*

- Professional learning does *not* include opportunities for teachers and leaders to examine best practices for preparing to teach lessons and units using protocols and processes aligned to the HQIM, *and*
- Professional learning does *not* include time for teachers to internalize and rehearse first units and lessons with colleagues who teach the same content and HQIM.

Sample Evidence Collection

Reviewers look for and record:

- Evidence of planning protocols aligned to the HQIM.
- Opportunities for teachers to internalize lessons and units in preparation for the first weeks of school.
- Opportunities for teachers to plan and rehearse lessons or portions of lessons with colleagues who teach the same content and HQIM.
- Evidence that the professional learning addresses best practices for preparing to teach lessons and units throughout the school year.

**Indicator 2I.8: Professional learning equips teachers and leaders to account for and navigate any publisher-specific logistical and technological considerations involved in classroom use of the HQIM, such as the components of the materials, how they are organized, and how teachers and students access them.**

**2 points:**

- Professional learning supports teachers and leaders in navigating logistical and technological considerations involved in classroom use of their HQIM, such as the components of the materials, how they are organized, and how teachers and students can access them.

**1 point:**

- Professional learning supports teachers and leaders in navigating some logistical and technological considerations involved in classroom use of their HQIM, but does *not* include all components of the materials, how they are organized, or how teachers and students can access them.

**0 points:**

- Professional learning does *not* support teachers and leaders in navigating logistical and technological considerations involved in classroom use of their HQIM, such as the components of the materials, how they are organized, or how teachers and students can access them.

**Sample Evidence Collection**

Reviewers look for and record:

- Evidence that the professional learning describes the components of the HQIM including both physical and digital tools (e.g., projectable lessons, trade books, decodable readers, formative assessments, manipulatives, culminating writing tasks, e-books, online assessments, digital HQIM, online communities, etc.) and addresses how they are organized within the HQIM in a way that is specific to its publisher.
- Evidence that the professional learning describes how to access various components of the HQIM (e.g., digital and print).
- Evidence that the professional learning addresses hybrid, blended, and/or remote learning settings.
- Evidence that the professional learning addresses how technology, along with and embedded within the HQIM, can support collaboration (e.g., explaining complex concepts from the content, sharing assessment data, increasing engagement, and building open learning environments).
- Evidence that the professional learning supports participants to understand the resources available within HQIM materials that provide a deeper look into the materials (e.g., HQIM overview documents and how to ask questions or access how-to resources).

**Indicator 21.9: Professional learning equips leaders to allocate essential resources and time necessary for strong HQIM implementation.**

**2 points:**

- Professional learning provides an overview of essential resources and time needed for strong implementation.
- Professional learning equips leaders to allocate essential resources and time
- 

**1 point:**

- Professional learning provides a limited overview of essential resources and time needed for strong implementation **but**



- Professional learning does *not* equip leaders to allocate essential resources and time
- 

0 points:

- Professional learning does *not* provide an overview of essential resources and time needed for strong implementation.
- Professional learning does *not* equip leaders to allocate essential resources and time
- 

#### Sample Evidence Collection

Reviewers look for and record:

- Instances in which the professional learning addresses the resources required for implementing the HQIM (texts, technology needs, student and teacher print materials, manipulatives, etc.).
- Evidence of supporting leaders with addressing common logistical challenges with time and resource allocation when launching the HQIM (e.g., timelines needed for delivery and distribution of materials to schools and/or classrooms, adjusting instruction time in schedules, and rostering users on digital platforms, etc.).
- Professional learning provides time for analysis of sample schedules and time requirements of the HQIM and allows time for:
  - Leaders to reflect on and update their schools' class schedules to match the instructional time required by a particular HQIM.
  - Leaders to adjust school and class schedules to support collaboration with parents, colleagues, and community members as related to the implementation and use of the HQIM.

## Ongoing Implementation Support for Teachers

Total Indicators: 8

Minimum Passing Score: 12 out of 16 points

**Indicator 2T.1: Professional learning materials are *specific to an HQIM, educators’ roles* (e.g., position, subject area, and grade level), and their levels of expertise.**

<p><i>2 points:</i></p> <ul style="list-style-type: none"> <li>Professional learning is designed for teachers with some experience with the HQIM, <i>and</i></li> <li>Professional learning is specific to an HQIM and appropriate grade-level bands, as called for by the standards.</li> </ul> <p><i>1 point:</i></p> <ul style="list-style-type: none"> <li>Professional learning is designed for teachers with some experience with the HQIM, subject area, or grade-level, <i>or</i></li> <li>Professional learning is specific to a content area but             <ul style="list-style-type: none"> <li>Does <i>not</i> delineate for grade-level bands as called for by the standards.</li> <li>Is <i>not</i> specific to participants’ levels of expertise.</li> </ul> </li> </ul> <p><i>0 points:</i></p> <ul style="list-style-type: none"> <li>The audience of the professional learning does <i>not</i> fit the purpose of the professional learning (e.g., not designed for teachers), <i>or</i></li> <li>Professional learning is <i>not</i> specific to an HQIM.</li> </ul>
<p>Sample Evidence Collection</p> <p>Reviewers look for and record:</p> <ul style="list-style-type: none"> <li>Evidence that the audience of the professional learning includes teachers with experience with the HQIM.</li> <li>Evidence of what content area and grade levels the professional learning is intended to address.</li> <li>Evidence that the professional learning addresses teachers’ experiences. For example:             <ul style="list-style-type: none"> <li>How the professional learning builds on teachers’ current understanding of the HQIM.</li> <li>How the professional learning addresses implementation challenges or concerns.</li> <li>How the professional learning deepens teachers’ understanding of the HQIM.</li> </ul> </li> </ul>

**Indicator 2T.2: Professional learning prioritizes equity by helping educators *examine assumptions and practices*, focuses on specific actions that impact instruction, and reinforces that each and every student should have **access** to rigorous, grade-level instruction.**

