



# High-Quality Instructional Materials Implementation Tool



Companion Guide

# | OVERVIEW

Research shows that access to high-quality instructional materials (HQIM) is vital for improving teaching and learning. However, simply adopting HQIM is unlikely to yield substantial improvements. Successfully implementing HQIM often requires a pronounced shift in approach and sustained effort from educators at all system levels.

Rivet Education's **Instructional Materials Implementation Tool** is a roadmap for each phase of HQIM implementation. It outlines the large buckets of work (key actions) and corresponding concrete tasks (success criteria) necessary for school system leaders, school leaders, and teachers to navigate each phase successfully.

This toolkit supports your measurement of and planning for the next steps in your HQIM implementation journey. Accurate measurement and strategic next steps for the progression of your implementation of HQIM are created using three key steps:

- 1 Assemble the team
- 2 Measure your implementation
- 3 Plan the next steps

Need additional support?  
**Contact** Rivet Education.





## **STEP 1: ASSEMBLE THE TEAM**

Implementing HQIM is hard work and requires many people across roles. Creating an effective plan to progress your implementation starts with bringing together your implementation team, composed of all individuals responsible for supporting implementation, whether through working directly with teachers or leaders or because their work includes planning and executing professional learning.

### **AT THE SCHOOL SYSTEM LEVEL, THE IMPLEMENTATION TEAM COULD INCLUDE THE FOLLOWING ROLES:**

- CAO
- Director of Curriculum and Instruction
- Director of Professional Learning
- School Leader Managers
- ELA Instructional Specialists
- Director of Special Education
- Director of Multilingual Learner Programs

### **AT THE SCHOOL LEVEL, THE IMPLEMENTATION TEAM COULD INCLUDE THE FOLLOWING ROLES:**

- School Leader
- Assistant School Leaders
- Coaches
- Director of Special Education
- Director of Multilingual Learners
- Lead Teachers with any observation or supervisory responsibilities

With the team in place, schedule a consistent meeting to monitor your implementation.

