RIDE Rhode Island Department of Education

Beyond Curriculum Adoption:
Implementation Guidance for HQCM

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Contents

INTRODUCTION

What this is and why it matters. Every lesson is a fork in the road for Rhode Island students. One path sparks curiosity, confidence, and access to grade-level opportunities; the other risks widening gaps that can persist for years. High-Quality Curriculum Materials (HQCM) are a powerful vehicle for strong instruction that keeps classrooms firmly on the first path—especially when implemented with intention and supported by skillful teaching.

*What research shows***.** Research is clear: simply placing HQCM in classrooms is not enough. Their impact depends on how they are implemented and the support educators receive in using them. When students who began the year behind were provided with grade-appropriate assignments, stronger instruction, deeper engagement, and higher expectations, achievement gaps narrowed substantially. This demonstrates the promise of HQCM when paired with thoughtful, sustained support for teachers and leaders.

What this guidance offers. This HQCM Implementation Guidance provides district and school teams with a roadmap to move beyond merely having strong materials—while recognizing and building on the dedication, expertise, and creativity that educators and LEA leaders already bring. It outlines how to strategically use HQCM with fidelity, coherence, and purpose—so implementation becomes increasingly skillful, sustainable, and impactful. Inside, you will find key actions aligned to essential systems that help teams assess strengths, identify opportunities for growth, and sustain high-quality instruction through the intentional use of HQCM.

HQCM Implementation Vision

In Rhode Island, every student, regardless of background or ability, deserves access to coherent, instructionally sound, and grade-level, standards-aligned instruction that prepares them for college, career, and life. To deliver on this promise, RIDE is committed to ensuring that every classroom consistently uses HQCM in ways that promote academic excellence and instructional coherence.

HQCM Implementation Framework

How the guide is organized. Implementing HQCM is not a checklist—it is a journey of continuous improvement. At the center of this journey are four interdependent systems that make strong instruction possible: **Leadership, Operations, Curriculum-Based Professional Learning, and Meaningful Instruction.** Together, these systems create the conditions, skills, and classroom experiences that bring the vision to life.

Each system evolves through four phases of implementation along a continuum—**Program Installation, Initial Implementation, Skilled Implementation, and Sustainability & Innovation.** This progression illustrates not just what to do, but why it matters:

Program Installation establishes readiness so every student begins with access to high-quality, grade-level materials in classrooms that nurture belonging and inclusion.

System Interplay: Vision & expectations (Leadership) + materials, schedules, and roles (Operations) enable baseline learning and PLC structures (CBPL), which show up as early, non-evaluative HQCM use and inclusive classroom norms (Meaningful Instruction).

Initial Implementation shifts schools from planning to active use of HQCM so that students consistently experience instructionally sound, coherent, grade-level tasks in classrooms where they feel seen, valued, and supported.

System Interplay: Protected blocks (Operations) + rehearsal/internalization (CBPL) show up as students doing more of the thinking (Meaningful Instruction), while leaders use quick data to adjust supports (Leadership).

Skilled Implementation embeds coherent routines so daily instruction reflects the vision of inclusive, meaningful, instructionally sound learning communities where all students thrive.

System Interplay: Protected time and staffing adjustments (Operations) + differentiated PL, coaching cycles, and peer observation (CBPL) produce consistent daily HQCM use with intentional scaffold-fading (Meaningful Instruction), while leaders refine supports and spread exemplars (Leadership).

Sustainability & Innovation institutionalizes continuous improvement so that inclusive, high-quality learning becomes the lived experience of every Rhode Island student.

System Interplay: Codified vision/policy with stakeholder voice (Leadership) + live dashboards and talent pipelines (Operations) + teacher-led PL/PLCs (CBPL) sustain student-owned, high-rigor routines (Meaningful Instruction) and drive continuous improvement.

How the Four Systems Evolve Across the Implementation Journey

What is the journey? What to strengthen—and why. The continuum below illustrates how the four interdependent systems move across the phases of HQCM implementation—from **Program Installation → Initial Implementation → Skilled Implementation → Sustainability & Innovation**.

Each system has a distinct role in bringing the vision to life.

- **Leadership** sets the vision, communicates the "why," and builds conditions for successful HQCM implementation through the culture of belonging and growth.
- **Operations** ensures that time, people, and materials are in place so every student has uninterrupted access to grade-level instruction.
- **Curriculum-Based Professional Learning** builds educators' knowledge and confidence to bring the curriculum to life.
- **Meaningful Instruction** is the outcome students experience—high-quality, meaningful, inclusive learning in classrooms where they feel challenged and experience a sense of belonging.

Together, these four systems form a coherent, system-wide approach. Effective HQCM implementation is not a one-time initiative; it is an ongoing, collective effort that transforms teaching and learning across every phase of the journey.

What good looks like at each step. Each system is further defined through **Indicators**—concrete practices and conditions that make purpose visible in daily routines. These indicators, aligned to the phases of implementation, clarify what to prioritize first, how to monitor progress, and how to strengthen practice over time. The goal is consistent: every student, in every classroom, engages with instructionally sound, grade-level learning in an environment that fosters inclusion and belonging.

The table below shows the indicators organized by system, aligned across the four phases of HQCM implementation.