<p><i>2 points:</i></p> <ul style="list-style-type: none"> <li>Professional learning supports teachers to build an awareness of their assumptions and how those assumptions and practices can impact instruction.</li> <li>Professional learning reinforces teachers’ beliefs that <i>each and every</i> student can be successful with rigorous, grade-level-appropriate work, <i>and</i></li> <li>Professional learning builds educators’ skill sets in taking actions that demonstrate a commitment to equity.</li> </ul>
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1 point:

- Professional learning minimally builds and/or reinforces teachers' beliefs that *each and every* student can be successful with rigorous, grade-level-appropriate work **and**
- Professional learning supports teachers to build an awareness of their assumptions and how those assumptions and practices can impact instruction, *but*
- Professional learning **does not** build educators' skill sets in taking actions that demonstrate a commitment to equity
- 

0 points:

- Professional learning does *not* build and/or reinforce teachers' beliefs that *each and every* student can be successful with rigorous, grade-level-appropriate work, *or*
- Professional learning does *not* support teachers to build an awareness of their own assumptions and how those assumptions and practices can negatively impact instruction, **and**
- Professional learning does not present specific educator actions that demonstrate a commitment to equity.

#### Sample Evidence Collection

Reviewers look for and record:

- Instances in which the professional learning deepens understanding of how assumptions can impact the delivery of an HQIM.
- Instances in which the professional learning supports teachers and leaders in continued examination of their own beliefs about the HQIM and the impact it can have on instruction and implementation.
- Instances in which the professional learning addresses common misconceptions about students with diverse and/or individualized learning needs, including the misconception that students who are academically behind cannot access grade-level content and/or the misconception that English Learners operate from a deficit.
- Instances in which the professional learning identifies how ineffective delivery can negatively impact and disadvantage some students.
- Instances in which the professional learning focuses on educators' specific actions to demonstrate their commitment to equity (e.g., using culturally relevant practices and incorporating student voice and actions to make the HQIM accessible to a wide variety of learners).
- Evidence of an underlying belief that *each and every* student deserves high-quality instruction and access to rigorous, grade-level work.
- Instances in which the professional learning references research that illustrates how assumptions can impact student achievement.

**Indicator 2T.3:** Professional learning provides opportunities to support teachers to reflect on and analyze student work from the HQIM.

2 points:

- Professional learning incorporates evidence of student learning and supports teachers to

<p style="text-align: center;">reflect on and analyze student work from the HQIM.</p> <p><i>1 point:</i></p> <ul style="list-style-type: none"> <li>● Professional learning incorporates evidence of student learning but does not support teachers to reflect on and analyze student work from the HQIM.</li> </ul> <p><i>0 points:</i></p> <ul style="list-style-type: none"> <li>● Professional learning does <i>not</i> incorporate evidence of student learning.</li> </ul>
<p>Sample Evidence Collection</p> <p>Reviewers look for and record:</p> <ul style="list-style-type: none"> <li>● Instances in which the professional learning provides opportunities to examine student work and connect to evidence of learning.</li> <li>● Activities that prompt participants to continuously examine student learning rooted in the HQIM (e.g., formative and summative data collected from assessments embedded in the HQIM) to identify misconceptions and areas of student growth to support lesson planning and skillful adaptation of the HQIM.</li> <li>● The use of multiple data sources to determine how improvements can be made in implementation through the use of protocols, templates, and tools (e.g., student work, student data rooted in the HQIM, and student surveys).</li> <li>● Instances in which participants can reflect on student work and use evidence of student learning to determine the next steps in instruction.</li> </ul>

**Indicator 2T.4: Professional learning incorporates **opportunities for active engagement and collaboration** and uses appropriate adult learning strategies in a variety of formats.**

<p><i>2 points:</i></p> <ul style="list-style-type: none"> <li>● Professional learning artifacts incorporate opportunities for active engagement and collaboration, <i>and</i></li> <li>● Professional learning artifacts use appropriate adult learning strategies in a variety of formats.</li> </ul> <p><i>1 point:</i></p> <ul style="list-style-type: none"> <li>● Professional learning artifacts incorporate some opportunities for active engagement and collaboration, <i>and/or</i></li> <li>● Professional learning artifacts use appropriate adult learning strategies but do <i>not</i> vary formats.</li> </ul> <p><i>0 points:</i></p> <ul style="list-style-type: none"> <li>● Professional learning artifacts incorporate <i>little to no</i> opportunities for active engagement or collaboration, <i>and/or</i></li> <li>● Professional learning artifacts do <i>not</i> use appropriate adult learning strategies or a variety of formats.</li> </ul>
<p>Sample Evidence Collection</p> <p>Reviewers look for and record:</p> <ul style="list-style-type: none"> <li>● Opportunities for participants to practice the skills they are expected to learn, such as:             <ul style="list-style-type: none"> <li>○ Planning for a unit or lesson (e.g., anticipating student mistakes, practicing pacing, solving problems, investigating phenomena, and analyzing texts).</li> <li>○ The arc and flow of a lesson and HQIM-specific instructional strategies (lesson</li> </ul> </li> </ul>



- internalization and practicing lesson delivery).
  - Reflecting on current structures and practices and how they may need to be adapted or changed to support the implementation of the HQIM.
- Active engagement includes a variety of formats (e.g., discussion, demonstrations, inquiry, reflection, practice, modeling, coaching, etc.).
- Opportunities for participation in a lesson or part of a lesson by wearing a “student hat.”
- Modeling of instructional approaches used within the HQIM and opportunities for participants to practice implementing instructional approaches from the HQIM.
- Opportunities for participants to collaborate with each other.
- Instances in which the professional learning establishes norms for participation, shared objectives for learning, and opportunities for participants and facilitator(s)/presenter(s) to introduce themselves to each other.

**Indicator 2T.5: Professional learning supports teachers with *internalizing and rehearsing units and lessons* with colleagues who teach the same content and HQIM, focusing on anticipating student thinking and responses and using **HQIM-embedded supports** to help *each student access grade-level-appropriate content*.**

- 2 points:*
- Professional learning supports teachers to use consistent routines and protocols to internalize units and lessons from their HQIM, *and*
  - Professional learning focuses on anticipating student misconceptions and using HQIM-embedded supports to help *all* students access grade-level-appropriate content.
- 1 point:*
- Professional learning includes minimal use of consistent routines and protocols to internalize units and lessons from the HQIM, **but**
  - Professional learning does *not* focus on anticipating student misconceptions and using HQIM-embedded supports to help *all* students access grade-level-appropriate content.
- 0 points:*
- Professional learning does *not* use consistent routines and protocols to internalize units and lessons from the HQIM.