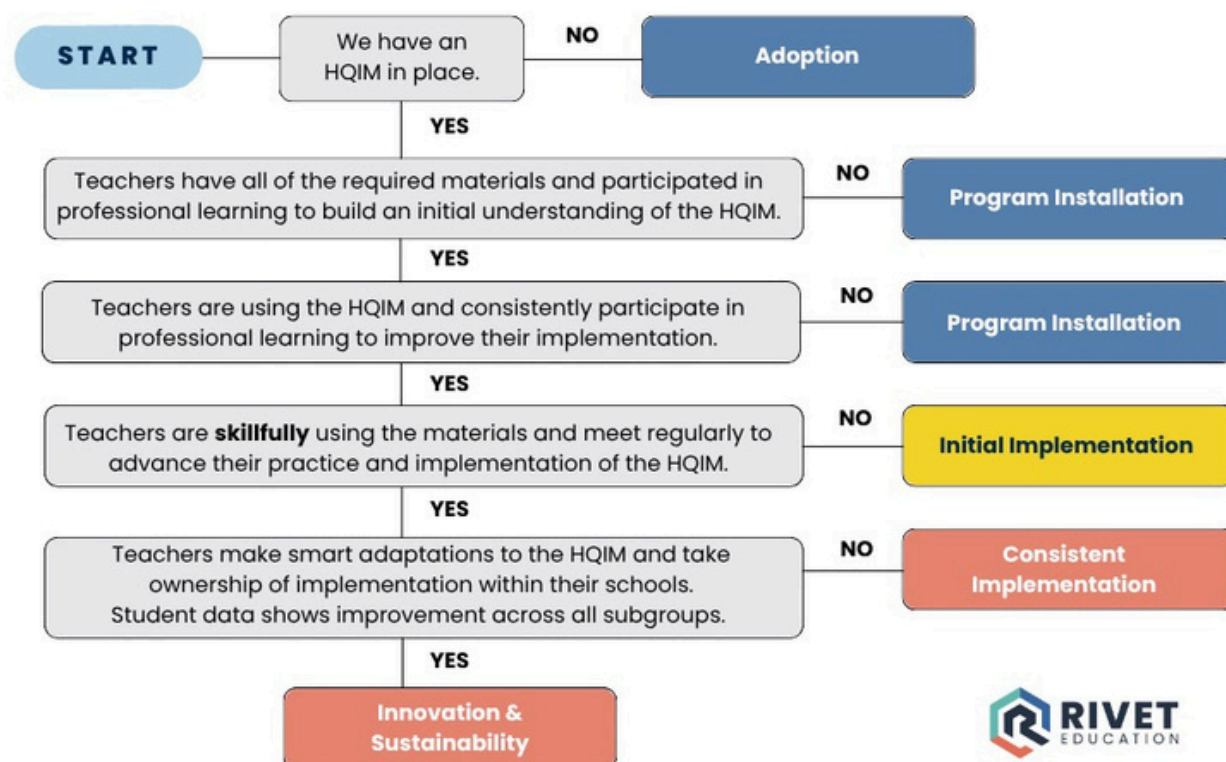
# STEP 2: MEASURE YOUR IMPLEMENTATION

## Part 1: Identify your phase

Use the chart below to help you identify your phase.

Implementation strength may vary across your schools. The goal is not to choose the one phase that applies to all schools, but rather to determine where your schools are on average.

### What phase of implementation are we in?



# STEP 2: MEASURE YOUR IMPLEMENTATION

## Part 2: Gather your evidence

While those doing the work may quickly answer some success criteria, the table below includes the recommended types of evidence for each phase. The **appendix** provides guidance on the **questions to ask teachers**, **classroom observations look-fors**, and **PLC observations look-fors** to support data collection for each phase.

| Phase                       | Recommended Evidence                                                                                                                                           |
|-----------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Program Installation        | <ul style="list-style-type: none"><li>• Add time to the agenda to address concerns during monthly staff meetings.</li></ul>                                    |
| Initial Implementation      | <ul style="list-style-type: none"><li>• Create a form for teachers and staff to submit concerns and questions about HQIM to the implementation team.</li></ul> |
| Consistent Implementation   | <ul style="list-style-type: none"><li>• Share the form and its purpose at the November staff meeting.</li></ul>                                                |
| Innovation & Sustainability | <ul style="list-style-type: none"><li>• Teacher Questions</li><li>• Classroom Observations</li><li>• PLC Observations</li></ul>                                |

## Part 3: Measure your progress

Use an implementation team meeting to review the success criteria for each key action. Share evidence for each success criterion and decide if you meet it. Once you have reviewed the success criteria for a key action, mark a score for the key action using the following scale:

- ☐ If you met few to none of the criteria, mark that action as **RED**.
- ☐ If you met some of the criteria, mark that action as **YELLOW**.
- ☐ If you met most or all criteria, mark that action as **GREEN**.

## | STEP 3: PLAN THE NEXT STEPS

With your measurement complete, it's time to dig into your results and plan your next steps. We recommend you start this implementation team meeting with an overall discussion of your data using the following questions:

- Are you surprised by your progress in your phase of implementation? Why or why not?
- What are the overall implementation strengths? How can you continue to build on them?
- For key actions you scored as yellow or red, what do you think contributes to this score?

Once you've discussed the overall strength of your implementation, it's time to create a plan to support your progress to the next phase.

- Review each key action you scored as red or yellow and identify the highest priority success criteria. Don't feel that you need to tackle it all at once! Focusing on a few at a time is okay.
- Include how you can support any high-priority success criteria for each relevant group. For example, if you are part of a school system implementation team, include the support you will provide to school leaders and teachers.
- Your plan should include the required next steps, an owner, and a due date. The sample plans below show how some implementation teams approached this work.