Leadership	Operations	CBPL	Meaningful Instruction
• Instructional Vision • Setting Expectations for Use • Setting Goals and Communicating with All Collaborators • Promoting a Culture of Belonging and Growth	• Resource Distribution • Scheduling and Staffing for Instruction • Walkthrough Tool (Structure and Process)	• Educator Professional Learning • Collaborative Planning and Learning • Instructional Coaching • Feedback Structure	• Internalization of Curricular Units • Quality of HQCM Use • Meeting the Needs of All Learners • Promoting a Culture of Student Belonging • Assessment

What the Phases Look Like in Practice

The four systems—**Leadership**, **Operations**, **Curriculum-Based Professional Learning (CBPL)**, and **Meaningful Instruction**—move in lockstep across the implementation continuum. Leadership defines the why/what, Operations secures time/people/materials, CBPL develops the how, and Meaningful Instruction is the evidence in classrooms. The table shows how each system builds on the prior phase—from readiness at **Program Installation** → active use in **Initial Implementation** → coherence during **Skilled Implementation** → continuous improvement for **Sustainability & Innovation**—so leaders can see what to strengthen next and how moves in one system must show up in the others.

Phases of HQCM Implementation	How the Four Systems Evolve Across Phases			
	Leadership	**Operations**	**CBPL**	**Meaningful Instruction**
PROGRAM INSTALLATION	Co-create an instructional vision and non-negotiables; launch Instructional Leadership Team (ILT); set non-evaluative walkthrough norms and two-way feedback.	Adopt HQCM; retire misaligned resources; protect HQCM blocks in the master schedule; clarify roles and materials distribution.	Publish a curriculum-based professional learning plan; launch PLCs with unit/lesson internalization protocols; introduce growth-oriented coaching.	Teachers begin planning from units and teach instructional routines as written; inclusive norms are established.
INITIAL IMPLEMENTATION	Monitor fidelity, align schedules/supports, and use quick data to adjust; message the purpose to build coherence.	Ensure full access to print/digital materials; implement pacing/induction; guarantee common planning time.	PLCs internalize and rehearse lessons; anticipate barriers; every teacher completes an initial coaching cycle.	Teachers plan from units and implement lessons as written, using scaffolds that maintain coherence; students engage meaningfully with grade-level texts, tasks, and discourse.
SKILLED IMPLEMENTATION	Align schedules, PL cycles, and interventions to the vision; refine supports; celebrate and spread exemplars.	Review inventory/schedules/staffing regularly; adjust to safeguard instructional time and equitable access.	Differentiate PL by role/need; PLCs analyze student work; coaching cycles are routine; peer observation is normalized.	HQCM is the daily foundation; teachers make targeted adjustments from evidence; scaffolds are planned and faded; classrooms function as coherent learning communities.
SUSTAINABILITY & INNOVATION	Codify the vision in policy and long-range plans; refresh with stakeholder voice; onboard new leaders; scale what works.	Use dashboards to automate distribution/scheduling; maintain talent pipelines and annual audits; keep systems future-ready.	Teacher leaders co-facilitate; PL is continuously updated; effective practices and innovations spread across sites.	Teachers implement HQCM expertly; students co-lead academic routines, reflect on growth, and experience belonging while engaging in challenging work.

The progression of the four systems show how schools and districts move from installation to sustainability. But systems alone don't teach students—educators do. That's why the Rhode Island HQCM Professional Learning Educator Competencies are essential. They define the knowledge, mindsets, and skills teachers and leaders need to bring the vision and framework to life in every classroom.

HQCM Vision, Framework, and Educator Competencies *—How They Fit*

Together, the **HQCM vision, Framework,** and **educator competencies** create the conditions for every student to access on-grade level, inclusive, and meaningful instruction. The Rhode Island HQCM Professional Learning Educator Competencies define the essential knowledge, mindsets, and skills educators need for effective implementation of HQCM. They guide practices and professional learning opportunities for current educators, educator preparation providers (EPPs), and aspiring educators—ensuring that all are prepared to skillfully plan and facilitate instruction with HQCM. See the snapshot below for how these elements fit together.

- **The HQCM vision** provides the purpose.
- **The HQCM framework** provides the structures.
- **The HQCM competencies** ensure the people within the system have the knowledge, mindsets, and skills to bring the vision to life.

The vision, framework, and competencies define the "why" and the "what" of HQCM implementation. The next section turns to the "how." It details the concrete key actions for district and school leaders, organized by system and by phase of the implementation continuum. These actions are designed to make the framework real in schools and classrooms—so leaders can move with clarity, ensure readiness, and steadily progress toward sustainability. Each action connects back to the overarching vision: ensuring that every Rhode Island student experiences high-quality, inclusive learning in a culture of belonging and growth.

HQCM Implementation Framework In Action: *District and School Key Actions*

What this section provides
Key Actions translate the HQCM vision into daily leadership moves. They serve as decision guides—rather than checklists—helping leaders keep implementation clear, coherent, and centered on student learning. They define phase-specific priorities while clarifying roles, resources, and evidence of progress.

How indicators fit
Within each system—Leadership, Operations, Curriculum-Based Professional Learning (CBPL), and Meaningful Instruction—indicators identify the essential conditions that signal whether implementation is on track. They offer a common lens for describing the current phases, naming strengths, and needs.