**Sample Evidence Collection**  
 Reviewers look for and record:

- Discussion and activities that use consistent protocols and routines for unit and lesson preparation, applicable in either individual and/or collaborative planning time. Routines should focus on skillfully using HQIM-embedded supports that help all students access grade-level-appropriate content.
- Activities that prompt teachers to internalize lessons and units in the HQIM, including using the materials as if they were students. For example:
  - Creating or annotating exemplar student responses, including identifying the grade-level standards, which are met through each example and the knowledge and skill students must have to meet grade-level standards.
  - Creating a “road map” for units that identifies: (1) What knowledge and skills are built-in each lesson? (2) How do those knowledge and skills prepare students for success on the unit assessments? (3) How does the sequencing of units support



- students in accessing both content knowledge and language development?
- Accessing, reading, and annotating texts from the HQIM.
- Solving problems and conducting investigations from the lessons and assessments and using that experience to anticipate and plan for potential student mistakes.
- Making notes in the provided lesson plan about pacing, revisions, or additions to the questions; specific things to watch for with individual students; and revisions or additions to the lesson handouts.
- Practicing and role-playing with colleagues parts of the lesson that might be challenging for the teacher and/or the students.
- Preparing any materials necessary for the lesson (e.g., anchor charts, manipulatives, computers for research, etc.).
- Activities that engage participants in collaborative inquiry to identify common problems (e.g., unpacking a lesson, anticipating student misconceptions, pacing, increasing engagement) related to the implementation of the HQIM and that provide opportunities to brainstorm possible solutions.

**Indicator 2T.6: Professional learning equips teachers to address the needs of students with diverse and/or individualized learning needs by leveraging HQIM-embedded supports.**

- 2 points:*
- Professional learning equips teachers to address the needs of students with diverse and/or individualized learning needs by leveraging HQIM-embedded supports.
- 1 point:*
- Professional learning equips teachers to address the needs of students with diverse and/or individualized learning needs, but does *not* leverage HQIM-embedded supports.
- 0 points:*
- Professional learning does *not* equip teachers to address the needs of students with diverse and/or individualized learning needs by leveraging HQIM-embedded supports

- Sample Evidence Collection
- Reviewers look for and record:
- Instances in which the professional learning supports teachers to leverage embedded supports within the HQIM to support *all* students to access grade-level content.
  - Instances in which the professional learning supports teachers to make skillful adaptations that maintain the integrity of the HQIM and support all learners.
  - Instances in which the professional learning addresses common misconceptions about students with diverse and/or individualized learning needs or about strategies to accelerate their growth, including the misconception that students who are academically behind cannot access grade-level content and/or the misconception that English Learners operate from a deficit.
  - Instances in which the professional learning helps teachers identify students’ specific learning needs by reviewing student work from the HQIM.
  - Instances in which the professional learning equips teachers to meet the needs of students with diverse and/or individualized learning needs by leveraging the HQIM-embedded supports. This could include helping teachers:
    - Use formative and summative assessment data, especially “in the moment” checks



- for understanding and scaffolding outlined in the HQIM.
- Address more significant skill gaps through avenues such as intervention time.
- Provide models for teachers on how to reflect on the effectiveness of the provided HQIM-embedded supports.
- Engage students in understanding their learning and relying on HQIM supports and scaffolds to make adjustments.
- Tailor the implementation of the HQIM while maintaining fidelity to meet the needs of individual students.
- Examine scaffolds to support English Learners in a way that amplifies the HQIM by allowing access to content, texts, and tasks while not reducing complexity.

**Indicator 2T.7: Professional learning reinforces teachers’ understanding of what skillful implementation of their HQIM looks like and connects it back to a content-specific vision for excellent and equitable grade-level instruction.**

- 2 points:*
- Professional learning reinforces teachers’ understanding of what skillful implementation of their HQIM looks like and how that connects back to a content-specific vision for excellent and equitable grade-level instruction.
- 1 point:*
- Professional learning reinforces teachers’ understanding of what skillful implementation of their HQIM looks like, but **does not** help them connect those learnings back to a content-specific vision for excellent and equitable grade-level instruction.
- 0 points:*
- Professional learning for teachers does *not* reinforce teachers’ understanding of what skillful implementation of their HQIM looks like.

- Sample Evidence Collection
- Reviewers look for and record:
- Instances in which professional learning references the standards. *Note: Sample professional learning materials may refer to a specific state’s standards or may address in more general terms a vision for excellent and equitable grade-level instruction in student standards.*
  - Evidence that the professional learning supports educators’ understanding of the standards and how they apply to their teaching and use of HQIM.
  - Evidence that the professional learning helps educators understand why skillful or integral implementation is important.
  - Evidence that the professional learning helps educators understand what skillful implementation of their HQIM looks like by including resources such as a model lesson (live or video) or HQIM-specific implementation guidance (e.g., observation tools, arc of units, and lessons across the year, addressing common implementation pitfalls, and opportunities to build an understanding of how the HQIM can meet the needs of *all* students and what adaptations may be needed).
  - Evidence that the professional learning deepens knowledge of the essential content and content pedagogy that underpins strong implementation decisions.



- Evidence that the professional learning roots the discussion of a content-specific vision for excellent and equitable grade-level instruction in standards and/or research.
- Instances in which the professional learning synthesizes a vision for excellent instruction to a vision for equity and clarifies the role that HQIM plays in both evidence of an underlying belief that *all* students deserve high-quality instruction and access to meaningful, grade-level work.