# | STEP 3: PLAN THE NEXT STEPS

## SCHOOL SYSTEM LEADERSHIP SAMPLE PLAN

### School System Team Priorities

| Success Criteria                                                                                                                                                                                                                   | Next Step(s) Required                                                                         | Owner                  | Due Date   |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|------------------------|------------|
| Train school leaders to use a common, HQIM-aligned tool for walkthroughs and observations, clarify expectations for feedback focused on implementation (not evaluation), and co-observe to norm on practice using the common tool. | Create expectations for purpose and frequency of observations.                                | CAO                    | 11/1/2026  |
|                                                                                                                                                                                                                                    | Share expectations during the November school leader meeting.                                 | CAO                    | 11/15/2026 |
|                                                                                                                                                                                                                                    | Schedule co-observations with school leaders.                                                 | CAO                    | 11/20/2026 |
|                                                                                                                                                                                                                                    | Complete co-observations with school leaders using the tool.                                  | CAO                    | 1/15/2027  |
|                                                                                                                                                                                                                                    | Consult with PL provider and instructional team to identify a common walkthrough tool.        | Director of Curriculum | 11/1/2026  |
|                                                                                                                                                                                                                                    | Complete tool training with the PL provider, district instructional team, and school leaders. | Director of Curriculum | 12/1/2026  |
| Collaborate with school leaders to identify schools and teachers who strongly implement the HQIM, showcasing their success stories and offering observation opportunities to other educators.                                      | Use upcoming walkthroughs to identify teachers who strongly implement the HQIM.               | CAO                    | 1/15/2027  |
|                                                                                                                                                                                                                                    | Lead the facilitation of PLCs focused on lesson internalization.                              | Director of Curriculum | 1/31/2027  |
|                                                                                                                                                                                                                                    | Share at least one spotlight article in monthly newsletters.                                  | Director of Curriculum | ongoing    |
|                                                                                                                                                                                                                                    | Add a teacher spotlight section to the website and add monthly articles.                      | Director of IT         | ongoing    |

## STEP 3: PLAN THE NEXT STEPS

### School System Leadership SAMPLE PLAN

#### Support for School Leadership and Teachers

| Success Criteria                                                                                                             | Next Step(s) Required                                                                                                                                        | Owner                  | Due Date   |
|------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|------------|
| Deepen understanding of the HQIM's approach, content, and strategies through regular participation in professional learning. | Schedule the PL provider to conduct an HQIM overview session for school leaders during the November school leader meeting.                                   | Director of Curriculum | 11/15/2026 |
| Use a common, shared protocol to internalize lessons and units during PLCs or collaborative planning time.                   | Consult with PL provider and instructional team to identify a protocol.                                                                                      | Director of Curriculum | 11/1/2026  |
|                                                                                                                              | Schedule lesson internalization sessions for teachers during winter system-wide PL day with PL providers.                                                    | Director of Curriculum | 11/15/2026 |
|                                                                                                                              | Create communications for school leaders to share that outline the purpose of lesson internalization PL and expectations for attendance and use of protocol. | CAO                    | 12/1/2026  |

## School Leadership SAMPLE PLAN

| Success Criteria                                                                                                                                                                 | Next Step(s) Required                                                                                                                 | Owner         | Due Date   |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|---------------|------------|
| Reinforce the expectations for using HQIM and supplemental content-specific support aligned to what students are experiencing in the HQIM by addressing roadblocks and concerns. | Add time to the agenda to address concerns during monthly staff meetings.                                                             | School Leader | ongoing    |
|                                                                                                                                                                                  | Create a form for teachers and staff to submit concerns and questions about HQIM to the implementation team.                          | ELA Coach     | 11/15/2026 |
|                                                                                                                                                                                  | Share the form and its purpose at the November staff meeting.                                                                         | School Leader | 11/15/2026 |
| Highlight instances of effective implementation, sharing success stories, and facilitating observation opportunities for other educators.                                        | Identify teachers with effective implementation practices.                                                                            | ELA Coach     | 11/15/2026 |
|                                                                                                                                                                                  | Create coverage schedule for each teacher to have at least one opportunity to observe a peer before winter break.                     | School Leader | 11/15/2026 |
| Use a common, shared protocol to internalize lessons and units during PLCs and collaborative planning time.                                                                      | Rework PLC schedules to include at least 2 PLCs a month focused on lesson internalization.                                            | School Leader | 11/15/2026 |
|                                                                                                                                                                                  | Introduce the lesson internalization protocol during PLC meetings and model how to use it.                                            | ELA Coach     | 12/15/2026 |
|                                                                                                                                                                                  | Lead the facilitation of PLCs focused on lesson internalization.                                                                      | ELA Coach     | 12/15/2026 |
|                                                                                                                                                                                  | Attend PLC meetings to provide support with lesson internalization.                                                                   | ELA Coach     | 1/31/2027  |
| Use student work and data from HQIM-embedded assessments to identify strengths and areas of growth.                                                                              | Adjust PLC agendas to include at least one meeting a month focused on student work.                                                   | ELA Coach     | 11/15/2026 |
|                                                                                                                                                                                  | Identify student work and data protocol for PLCs to use.                                                                              | ELA Coach     | 12/1/2026  |
|                                                                                                                                                                                  | Follow up with grade-level leads after first student work and data PLC to answer questions and discuss next steps and support needed. | ELA Coach     | 1/15/2027  |