What follows
Two framework tools appear after this section:

- **HQCM Phases of Implementation Continuum (Appendix A)**—a developmental roadmap with clear guidance on what implementation looks like across the four systems as implementation work progresses from Program Installation, to Initial Implementation, to Skilled Implementation, to Sustainability & Innovation.
- **HQCM Needs Assessment (Appendix B)**—a system-level scan across Leadership, Operations, CBPL, and Meaningful Instruction, aligned to the four phases, that helps teams determine what to build first, how to monitor impact, and where to refine or scale so every learner receives strong, daily instruction through HQCM.

Follow the link to explore the HQCM Phases of Implementation Continuum.

Program Installation	Initial Implementation	Skilled Implementation	Sustainability & Innovation




PROGRAM INSTALLATION

LEADERSHIP: District and School Key Actions

DISTRICT LEADERS & IMPLEMENTATION TEAM	SCHOOL LEADERS & IMPLEMENTATION TEAM
Instructional Vision	
☐ Co-develop a clear content specific instructional vision with stakeholders (including teachers and principals). ☐ Document what instruction with HQCM looks like and ensure the vision is research-based and inclusive. ☐ Publish the vision with measurable goals and timelines, anchoring it in the belief that all students can meet grade-level expectations.	☐ Translate and contextualize the district's vision into school-specific goals. ☐ Ensure staff can articulate how their lesson planning and instruction connect to the shared vision. ☐ Verify nearly all teachers can identify features of HQCM that support the vision for inclusive, excellent instruction.
Setting Expectations for Use	
☐ Establish and communicate non-negotiable expectations for HQCM use (e.g., teaching 100% of core lessons with fidelity, using HQCM assessments instead of unvetted supplements). ☐ Publish expectations in guidance documents and review them in curriculum meetings with principals and coaches. ☐ Secure acknowledgment from all principals that they understand expectations for implementation fidelity. ☐ Conduct early walkthroughs to confirm that most classrooms (>75%) are using HQCM as intended (lesson pacing, sequence).	☐ Reinforce district expectations at the building level and provide clarity on why they matter (inclusive, consistency, proven impact). ☐ Establish non-negotiables for teachers ("We plan and teach from HQCM units; instructional adjustments that preserve rigor and standards alignment"). ☐ Monitor lesson observations and confirm most teachers (>75%) are teaching from HQCM rather than outside resources. ☐ Collect teacher feedback (surveys, meetings) to ensure staff report clarity on expectations and fidelity.
DISTRICT LEADERS & IMPLEMENTATION TEAM	**SCHOOL LEADERS & IMPLEMENTATION TEAM**
Setting Goals and Communicating with All Collaborators	
☐ Align implementation goals/timeline to priority "what, why, when" messages grounded in the instructional vision.	☐ Adapt district priority messages to fit the school context (timeline, grade/course specifics).

☐ Publish a communications calendar specifying message, sender, audience, and delivery dates for staff, families, and community. ☐ Assign accountable leads and confirm a point of contact in each school. ☐ Launch simple two-way feedback tools (pulse survey, office hours) to adjust messaging. ☐ Provide monthly updates on progress toward goals and adjust as needed.	☐ Share messages during a kickoff meeting and reinforce in weekly staff notes and PLCs. ☐ Map communication responsibilities (who shares with teachers, families, students) and log completion. ☐ Use repeated reminders across channels (email, announcements, bulletin boards) before milestones. ☐ Gather quick checks for understanding (exit ticket, mini survey) and elevate questions back to district. ☐ Celebrate early implementation wins (e.g., PLCs unpacking HQCM units) in staff meetings to reinforce goals.
Promoting a Culture of Belonging and Growth	
☐ Establish expectations and norms for inclusive, respectful, and growth-oriented dialogue across schools. ☐ Conduct baseline climate and belief surveys to identify strengths and areas of growth at the district level. ☐ Provide targeted professional learning on culturally responsive teaching, growth mindset, and productive struggle. ☐ Integrate belonging and growth expectations into onboarding and coaching systems. ☐ Allocate resources (time, staff, materials) to support belonging and growth initiatives.	☐ Clearly communicate and demonstrate a visible commitment to inclusive, growth-focused culture. ☐ Conduct baseline school-level climate and belonging assessments with staff and students. ☐ Organize targeted professional learning for educators on belonging, growth mindset, and culturally responsive practices. ☐ Establish school-wide norms for respectful, inclusive, error-friendly classrooms. ☐ Embed belonging and growth checkpoints into PLC agendas, coaching cycles, and induction processes.