**Indicator 2T.8: Professional learning delivers a coaching model embedded in the larger professional learning plan that provides teachers and leaders with coaching grounded in the HQIM and builds the capacity of district and school leaders to maintain the coaching model over time.**

- 2 points:*
- Professional learning provider has a coaching model for teachers and/or leaders that is embedded within a larger professional learning plan and is specific to their role, *and*
  - Professional learning provider builds capacity of district/school leaders to provide coaching to educators on the HQIM.
- 1 point:*
- Professional learning provider has a coaching model for teachers and/or leaders that is embedded within a larger professional learning plan and is specific to their role, *but*
  - Professional learning provider does *not* build capacity of district/school leaders to provide coaching to educators on the HQIM.
- 0 points:*
- Professional learning provider does *not* have a coaching model for teachers and/or leaders that is embedded within a larger professional learning plan and is specific to their role, *and*
  - Professional learning provider does *not* build capacity of district/school leaders to provide coaching to educators on the HQIM.

- Sample Evidence Collection
- Reviewers look for and record:
- A clearly defined coaching process that includes coaching for planning, implementation support, and feedback that are specific to educators’ roles (teacher, principal, instructional leader, etc.) and is grounded in the district’s/school’s vision for equitable instruction.
  - Evidence that the professional learning integrates with client’s existing structures and systems.
  - Instances in which the provider builds the capacity of leaders to coach teachers/teacher leaders on the HQIM, such as protocols or agendas that develop leaders’ ability to coach teachers teacher leaders on implementing the HQIM.
  - Defined delivery mode for coaching leaders/teachers, such as 1:1 coaching, video coaching, group coaching, AI coaching, virtual coaching.
  - Evidence of facilitation of collaborative and individual planning conversations focused on data analysis (e.g., classroom video, observational notes, student work, etc.), goal-setting, and student/teacher outcomes, grounded in the HQIM.





- If coaching leaders, evidence that this protocol is provided to leaders and that the provider demonstrates how to use it with teachers and teacher leaders.
- Evidence that the provider fosters time for purposeful reflection in coaching conversations.
- Evidence that the coaching adapts to support teachers and leaders through a variety of practices, such as:
  - Unit and lesson internalization.
  - Rehearsal of HQIM routines and/or lessons with coach and/or peers.
  - Instances of the use of data (e.g., walkthrough, student growth, etc.) within coaching to identify a common problem of practice or opportunities to elevate in HQIM implementation.
  - Empowering teachers to set their own goals.
  - Instances of revising or supporting leaders with revising goals based on a variety of data and teacher needs.
  - Analysis of student work specific to the HQIM.
  - Engagement in co-planning.
  - Instances in which the provider facilitates co-teaching and/or modeling.
  - Instances of conversations with teachers to discuss changes to lesson plans and instructional practice as needed.

## Ongoing Implementation Support for Leaders

Total Indicators: 9

Minimum Passing Score: 13 out of 18 points

**Indicator 2L.1:** Professional learning materials are **specific to an HQIM, educators' roles** (e.g., position, subject area, and grade level), and their levels of expertise.

*2 points:*

- Professional learning is designed for school and district leaders who manage teachers and/or HQIM implementation, *and*
- Professional learning is specific to an HQIM.

1 point:

- Professional learning is designed for school and district leaders who manage teachers and/or HQIM implementation, *and*
- Professional learning is *not* specific to an HQIM.

0 points:

- The audience for the professional learning does *not* fit the purpose of the professional learning (e.g., teachers only).

#### Sample Evidence Collection

Reviewers look for and record:

- Evidence that the audience for professional learning includes the appropriate stakeholders who manage and support teachers and/or HQIM implementation. This may include:
  - School leaders.
  - District personnel who support teaching and learning.
  - Curriculum specialists or instructional coaches.
- Evidence of the content area and grade-levels that the professional learning is intended to address.
- Evidence that the professional learning speaks to or differentiates for levels of expertise. For example:
  - Leaders who are new to the HQIM.
  - Leaders who have experience with the HQIM.
  - Leaders who manage and support teachers vs. leaders who manage and support systems and processes for implementation.
- Evidence that the professional learning is specific to an HQIM.

**Indicator 2L.2: Professional learning prioritizes equity by helping leaders *examine how their assumptions and practices* can impact instruction, and professional learning builds or reinforces educators’ *beliefs that each and every student* should have *access* to rigorous, grade-level instruction.**

<p><i>2 points:</i></p> <ul style="list-style-type: none"> <li>• Professional learning supports leaders to build an awareness of their assumptions and practices and how they can negatively impact instruction, <i>and</i></li> <li>• Professional learning builds and/or reinforces leaders’ beliefs that <i>every student</i> can be successful with rigorous, grade-level-appropriate work.</li> </ul> <p><i>1 point:</i></p> <ul style="list-style-type: none"> <li>• Professional learning builds and/or reinforces leaders’ beliefs that <i>every student</i> can be successful with rigorous, grade-level-appropriate work, <i>but</i></li> <li>• Professional learning does <i>not</i> support leaders to build an awareness of their assumptions and practices and how they can negatively impact instruction.</li> </ul> <p><i>0 points:</i></p> <ul style="list-style-type: none"> <li>• Professional learning does <i>not</i> build and/or reinforce leaders’ beliefs that <i>every student</i> can be successful with rigorous, grade-level-appropriate work, <i>and</i></li> <li>• Professional learning does <i>not</i> support leaders to build an awareness of their assumptions and practices and how they can negatively impact instruction.</li> </ul>
<p>Sample Evidence Collection</p> <p>Reviewers look for and record:</p> <ul style="list-style-type: none"> <li>• Professional learning builds understanding that assumptions can negatively impact students’ achievements.</li> <li>• Professional learning supports leaders to examine their assumptions, practices, and beliefs about student achievement and the role instructional materials play in combating negative assumptions.</li> <li>• Instances in which the professional learning addresses common misconceptions about students with diverse and/or individualized learning needs, including the misconception that students who are academically behind cannot access grade-level content and/or the misconception that English Learners operate from a deficit.</li> <li>• Evidence of an underlying belief that <i>every student</i> deserves high-quality instruction and access to rigorous, grade-level work.</li> <li>• Instances in which the professional learning references research that illustrates how assumptions can negatively impact student achievement.</li> </ul>

**Indicator 2L.3: Professional learning provides opportunities to examine *evidence of student learning*, especially student work, and equips leaders to *monitor and identify trends* within students’ achievement of grade-level content and teachers’ implementation of their HQIM.**