# | APPENDIX: TEACHER QUESTIONS

Listed below are the questions we recommend you ask teachers as part of your evidence-gathering process. Depending on your school's or system's context, you can solicit answers through a survey, focus group, or other formal or informal structures you have in place for collecting information from teachers. The optional questions are intended to provide you with more insight into the responses but are not required for measuring the strength of your implementation.

## Program Installation

1. Have you received professional learning that equips you to use the HQIM skillfully, including building your understanding of the approach, design principles, content, instructional strategies, and routines?
  - a. Optional: On a scale of 1–5 (1=completely ineffective, 5=completely effective), rate the effectiveness of the professional learning you have participated in helping you use your curriculum skillfully.
2. Do you understand how to navigate the program components of the HQIM, including how they are organized and how you and your students can access them?
3. Do you participate in grade- or content-level meetings to internalize units and lessons?
4. Do you understand how the HQIM connects to a content-specific vision for excellent, equitable instruction?
5. Have you adjusted your classroom routines and schedules to align with the HQIM?
  - a. Optional: Tell us how you adjusted your classroom routines and schedules.
6. Do your students know how to access the digital components of the HQIM?
7. Have you adjusted your lesson and unit preparation routines to align with the HQIM?
  - a. Optional: Tell us how you adjusted your lesson and unit preparation routines.
8. Have you adjusted your grading and assessment routines to align with the HQIM?
  - a. Optional: Tell us how you adjusted your grading and assessment routines.

# | APPENDIX: TEACHER QUESTIONS

## Initial Implementation

1. Have you received professional learning to deepen your understanding of the approach, design principles, content, instructional strategies, and routines of the HQIM?
  - a. Optional: On a scale of 1–5 (1=completely ineffective, 5=completely effective), rate the effectiveness of the professional learning you have participated in helping you use your curriculum skillfully.
2. Have you received feedback and guidance on your implementation of the HQIM?
3. Do you regularly rehearse lessons or parts of lessons that may be tricky for you or your students in grade- or content-specific meetings?
4. Do you use a common, shared protocol to internalize and rehearse lessons and units in grade-level or content-specific groups?
5. Do you have all the materials necessary to fully implement the HQIM?
  - a. Optional: What materials are you missing?
6. Do you use student work and data from the HQIM-embedded assessments to identify strengths and areas of growth in learning?

## Consistent Implementation

1. Do you continue to participate in professional learning to deepen your understanding of the approach, design principles, content, instructional strategies, and routines of the HQIM?
  - a. Optional: On a scale of 1–5 (1=completely ineffective, 5=completely effective), rate the effectiveness of the professional learning you have participated in helping you use your curriculum skillfully.
2. Do you have the opportunity to take ownership of collaborative planning and feedback cycles to drive improvement and provide grade-level instruction to all students?
3. Do you use student work and data from the HQIM-embedded assessments to identify strengths and areas of growth in learning?

# | APPENDIX: TEACHER QUESTIONS

## Consistent Implementation (cont'd)

4. Do you continue to receive feedback and guidance on your implementation of the HQIM?
5. Do you have all the materials necessary to fully implement the HQIM?
  - a. Optional: What materials are you missing?