OPERATIONS: District and School Key Actions

DISTRICT LEADERS & IMPLEMENTATION TEAM	SCHOOL LEADERS & IMPLEMENTATION TEAM
Resource Distribution	
☐ Guarantee 100% of educators (general, special education, multilingual, intervention) receive all HQCM materials (print and digital) before instruction begins. ☐ Provide guidance for schools to retire outdated or conflicting curricula, reducing confusion. ☐ Maintain a clear distribution tracker showing no gaps in access. ☐ Conduct a readiness check (survey or principal sign-off) confirming >95% of educators have full access and understand how to use the materials.	☐ Verify all teachers have received, organized, and prepared HQCM materials before the first day of instruction. ☐ Conduct classroom checks to ensure HQCM resources are ready and visible for use. ☐ Promptly resolve missing materials or login issues, elevating if needed. ☐ Require teachers to sign off confirming they have all required HQCM components. ☐ Ensure educators with specialized expertise (special educators, multilingual specialists, interventionists) have access to both grade-level HQCM and adapted materials. ☐ Monitor that instruction is not interrupted in the opening weeks due to missing materials.
Scheduling and Staffing for Instruction	
☐ Provide clear parameters aligned to HQCM design (e.g., literacy/math block length, pacing expectations). ☐ Share sample master schedules and support planning. ☐ Review school schedules to ensure alignment with HQCM time requirements. ☐ Confirm common planning time is built into every schedule for HQCM-focused collaboration.	☐ Revise the school's master schedule to protect HQCM blocks and guarantee uninterrupted instructional time. ☐ Ensure support services (SPED, ESL, intervention) are scheduled without pulling students from core HQCM lessons. ☐ Establish regular, shared planning periods for grade/content teams to collaborate on HQCM use. ☐ Ensure that instructional time for HQCM is treated as non-negotiable and preserved.
DISTRICT LEADERS & IMPLEMENTATION TEAM	**SCHOOL LEADERS & IMPLEMENTATION TEAM**
Walkthrough Tool (Structure and Process)	
☐ Adopt or adapt a walkthrough tool aligned to HQCM priorities and instructional vision.	☐ Conduct regular walkthroughs using the HQCM-aligned observation tool.

☐ Include clear, research-based "look-fors" (e.g., HQCM use, student engagement, rigor, inclusive practices). ☐ Train/calibrate school leaders on using the tool consistently. ☐ Require school leaders to begin non-evaluative walkthroughs in the first weeks of rollout. ☐ Collect and analyze district-level walkthrough data monthly to monitor fidelity and inform supports.	☐ Provide teachers with timely, specific, non-evaluative feedback based on walkthrough criteria. ☐ Ensure every teacher receives walkthrough-based feedback by mid-year, with progress tracked. ☐ Use walkthrough trends to plan schoolwide professional learning and celebrate instructional growth. ☐ Foster a shared understanding of strong HQCM instruction by embedding walkthrough feedback into coaching cycles and PLC conversations.

CURRICULUM-BASED PROFESSIONAL LEARNING: District and School Key Actions

DISTRICT LEADERS & IMPLEMENTATION TEAM	SCHOOL LEADERS & IMPLEMENTATION TEAM
Educator Professional Learning	
☐ Design and publish a curriculum-based PL plan explicitly tied to HQCM structures, routines, and pedagogy. ☐ Ensure initial training sessions build baseline literacy: the "why" of HQCM, key routines, design principles, and goals. ☐ Require facilitators (internal or external) to have HQCM expertise — avoiding generic PD. ☐ Track participation to confirm *100% of teachers and leaders* complete HQCM orientation. ☐ Gather immediate teacher feedback on confidence with HQCM routines.	☐ Implement the district PL plan and reinforce it with school-specific coaching or modeling. ☐ Ensure teachers set a growth goal related to HQCM use and begins working toward it. ☐ Protect time for deep lesson/unit internalization in early PLCs. ☐ Observe classrooms to verify strategies from PL (e.g., use of protocols, student engagement structures) are visible.
Collaborative Planning and Learning	

☐ Provide structures and clear PLC protocols (unit unpacking, pacing, assessment review) centered on HQCM purpose. ☐ Build protected planning time into school schedules and monitor its use. ☐ Attend PLCs or review PLC documentation to confirm discussions focus on HQCM design (not generic planning). ☐ Embed guiding questions that connect lessons to student thinking and rigor.	☐ Launch weekly PLCs anchored in HQCM routines. ☐ Guide teachers to prepare unit pre-work together and explore why lessons are designed as they are. ☐ Collect baseline artifacts (annotated lessons, planning notes) showing fidelity to the HQCM structure. ☐ Reinforce that PLCs are for learning the curriculum deeply, not just logistics.
DISTRICT LEADERS & IMPLEMENTATION TEAM	**SCHOOL LEADERS & IMPLEMENTATION TEAM**
Instructional Coaching	
☐ Deploy or designate at least one HQCM-specific coach per school; clarify roles as *non-evaluative support*. ☐ Launch pilot coaching cycles with a small group of willing teachers to model trust-building and feedback processes. ☐ Provide orientation sessions for principals and coaches on HQCM-aligned look-fors. ☐ Track early coaching engagements and build a baseline data set on teacher needs.	☐ Normalize coaching as a growth-oriented support, not compliance. ☐ Establish an early coaching schedule so every teacher receives at least one non-evaluative visit and debrief. ☐ Model openness to coaching themselves (e.g., leaders invite walkthrough feedback). ☐ Celebrate teachers who engage in coaching cycles to build trust in the process.
Feedback Structures	
☐ Adopt an HQCM-aligned walkthrough tool with clearly defined look-fors (HQCM use, student engagement, scaffolds). ☐ Train school leaders and coaches on using the tool consistently, emphasizing non-evaluative norms. ☐ Launch a baseline feedback system (e.g., walkthroughs, short teacher surveys) to capture implementation data. ☐ Share early trend data with schools to build transparency and trust.	☐ Begin regular staff debriefs (e.g., “glows and grows”) tied to HQCM use. ☐ Actively solicit teacher feedback on early implementation challenges. ☐ Provide teachers with timely, strengths-based feedback after walkthroughs (within 48 hours). ☐ Reinforce that feedback loops are about learning and improvement, not evaluation.