<p><i>2 points:</i></p> <ul style="list-style-type: none"> <li>• Professional learning equips leaders with building their understanding of what student interaction with the HQIM looks like, and</li> <li>• Professional learning connects student interaction with the HQIM to the vision of instruction.</li> </ul> <p><i>1 point:</i></p>
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<ul style="list-style-type: none"> <li>Professional learning equips leaders with building their understanding of what student interaction with the HQIM looks like, <i>but</i></li> <li>Professional learning does <i>not</i> connect student interaction with the HQIM to the vision of instruction.</li> </ul> <p><i>0 points:</i></p> <ul style="list-style-type: none"> <li>Professional learning does <i>not</i> develop leaders' abilities to monitor students' achievements of grade-level content or the quality of implementation, or does so in a way that is primarily evaluative and/or undermines trust.</li> </ul>
<p>Sample Evidence Collection</p> <p>Reviewers look for and record:</p> <ul style="list-style-type: none"> <li>Instances in which the professional learning provides opportunities to connect student work to the content-specific vision for excellent and equitable grade-level instruction.</li> <li>Instances in which leaders have the opportunity to analyze student work from the HQIM.</li> <li>Instances in which the professional learning addresses how the use of student work can serve as a pathway to identifying challenges and trends regarding implementation, student needs, and gaps in learning; possibly resulting from inequitable practices and/or access, especially for students with diverse learning needs such as English Learners.</li> </ul>

**Indicator 2L.4: Professional learning incorporates opportunities for active engagement and collaboration and uses appropriate adult learning strategies in a variety of formats.**

<p><i>2 points:</i></p> <ul style="list-style-type: none"> <li>Professional learning artifacts incorporate multiple opportunities for active engagement and collaboration, <i>and</i></li> <li>Professional learning artifacts use appropriate adult learning strategies in a variety of formats.</li> </ul> <p><i>1 point:</i></p> <ul style="list-style-type: none"> <li>Professional learning artifacts incorporate some opportunities for active engagement and collaboration, <i>and/or</i></li> <li>Professional learning artifacts use appropriate adult learning strategies, but do <i>not</i> vary formats.</li> </ul> <p><i>0 points:</i></p> <ul style="list-style-type: none"> <li>Professional learning artifacts incorporate little to no opportunities for active engagement or collaboration, <i>and/or</i></li> <li>Professional learning artifacts do <i>not</i> use appropriate adult learning strategies for a variety of formats.</li> </ul>
<p>Sample Evidence Collection</p> <p>Reviewers look for and record:</p> <ul style="list-style-type: none"> <li>Opportunities for participants to <b>practice the skills</b> they are expected to learn, such as:             <ul style="list-style-type: none"> <li>Reviewing and using tools to support teacher implementation (e.g., observation and feedback guides, walk-through protocols, classroom videos, practice coaching, and feedback sessions).</li> <li>Supporting collaborative planning structures (e.g., reviewing agendas and other artifacts from PLCs, grade-level, or content meetings).</li> </ul> </li> <li>Opportunities for collective participation that include a variety of formats (e.g.,</li> </ul>



- discussion, demonstrations, inquiry, reflection, practice, modeling, coaching, etc.).
- Opportunities for collaboration with session participants.
  - Instances in which the professional learning establishes norms for participation, shared objectives for learning, and opportunities for participants and facilitator(s)/presenter(s) to introduce themselves to each other.

**Indicator 2L.5: Professional learning supports leadership to define and refine a vision for strong implementation of the HQIM that aligns with a broader vision for excellent and equitable grade-level instruction.**

**Audience: District and School Leaders**

*2 points:*

- Professional learning supports leaders to define and refine a vision for strong implementation of the HQIM that connects back to the broader vision for excellent and equitable grade-level instruction.

*1 point:*

- Professional learning supports leaders to define and refine a vision for strong implementation of the HQIM, but it does *not* connect back to the broader vision for excellent and equitable grade-level instruction.

*0 points:*

- Professional learning does *not* support leaders to define and refine a vision for strong implementation of the HQIM that connects back to the broader vision for excellent and equitable grade-level instruction.

Sample Evidence Collection

Reviewers look for and record:

- Activities that build and/or reinforce a vision for strong implementation of the HQIM by including resources such as a model lesson (live or video) or HQIM-specific implementation guidance (e.g., observation tool and arc of units and lessons across the year), and for an understanding of how the HQIM can meet the needs of all students, including necessary adaptations.
- Activities that deepen leaders' knowledge of the shifts (ELA/math), the math practices, or the 3 Dimensions (science) and pedagogy that underpins strong implementation decisions.
- Instances in which the professional learning helps leaders make a connection between the strong implementation of the HQIM and the broader vision for excellent and equitable grade-level instruction. Activities could support leaders with:
  - Interrupting inequitable practices
  - Examining biases
  - Creating inclusive school environments for teachers and students
  - Setting high expectations for students and teachers
- Instances in which the professional learning supports leaders' development of clear expectations for equity that are connected to a broader vision for excellent and equitable instruction rooted in the HQIM.

- Evidence of an underlying belief that *every* student deserves high-quality instruction and access to meaningful, grade-level work.

**Indicator 2L.6: Professional learning prepares leaders to *build coherence across their systems* by examining and adjusting systems-level procedures, policies, and processes to *monitor and support the implementation* of the HQIM.**

**Audience: District and School Leaders**

- 2 points:*
- Professional learning comprehensively prepares leaders to examine and adjust systems-level structures, policies, and processes to support the implementation of the HQIM.
- 1 point:*
- Professional learning prepares leaders to examine but not adjust systems-level structures, policies, and processes that support the implementation of the HQIM.
- 0 points:*
- Professional learning does *not* prepare leaders to examine or adjust any systems-level structures, policies, and processes to support the implementation of the HQIM.