## Innovation & Sustainability

1. Do you participate in formal and informal observation and feedback sessions with colleagues?
2. Do you continue to receive feedback and guidance on your implementation of the HQIM?
3. For new teachers: Have teachers who are experienced with the HQIM provided guidance on using it and lessons learned from Initial Implementation?
4. For experienced teachers: Have you provided guidance on using the HQIM and lessons learned from Initial Implementation to new teachers?
5. Do you have all the materials necessary to fully implement the HQIM?
  - a. Optional: What materials are you missing?



# | APPENDIX: CLASSROOM OBSERVATIONS

Listed below are the recommended classroom observation look-fors to support your collection of the recommended evidence for each phase. We recommend using an observation tool aligned with your HQIM to conduct classroom observations and support your coaching efforts.

For each look-for, we recommend scoring using the following three-part scale:

- Significant evidence observed
- Some evidence observed
- Little to no evidence observed

## Program Installation

1. The HQIM are used for the majority of classroom instruction.
2. Evidence shows the teacher understands the approach, design principles, content, instructional strategies, and routines.
3. The HQIM are appropriately organized for instruction.
4. The previous instructional materials were removed from the classroom.
5. The classroom routines and schedules align with the HQIM.
6. Students understand how to access the digital components of the HQIM.

## Initial Implementation

1. The HQIM is used for the majority of classroom instruction.
2. The teacher stays true to the coherence and intentionality of the lesson and unit design.
3. Students engage with grade-level content (texts, tasks, problems).
4. The teacher uses embedded supports to support diverse learners.
5. Students have ample opportunities to do the majority of the cognitive work – reading, writing, problem-solving, and investigating.
6. The teacher stays within the recommended lesson pacing.
7. The most critical components of the lesson were prioritized.

# APPENDIX: CLASSROOM OBSERVATIONS

## Consistent Implementation

1. The HQIM is used for the majority of classroom instruction.
2. Adaptations to the HQIM maintain its integrity while meeting student needs.
3. Students engage with grade-level content (texts, tasks, problems).
4. Scaffolds and supports utilize resources from the HQIM and provide consistent access to grade-level instruction.
5. Students have ample opportunities to do the majority of the cognitive work – reading, writing, problem-solving, and investigating.
6. The teacher stays within the recommended lesson pacing.
7. All components of the lesson sequencing, time allocation, and instructional priorities are present.

## Innovation & Sustainability

1. The HQIM is used for the majority of classroom instruction.
2. Adaptations to the HQIM maintain its integrity while meeting student needs.
3. Students engage with grade-level content (texts, tasks, problems).
4. Scaffolds and supports utilize resources from the HQIM and provide consistent access to grade-level instruction.
5. Students have ample opportunities to do the majority of the cognitive work – reading, writing, problem-solving, and investigating.
6. The teacher stays within the recommended lesson pacing.
7. All components of the lesson sequencing, time allocation, and instructional priorities are present.



# | APPENDIX: PLC OBSERVATIONS

Listed below are the recommended PLC observation look-fors to support your collection of the recommended evidence for each phase. When scoring the strength of your implementation, we recommend you use the answers to the teacher questions and your PLC observation data to determine if you meet the relevant success criteria.

## Initial Implementation

1. The focus of the time is on HQIM implementation.
2. Lesson and unit internalization use a common, shared protocol.
3. There are opportunities to rehearse lessons or parts of lessons regularly.
4. Student work from the HQIM is used to identify strengths and areas of growth in learning.

## Consistent Implementation

1. The focus of the time is on HQIM implementation.
2. Student work from the HQIM is used to identify strengths and areas of growth in learning.
3. Teacher leaders facilitate unit and lesson preparation.
4. There are opportunities for reflection on using the HQIM to meet diverse student needs.

## Innovation & Sustainability

1. The focus of the time is on HQIM implementation.
2. Student work from the HQIM is used to identify strengths and areas of growth in learning.
3. Teacher leaders facilitate unit and lesson preparation.
4. There are opportunities for reflection on using the HQIM to meet diverse student needs.
5. Experienced teachers provide guidance and lessons learned from Initial Implementation to newer teachers.



**RIVETEDUCATION.ORG**