MEANINGFUL INSTRUCTION: District and School Key Actions

DISTRICT LEADERS & IMPLEMENTATION TEAM	SCHOOL LEADERS & IMPLEMENTATION TEAM
Internalization of Curricular Units	
☐ Provide orientation and tools for teachers and coaches to collaboratively internalize each unit's goals, assessments, and priority standards. ☐ Develop and distribute unit study protocols, pacing calendars, and internalization guides aligned to HQCM. ☐ Allocate protected PLC time district-wide for teachers to analyze upcoming units before instruction begins. ☐ Deploy curriculum specialists or coaches to support unit unpacking with fidelity to the HQCM design.	☐ Schedule and facilitate team planning sessions before each unit (grade level/PLCs) for unit pre-work. ☐ Ensure teachers complete internalization tasks (e.g., identifying unit goals, anticipated student misconceptions). ☐ Verify all teachers have access to unit materials (teacher guides, student texts) at least one unit in advance. ☐ Use walkthroughs/PLCs to check that teacher lesson plans reflect the intended unit structure and standards.
Quality of HQCM Use	
☐Establish and communicate non-negotiables for HQCM use (e.g., teaching 100% of core lessons as written, minimizing unvetted supplements). ☐ Provide monitoring tools (e.g., pacing trackers, lesson checklists) to verify fidelity. ☐ Collect baseline data from walkthroughs to confirm HQCM is used in the majority of classrooms during rollout. ☐ Publish clear guidance on corrective supports (e.g., coaching, modeling) if deviations are observed.	☐ Reinforce HQCM expectations at staff meetings and PLCs, clarifying the "why" (access, rigor, consistency). ☐ Conduct regular walkthroughs or lesson plan checks to confirm HQCM is the core instructional material. ☐ Use short, transparent look-fors (lesson objectives posted, evidence of core materials, alignment to pacing). ☐ Provide timely, supportive feedback and coaching when implementation falls short. ☐ Gather teacher feedback (surveys/PLC discussions) on challenges with HQCM use to adjust supports.
DISTRICT LEADERS & IMPLEMENTATION TEAM	**SCHOOL LEADERS & IMPLEMENTATION TEAM**
Meeting the Needs of All Learners	
☐ Establish a non-negotiable that all grade-level instruction is delivered through HQCM with supports that preserve rigor.	☐ Lead PLCs to anticipate barriers and select curriculum-embedded supports that keep the task intact.

☐ Lead staff in inventorying built-in supports from HQCM (language routines, manipulatives, multiple representations, quick checks) and require their consistent use. ☐ Launch early professional learning to counter the myth that HQCM "isn't for all learners," explicitly modeling scaffolds as access — not reduction. ☐ Message consistently that inclusion means *rigor with support*, not rescue or remediation.	☐ Verify that planned scaffolds appear in lesson plans and instruction; adjust based on quick checks. ☐ Coordinate co-teachers/specialists to deliver supports within HQCM lessons rather than pulling students from core. ☐ Align intervention time to complement—not replace—grade-level instruction.
Promoting a Culture of Student Belonging	
☐ Vet and select HQCM that authentically reflect diverse perspectives so students see themselves in the content. ☐ Provide guidance and professional learning on building inclusive classrooms where every student feels seen, valued, and supported. ☐ Establish baseline data collection (e.g., student belonging surveys, climate data) to identify starting points. ☐ Allocate resources (time, personnel, materials) to initiatives that strengthen belonging (e.g., advisory models, peer dialogue routines).	☐ Clearly communicate and model commitment to fostering a culture of belonging and inclusivity in classrooms. ☐ Facilitate baseline assessments of student perceptions of belonging at the school level and use results to inform priorities. ☐ Organize professional learning for staff on inclusive practices, student identity affirmation, and growth mindset. ☐ Embed belonging checkpoints into PLC agendas, coaching cycles, and feedback conversations. ☐ Create school-level norms for inclusive dialogue, error-friendly classrooms, and respectful interactions.
DISTRICT LEADERS & IMPLEMENTATION TEAM	**SCHOOL LEADERS & IMPLEMENTATION TEAM**
Assessment	
☐ Develop a coherent assessment system aligned to HQCM units. ☐ Provide common interim/unit assessments, rubrics, and calendars tied to curriculum pacing. ☐ Launch baseline professional learning on using HQCM-embedded assessments (exit tickets, performance tasks, formative checks). ☐ Set up structures for collecting and storing student assessment data in ways that allow comparison across schools. ☐ Communicate consistently that assessment data is for support and improvement, not evaluation at this phase.	☐ Ensure teachers administer HQCM-embedded assessments consistently and on time. ☐ Facilitate collaborative calibration sessions (e.g., scoring anchor student work together). ☐ Begin regular data conversations in PLCs using HQCM assessments, focusing on *what students can do* and how scaffolds support engagement. ☐ Establish building routines for teachers to bring student work/assessment data to planning meetings. ☐ Emphasize growth-oriented use of data to adjust scaffolds — *not to track students into lower-level work*.