- Sample Evidence Collection
- Reviewers look for and record:
- Evidence that the professional learning builds the understanding that implementation is an ongoing process requiring adjustment of processes, systems, and structures.  
Examples may include:
    - Funding and budgeting.
    - Class schedule.
    - Lesson planning policies.
    - Grading and assessment policies.
    - Staffing arrangements.
  - Activities that prepare leaders to adjust those systems-level structures, policies, and processes to ensure that they can support smooth implementation of the HQIM. For example:
    - Leaders evaluate current grading policies for discrepancies in alignment to HQIM and brainstorm solutions.
    - Leaders assess staffing capacity to identify various levels of support available to teachers during implementation and develop plans to build internal capacity among teacher leaders, coaches, and/or school leaders to support implementation over time.
  - Leaders have opportunities to share and address the challenges of HQIM implementation with each other.

**Indicator 2L.7: Professional learning develops leaders’ *abilities to provide and support a comprehensive professional learning plan* anchored in the HQIM.**

**Audience: District and School Leaders**

<p>2 points:</p> <ul style="list-style-type: none"> <li>Professional learning equips leaders to provide and support professional learning (workshops, collaborative planning, coaching) that is anchored in the HQIM, <i>and</i></li> <li>Professional learning develops leaders’ ability to provide feedback to teachers on the quality of implementation in a way that is connected and aligned to the HQIM.</li> </ul> <p>1 point:</p> <ul style="list-style-type: none"> <li>Professional learning equips leaders to provide and support professional learning but is <i>not</i> anchored in the HQIM, <i>but</i></li> <li>Professional learning does <i>not</i> develop leaders’ ability to provide feedback to teachers on the quality of implementation in a way that is connected and aligned to the HQIM.</li> </ul> <p>0 points:</p> <ul style="list-style-type: none"> <li>Professional learning does <i>not</i> equip leaders to provide and support professional learning that is anchored in the HQIM</li> </ul>
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<p>Sample Evidence Collection</p> <p>Reviewers look for and record:</p> <ul style="list-style-type: none"> <li>Instances in which the professional learning identifies ongoing professional learning systems and processes that leaders may need to support strong implementation of HQIM (e.g., observation protocols, collaborative planning time for teachers, professional learning calendars, meeting agendas, etc.).</li> <li>Professional learning supports a mindset of continuous development and feedback related to the implementation of the HQIM for all stakeholders (e.g., feedback is given in a variety of contexts, planning meetings, PLCs, co-teaching, and in a variety of formats).</li> <li>Evidence of how and to what end observational feedback is used with teachers.             <ul style="list-style-type: none"> <li>For example, does the professional learning explicitly state that the primary purpose of implementation-focused observations is to support <i>rather</i> than to evaluate teachers?</li> <li>Does the professional learning recommend that leaders do things like periodically participate in teachers’ collaborative learning times to highlight trends the leader is seeing, provide coaching, and encourage collective problem-solving?</li> </ul> </li> <li>Professional learning supports leaders’ use of data and observational evidence to support ongoing professional learning plans Instances in which the professional learning supports leaders to use data to address the teachers’ needs and challenges with continued professional learning.</li> <li>Instances in which participants have the opportunity to observe the implementation of the HQIM (in real time or using examples from the provider) and practice providing feedback.</li> <li>The tools used by leaders to provide feedback to teachers are deeply connected and aligned to the HQIM and content-specific vision of excellent instruction.</li> <li>Instances in which the professional learning supports leaders to create a professional learning plan aligned with the HQIM and with a variety of structures and differentiation for level of skill and knowledge of the HQIM.</li> </ul>
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**Indicator 2L.8: Professional learning equips leaders to allocate essential resources and time needed for a strong HQIM implementation.**

**Audience: District and School Leaders**



2 points:

- Professional learning provides an overview of essential resources and time needed for strong implementation.
- Professional learning equips leaders to allocate essential resources and time, *and*
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1 point:

- Professional learning provides an overview of essential resources and time needed for strong implementation.
- Professional learning does not equip leaders to allocate essential resources and time

0 points:

- Professional learning does not provide an overview of essential resources and time needed for strong implementation **and**
- Professional learning does *not* equip leaders to allocate essential resources and time.

Sample Evidence Collection

Reviewers look for and record:

- Instances in which the professional learning addresses the resources required for implementing the HQIM (e.g., texts, technology needs, student and teacher print materials, manipulatives, etc.).
- Professional learning provides time for analysis of sample schedules and time requirements of the HQIM and allows time for:
  - Leaders to reflect on and update their schools’ class schedules to match the instructional time required by a particular HQIM.
  - Leaders to adjust school and class schedules to support collaboration with parents, colleagues, and community members as related to the implementation and use of the HQIM.
- Evidence of addressing common logistical challenges and considerations when allocating resources (e.g., the time needed for material delivery, resource distribution planning, rostering users on digital platforms, etc.).
- Instances in which the professional learning addresses how the support for implementation will change over the years of implementation (e.g., what consumables need to be ordered each year, planning multiple years of professional learning, supporting teachers new to the HQIM after the first year, etc.).

**Indicator 2L.9: Professional learning supports district and school leaders to use relevant data to monitor and identify trends.**

2 points:

- Professional learning provider demonstrates an understanding of relevant data for monitoring and supporting HQIM implementation, *and*
- Professional learning provider equips leaders to establish or refine a system and processes for using data to inform next steps to support HQIM implementation.

1 point:

Provider only has one of the following:

- Professional provider demonstrates an understanding of relevant data for monitoring and supporting HQIM implementation, **or**



<ul style="list-style-type: none"> <li>Professional learning provider equips leaders to establish or refine a system and processes for using data to inform next steps to support HQIM implementation.</li> </ul> <p><i>0 points:</i></p> <ul style="list-style-type: none"> <li>Professional learning provider does <i>not</i> use data relevant to the HQIM, <i>and</i></li> <li>Professional learning provider does <i>not</i> equip leaders to establish or refine a system and processes for using data to inform next steps to support HQIM implementation.</li> </ul>
<p>Sample Evidence Collection</p> <p>Reviewers look for and record:</p> <ul style="list-style-type: none"> <li>Evidence the provider supports leaders with establishing routines for collecting and analyzing data aligned to the HQIM on a regular basis.</li> <li>Instances in which the provider supports leaders with understanding their next steps to support implementation as a result of data collected, aligned to the HQIM and specific supports it offers.</li> <li>Evidence that the provider supports leaders with using a variety of relevant data aligned to the HQIM to drive implementation improvement, this can include:             <ul style="list-style-type: none"> <li>HQIM usage.</li> <li>Student work specific to the HQIM.</li> <li>HQIM-embedded assessments.</li> <li>Teacher feedback surveys.</li> <li>Observational data.</li> </ul> </li> <li>Opportunities for leaders to analyze selected student work from the HQIM to gain insight into how skillfully teachers and students are using the materials.</li> <li>Instances in which leaders synthesize data to determine trends across classrooms or schools.</li> </ul>