INITIAL IMPLEMENTATION

LEADERSHIP: District and School Key Actions

DISTRICT LEADERS & IMPLEMENTATION TEAM	SCHOOL LEADERS & IMPLEMENTATION TEAM
Instructional Vision	
☐ Finalize and communicate SMART goals that operationalize the instructional vision. ☐ Provide visuals, protocols, and walkthrough tools that model HQCM-aligned instruction. ☐ Embed vision alignment in all central-office messaging (curriculum, operations, assessment). ☐ Allocate resources (coaches, PD time, pacing support) to reinforce the vision. ☐ Monitor whether school goals, schedules, and PD plans reflect the shared vision.	☐ Translate the district instructional vision into building-specific priorities and routines. ☐ Model HQCM-aligned instruction through observations, faculty meetings, and PD sessions. ☐ Use department/grade-level meetings to unpack the vision and connect it to practice. ☐ Ensure teachers see how daily instruction and planning advance the vision. ☐ Gather staff input to refine messaging and strengthen buy-in.
Setting Expectations for Use	
☐ Define non-negotiables for HQCM use (e.g., daily grade-level texts/tasks, internalization before teaching). ☐ Share clear pacing guides, exemplar lessons, and protocols to support fidelity. ☐ Protect time for lesson internalization and common planning in the district calendar. ☐ Monitor through spot checks, walkthrough data, and coaching reports that expectations are applied consistently across schools. ☐ Provide rapid-response supports when fidelity gaps are identified.	☐ Establish clear expectations for how and when HQCM must be used in classrooms. ☐ Support teachers to use district pacing guides and adapt them with scaffolds, not replacements. ☐ Launch job-embedded PD to teach and reinforce HQCM-aligned routines. ☐ Monitor lesson plans and classroom practice; give real-time feedback to reinforce expectations. ☐ Use teacher feedback to adjust supports without diluting rigor.

DISTRICT LEADERS & IMPLEMENTATION TEAM	SCHOOL LEADERS & IMPLEMENTATION TEAM
Setting Goals and Communicating with All Collaborators	
☐ Establish measurable implementation goals (e.g., "95% of teachers complete HQCM training," "100% of students receive grade-level tasks"). ☐ Assign owners and timelines for each goal at the central-office level. ☐ Develop and execute a ☐: staff newsletters, family updates, school board briefings. ☐ Share implementation progress dashboards with school leaders and stakeholders. ☐ Celebrate early successes publicly to build momentum.	☐ Translate district goals into building-specific metrics (teacher PL participation, student engagement benchmarks). ☐ Communicate goals and progress with teachers during faculty meetings, PLCs, and 1:1 check-ins. ☐ Share goals with families through school newsletters, orientation nights, and community meetings. ☐ Provide transparency by posting goals and progress visibly (e.g., staff dashboards, bulletin boards). ☐ Reinforce how classroom practice ties directly to schoolwide and district goals.
Promoting a Culture of Belonging and Growth	
☐ Provide professional learning on belonging, growth mindset, and inclusive practices linked to HQCM. ☐ Establish structures for student, family, and community voice to shape implementation (surveys, advisory groups). ☐ Ensure messaging reinforces that all students can access grade-level HQCM with support. ☐ Gather districtwide belonging/climate data to identify patterns and needs. ☐ Allocate resources to schools to launch belonging-focused initiatives (advisory models, peer supports).	☐ Communicate a schoolwide commitment to student belonging and growth. ☐ Co-create and model classroom norms that promote safe, inclusive participation. ☐ Use surveys and informal feedback to monitor belonging, then adjust practices accordingly. ☐ Embed belonging as a standing agenda item in PLCs, coaching, and feedback conversations. ☐ Celebrate progress and highlight student/teacher voices that reflect belonging in action.

OPERATIONS: District and School Key Actions

DISTRICT LEADERS & IMPLEMENTATION TEAM	SCHOOL LEADERS & IMPLEMENTATION TEAM
Resource Distribution	
☐ Verify that all teachers and students have full access to print and digital HQCM materials. ☐ Retire outdated and non-aligned materials from circulation and purchasing lists. ☐ Track and resolve gaps in material access through a central issue log with clear turnaround times. ☐ Monitor usage signals such as logins or module access to identify schools that need support. ☐ Provide onboarding kits for new hires with materials, pacing, and access steps.	☐ Confirm classroom readiness by checking that all teachers and students have HQCM materials before unit launch. ☐ Elevate missing materials immediately for timely resolution. ☐ Stage upcoming unit materials at least one unit in advance. ☐ Ensure co-teachers, specialists, and interventionists have equal access to HQCM resources. ☐ Reinforce that HQCM is the core instructional resource and remove substitutes or parallel packets.
Scheduling and Staffing for Instruction	
☐ Reaffirm required instructional block lengths and pacing expectations aligned to HQCM design. ☐ Review and approve master schedules to confirm fidelity to HQCM requirements. ☐ Publish rules to prevent student pull-outs during core HQCM blocks, with limited exceptions. ☐ Ensure that common planning time is included in every team's schedule for unit internalization. ☐ Assign staff coverage so teachers can participate in planning and coaching.	☐ Monitor implementation of daily schedules to ensure instructional blocks are protected. ☐ Coordinate services to align supports around, not inside, HQCM blocks. ☐ Protect PLC time for collaborative lesson internalization and planning. ☐ Assign staff strategically to classrooms where HQCM routines need additional support. ☐ Track pacing weekly and address classrooms or teams that fall behind.
DISTRICT LEADERS & IMPLEMENTATION TEAM	**SCHOOL LEADERS & IMPLEMENTATION TEAM**
Walkthrough Tool (Structure and Process)	
	☐ Schedule and conduct regular classroom walkthroughs each week.

☐ Deploy a walkthrough tool aligned to HQCM with clear look-fors for instruction and student engagement. ☐ Conduct calibration sessions with leaders through co-walks or classroom video clips. ☐ Set a walkthrough cadence and require feedback within 48 hours. ☐ Review school-level walkthrough trends monthly to guide professional learning and coaching. ☐ Share district-wide summaries of trends and bright spots with leaders and stakeholders.	☐ Provide teachers with feedback within 48 hours that includes strengths and one next step. ☐ Share walkthrough trends in PLCs to guide collaborative planning and internalization. ☐ Invite peer walkthroughs to normalize tool use and collective ownership. ☐ Revisit feedback in subsequent walkthroughs to monitor improvement.

Curriculum-Based Professional Learning: District and School Key Actions

DISTRICT LEADERS & IMPLEMENTATION TEAM	SCHOOL LEADERS & IMPLEMENTATION TEAM
Educator Professional Learning	
☐ Publish a curriculum-aligned PL calendar sequenced to upcoming units and assessments. ☐ Deliver PL that uses actual HQCM lessons, rehearsal, and model classrooms rather than generic strategies. ☐ Align PL topics to walkthrough trends and early student work so content targets real needs. ☐ Require all new and returning staff to complete launch sessions and provide make-ups within two weeks. ☐ Provide short micro-learning refreshers such as videos or one-pagers before each unit launch. ☐ Verify facilitator expertise with the adopted HQCM and supply exemplar artifacts from the materials.	☐ Run building-based PL that rehearses key lesson segments for the next unit. ☐ Check attendance and collect quick confidence checks to adjust supports. ☐ Assign a concrete practice goal from each PL session and revisit it in coaching or PLCs. ☐ Confirm transfer to classrooms by linking PL topics to look-fors in walkthroughs.
Collaborative Planning and Learning	
☐ Protect weekly common planning time on all master schedules aligned to unit pacing.	☐ Hold weekly PLCs focused on the upcoming unit's lessons and assessments.

☐ Provide PLC protocols for unit internalization, lesson study, and anticipating student thinking. ☐ Share exemplar planning artifacts such as annotated lessons or sample scaffolds. ☐ Include special educators and multilingual specialists in PLC rosters and protocols.	☐ Use protocols to identify the learning goal, grade-level task, and planned scaffolds that maintain rigor. ☐ Bring recent student work or formative checks to refine next lessons and supports. ☐ Document decisions with clear responsibilities and store artifacts for follow-up. ☐ Track attendance and outcomes of PLCs and address missed meetings immediately.
DISTRICT LEADERS & IMPLEMENTATION TEAM	**SCHOOL LEADERS & IMPLEMENTATION TEAM**
Instructional Coaching	
☐ Assign HQCM-trained coaches to each school and clarify a non-evaluative role. ☐ Set a baseline expectation that every teacher receives at least one focused coaching cycle this term. ☐ Calibrate coaches and principals on HQCM look-fors and feedback language. ☐ Sequence coach time around unit launches and identified needs from walkthrough data.	☐ Schedule coaching cycles that include goal-setting, co-planning, rehearsal, observation, and debrief. ☐ Prioritize teachers new to the materials and teams where walkthroughs show fidelity gaps. ☐ Anchor coaching goals in the next unit's lessons and specific student outcomes. ☐ Capture one actionable next step from each cycle and check it in the following visit. ☐ Invite voluntary peer observations to see coached practices in action.
Feedback Structures	
☐ Deploy a short HQCM-aligned walkthrough tool with shared look-fors such as grade-level tasks and scaffolds. ☐ Set a weekly walkthrough cadence for leaders and require feedback within 48 hours. ☐ Review school-level trends monthly and adjust PL or coaching supports accordingly. ☐ Share a simple update to highlight bright spots and common needs across schools.	☐ Conduct regular classroom walkthroughs and provide specific, strengths-based feedback within 48 hours. ☐ Connect feedback directly to upcoming PLC agendas and coaching goals. ☐ Track follow-through on agreed next steps and revisit them in subsequent visits. ☐ Surface patterns from feedback in staff meetings to celebrate progress and clarify expectations. ☐ Gather teacher input on obstacles to implementation and request targeted support from the district.

MEANINGFUL INSTRUCTION: District and School Key Actions

DISTRICT LEADERS & IMPLEMENTATION TEAM	SCHOOL LEADERS & IMPLEMENTATION TEAM
Internalization of Curricular Units	
☐ Co-facilitate grade/content team internalization sessions to study upcoming units, surface priority standards, and clarify lesson goals. ☐ Provide a shared internalization protocol that includes anticipating student thinking, planning key questions, and mapping lesson flow. ☐ Sequence internalization on the calendar ahead of unit launch and ensure all teachers who teach the unit attend. ☐ Guide teams to rehearse high-leverage lesson segments (launch, discourse, task work time) before teaching. ☐ Require teams to document planned differentiation that preserves rigor (accommodations, language development, extensions) in a shared template. ☐ Partner with coaches to model key lesson moves using materials from the adopted HQCM.	☐ Schedule and lead unit internalization meetings before each launch and ensure agendas follow the district protocol. ☐ Check that lesson plans reflect unit goals, assessment demands, and the intended sequence of lessons. ☐ Rehearse critical lesson moments with teachers and provide concrete cues to try in the next class. ☐ Collect internalization artifacts (annotated lessons, anticipated responses, planned scaffolds) and use them in coaching and PLCs. ☐ Monitor whether internalized plans transfer into classroom practice and adjust support when gaps appear.
Quality of HQCM Use	
☐ Verify consistent use of HQCM lessons and tasks in classrooms and address nonuse quickly with targeted support. ☐ Embed cognitively demanding tasks and text/complex problem opportunities multiple times per week in pacing and planning guides. ☐ Train leaders and coaches to shift the cognitive lift to students through questioning, discussion protocols, and accountable talk. ☐ Align walkthrough look-fors to HQCM fidelity, standards-aligned student work, and evidence of students doing the thinking. ☐ Provide exemplar lessons and sample student work that illustrate grade-level expectations.	☐ Check lesson plans and classrooms for direct use of HQCM texts, tasks, and routines aligned to pacing. ☐ Prompt teachers to use embedded task sets and discussions as written, avoiding substitutes that lower complexity. ☐ Conduct frequent walkthroughs and give feedback within 48 hours naming one concrete next step tied to the upcoming lesson. ☐ Model discourse moves and facilitation strategies during observations or co-teaching. ☐ Track follow-through on agreed next steps and revisit in subsequent walkthroughs.