### Gateway 3: Using Data to Plan and Improve

[Gateway 3 Template](#)

Total Indicators: 5

Minimum Passing Score: 7 out of 10 points

Indicators and Scoring

**Indicator 3.1: Professional learning provider has specific systems and processes in place to learn about clients’ goals, resources, and requirements in order to tailor approaches and/or services to meet clients’ needs.**

<p><i>2 points:</i></p> <ul style="list-style-type: none"> <li>Professional learning provider has systems and processes to learn about clients’ goals, resources, and requirements to meet clients’ needs.</li> </ul> <p><i>1 point:</i></p> <ul style="list-style-type: none"> <li>Professional learning provider describes their approach to learning about clients’ goals,</li> </ul>
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<p>resources, and requirements to meet clients’ needs, but does so in general terms, lacking detail about specific systems or processes.</p> <p><i>0 points:</i></p> <ul style="list-style-type: none"> <li>Professional learning provider does <i>not</i> provide any examples of systems or processes to learn about clients’ goals, resources, and requirements to meet clients’ needs.</li> </ul>
<p><b>Sample Evidence Collection</b> Reviewers look for and record:</p> <ul style="list-style-type: none"> <li>Evidence that the professional learning provider has systems and processes to learn about and account for a client’s context (e.g., goals, resources, and requirements) <i>prior</i> to facilitation to inform planning and increase the effectiveness of their services. This could include: <ul style="list-style-type: none"> <li>Gathering information about participants’ prior experiences with the HQIM or existing familiarity with materials.</li> <li>Establishing agreed-upon outcomes for the engagement.</li> <li>Providing and/or soliciting information about how participants will access the HQIM materials throughout implementation (e.g., digital access and print materials).</li> <li>Working with the client to ensure the provider has access to necessary materials owned, licensed, or managed by the client. (For example, does the provider need access to a school- and district-specific digital platform during session(s)?)</li> </ul> </li> <li>Descriptions of protocols, systems, or processes that are used with clients prior to professional learning facilitation that addresses: <ul style="list-style-type: none"> <li>Goals of professional learning and how they will meet the needs of teachers and leaders.</li> <li>Resources available to teachers that will impact the professional learning (e.g., technology, trade books, teacher or student materials, etc.).</li> <li>Client-specific requirements (e.g., length of session, the timing of sessions, number of participants, grade, content, and/or experience level of participants).</li> </ul> </li> </ul>

**Indicator 3.2: Professional learning provider evaluates the impact of its services to ensure participants’ learning and to drive improvements.**

<p><i>2 points:</i></p> <ul style="list-style-type: none"> <li>Professional learning provider evaluates the impact of its professional learning services on three or more Guskey<sub>5</sub> levels, <i>and</i></li> <li>Professional learning provider has a process for collecting, sharing, and debriefing impact and evaluation data with clients.</li> </ul> <p><i>1 point:</i></p> <ul style="list-style-type: none"> <li>Professional learning provider evaluates the impact of its professional learning services on three or more Guskey levels, BUT</li> <li>Professional learning provider does <i>not</i> have a process for sharing and debriefing data with clients.</li> </ul> <p><i>0 points:</i></p> <ul style="list-style-type: none"> <li>Professional learning provider evaluates the impact of its professional learning services on <i>two or fewer</i> Guskey levels</li> </ul>
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### Sample Evidence Collection

Reviewers look for and record:

- Examples of collecting data on the impact of professional learning for one client on at least three Guskey levels of evaluation.
- Evidence that the provider has a process for collecting, sharing, and debriefing impact and evaluation data with district partners.
- Evidence that the professional learning provider engages participants to provide feedback on the quality of services and/or facilitation.
- Instances in which the provider measures the effectiveness of professional learning in a variety of formats, such as:
  - Evidence of pre and post-professional learning meetings with the provider and the client.
  - Collection of self-reporting on quality of implementation as a result of Professional learning.
  - Use of quantitative and/or qualitative data.
  - In-person and/or video observations.
  - Surveys.
  - Interviews.
  - Focus groups.
- Evidence that the provider uses data to improve their professional learning services.
- Specific data demonstrating the impact of improvement on the quality of the professional learning (e.g., increase in net promoter scores, participant scoring of professional learning impact and effectiveness, and student data pulled from the HQIM).

**Indicator 3.3: Professional learning provider evaluates facilitators** for knowledge of content, content pedagogy, HQIM, and adult learning practices. Professional learning provider has systems and processes in place to provide facilitators with training as needed.

<p><i>2 points:</i></p> <ul style="list-style-type: none"> <li>Professional learning provider provides specific examples of how it evaluates facilitator candidates for hire for knowledge of content, content pedagogy, HQIM, and adult learning practices, <i>and</i></li> <li>Professional learning provider has systems and processes in place to provide facilitators with initial training.</li> </ul> <p><i>1 point:</i></p> <ul style="list-style-type: none"> <li>Professional learning provider does <i>not</i> provide examples of how it evaluates facilitator candidates for hire for knowledge of content, content pedagogy, HQIM, and adult learning practices, <i>or</i></li> <li>Professional learning provider does <i>not</i> have systems and processes in place to provide facilitators with initial training.</li> </ul> <p><i>0 points:</i></p> <ul style="list-style-type: none"> <li>Professional learning provider does <i>not</i> provide any examples of how they evaluate facilitator candidates for hire for knowledge of content, content pedagogy, HQIM, and adult learning practices, <i>and</i></li> <li>Professional learning provider does <i>not</i> have systems and processes in place to provide facilitators with initial training.</li> </ul>
<p>Sample Evidence Collection</p> <p>Reviewers look for and record:</p> <ul style="list-style-type: none"> <li>Description of systems, protocols, or practices aligned to content and/or HQIM that are used to hire all facilitators, such as:             <ul style="list-style-type: none"> <li>Performance tasks.</li> <li>Interview questions.</li> <li>Application submissions.</li> </ul> </li> <li>Evidence of evaluation for knowledge of content, content pedagogy, and adult learning practices.</li> <li>Description of systems and processes that provide facilitators with initial training (e.g., working with a publisher to provide certified training, hosting HQIM training sessions for new facilitators, etc.).</li> </ul>

**Indicator 3.4: Professional learning provider has a process to evaluate facilitator/coach effectiveness** and uses that data to **improve overall services** and address individual facilitators’ needs.

<p><i>2 points:</i></p> <ul style="list-style-type: none"> <li>Professional learning provider has a defined process to evaluate facilitator/coach effectiveness and address individual facilitator needs, <b>and</b> they use this data to improve overall services.</li> </ul> <p><i>1 point:</i></p>
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Provider demonstrates one of the following:

- Professional learning provider has a process for evaluating facilitator/coach effectiveness *but does not have a process* for using this data to improve overall services.

0 points:

- Professional learning provider does *not* evaluate facilitator/coach effectiveness *and*
- Professional learning provider does *not* use data to improve overall services.

Sample Evidence Collection

Reviewers look for and record:

- A process for evaluating facilitators with the goal of improvement and maintenance.
- Specific, concrete examples of how facilitators are evaluated (e.g., examples of timelines, self-evaluations, agendas, surveys, feedback protocols, routines, and/or a measurement system).
- A description of how the provider uses data from evaluations of facilitators to improve overall services.
- A description of how the process for evaluating facilitators was used to address an individual facilitator's needs.

**Indicator 3.5: Professional learning provider has a process in place to **differentiate materials** for HQIM published across multiple platforms, to stay up to date on changes to publication formats and content, and/or to stay informed on current HQIM available on the market.**

2 points:

- Applicants for Initial Implementation, Ongoing Implementation for Teachers, and Ongoing Implementation for Leaders: Professional learning provider has a clear process for staying up to date on publication formats.
- Applicants for Adoption: Professional learning provider has a clear process for staying up to date on materials that meet the definition of HQIM and the evaluation process that can impact whether or not materials meet the definition of HQIM.

1 point:

- Applicants for Initial Implementation, Ongoing Implementation for Teachers, and Ongoing Implementation for Leaders: Professional learning provider's process for staying up to date on publication formats is not clear.
- Applicants for Adoption: Professional learning provider's process for staying up to date on materials that meet the definition of HQIM and the evaluation processes that can impact whether or not materials meet the definition of HQIM are not clear.

0 points:

- Applicants for Initial Implementation, Ongoing Implementation for Teachers, and Ongoing Implementation for Leaders: Professional learning provider does *not* have a clear process for staying up to date on publication formats.
- Applicants for Adoption: Professional learning provider does *not* have a clear process for staying up to date on materials that meet the definition of HQIM and the evaluation

processes that can impact whether or not materials meet the definition of HQIM.

#### Sample Evidence Collection

Reviewers look for and record:

- A specific process for staying up to date on publication formats or content updates to HQIM and updating materials accordingly.
  - For organizations that are the author/publisher: e.g., how you ensure alignment and collaboration between your product, engineering, and professional learning teams.
  - For organizations that are not the author/publisher: e.g., how you communicate and collaborate with the author(s)/publisher(s) to stay up to date on changes to content and publication format. How do you update your professional learning materials to reflect changes to the HQIM (e.g., content and platform)?
- A specific process for ensuring they are up to date on materials that meet the definition of HQIM and any updates to evaluation processes that can impact whether or not materials meet the definition of HQIM.

## Glossary

1. Vision of excellent, equitable instruction—At Rivet Education, we believe that an excellent and equitable vision of instruction should:
  - i. Support educators with believing in and maintaining high expectations for each and every student.
  - ii. Provide each and every student with access to rigorous, relevant, grade-level instruction and prioritize students engaging with content-specific standards, practices, and shifts.
  - iii. Empower students to take ownership of their learning.
  - iv. Be inclusive and responsive to students' needs.
  - v. Affirm and further develop students' racial, ethnic, and linguistic identities.
2. The Shifts—Provide a frame that describes how these standards raise expectations across multiple areas of students' educational experience including instructional materials, classroom practice, and assessment.
3. Skillful implementation of HQIM—Adapting materials to the needs of your students and yourself, while also respecting the philosophy and intent of the HQIM.
4. Arc of learning—The progression of units or learning over time.
5. Guskey's Levels of Professional Development Evaluation
  - i. Participants' reactions
  - ii. Participants' learning
  - iii. Organization support and change
  - iv. Participants' use of new knowledge and skills
  - v. Student learning outcomes



6. HQIM—High-quality instructional materials. Rivet defines high-quality curricula as those that are green or meet expectations on EdReports.
7. Gateway 2 Types of Curriculum Based Professional Learning
  - a. Adoption—Professional learning designed for adoption supports schools and districts with developing and executing a plan for HQIM selection.
  - b. Initial Implementation—Professional learning that equips teachers and leaders with their initial understanding of the HQIM and prepares them to implement it skillfully. This type of professional learning takes place in the weeks leading up to the start of a new school year and may continue through the first weeks of school.
  - c. Ongoing Implementation Support for Teachers—Professional learning that is ongoing for teachers deepens teachers' initial understanding of how to implement the HQIM by providing opportunities for teachers to reflect on their practice and plan for upcoming instruction using the HQIM.
  - d. Ongoing Implementation Support for Leaders—Professional learning that focuses on supporting school and district leaders in identifying and implementing the enabling conditions and resources required for a successful implementation of the HQIM.
8. Facilitator—Rivet Education defines facilitator as anyone who leads professional learning for your organization as a coach, consultant, or presenter.