DISTRICT LEADERS & IMPLEMENTATION TEAM	SCHOOL LEADERS & IMPLEMENTATION TEAM
Meeting the Needs of All Learners	
☐ Require teams to plan and record scaffolds that maintain rigor (language routines, manipulatives, multiple representations, sentence frames) for each lesson. ☐ Provide guidance that accommodations and supports enable access to the grade-level task rather than replace it. ☐ Supply translated resources, accessibility tools, and co-teaching guidance aligned to the HQCM. ☐ Monitor emerging subgroup access patterns from walkthrough notes and early assessments and direct support where gaps appear.	☐ Lead PLCs to anticipate barriers for multilingual learners and students with disabilities and to select curriculum-embedded supports that keep the task intact. ☐ Verify that planned scaffolds appear in plans and in instruction and that scaffolds are adjusted based on what student work shows. ☐ Coordinate co-teachers and specialists to deliver supports within the HQCM lesson rather than pulling students from core. ☐ Check that intervention time complements, not replaces, grade-level instruction and draws from the same unit content.
Promoting a Culture of Student Belonging	
☐ Embed prompts in internalization and PLC protocols that elevate student voice, identity, and inclusive participation during HQCM lessons. ☐ Provide short PL on building discussion norms, error-friendly routines, and respectful talk moves within the curriculum. ☐ Include belonging look-fors in walkthrough tools (whose voices are heard, how language is supported, how contributions are affirmed) and share strengths-first trends.	☐ Co-construct classroom norms with students for respectful, student-led discourse and post them visibly. ☐ Open lessons with routines that invite many voices (turn-and-talks, quick writes, multimodal responses) tied to the HQCM task. ☐ Watch for uneven participation during tasks and adjust grouping, prompts, or supports to bring in under-represented voices. ☐ Use quick student pulse checks and informal reflections to gauge belonging and adjust classroom routines accordingly.
DISTRICT LEADERS & IMPLEMENTATION TEAM	**SCHOOL LEADERS & IMPLEMENTATION TEAM**
Assessment	
☐ Align interim and unit checks to the HQCM and publish a simple calendar for common measures tied to pacing. ☐ Provide short protocols for reviewing exit tickets, analyzing student work, and deciding quick reteach/enrichment moves. ☐ Pilot cross-school calibration on selected tasks so scoring and interpretations are consistent before scaling.	☐ Implement the district's assessment routines in PLCs using current HQCM tasks and exit tickets. ☐ Lead teams to compare student evidence against success criteria from the materials and plan immediate adjustments to instruction. ☐ Disaggregate results by subgroup to spot early access gaps and note which scaffolds supported learning. ☐ Calibrate scoring with colleagues on common tasks to build shared expectations for quality work.

SKILLED IMPLEMENTATION

LEADERSHIP: District and School Key Actions

DISTRICT LEADERS & IMPLEMENTATION TEAM	SCHOOL LEADERS & IMPLEMENTATION TEAM
Instructional Vision	
☐ Align master schedules, coaching cycles, and intervention models to the vision and monitor coherence across schools. ☐ Convene quarterly reviews to analyze progress toward SMART goals and adjust supports and timelines. ☐ Invest in job-embedded PL that keeps the vision active (coaching, cross-school labs, leader learning walks). ☐ Communicate progress and gaps systemwide, highlighting classrooms that exemplify the vision. ☐ Remove barriers (time, materials, staffing) that keep schools from enacting vision-aligned practice.	☐ Use PLCs and collaborative planning to keep instruction aligned to the vision across classrooms. ☐ Run learning walks/coaching cycles on the vision's instructional practices and give timely feedback. ☐ Elevate teacher leaders to model vision-aligned lessons and host peer observation. ☐ Analyze interim assessments and classroom evidence with the ILT to refine school strategies. ☐ Clear logistical barriers (coverage, tech, space) so teachers can implement as envisioned.
Setting Expectations for Use	
☐ Verify, with usage, student work, and assessment trends, that schools are meeting HQCM expectations. ☐ Update guidance where data show choke points (pacing pinch points, commonly challenging standards). ☐ Maintain coaching cycles in every school that reinforce expectations in daily practice. ☐ Organize inter-school share-outs/site visits so schools learn from peers meeting expectations.	☐ Ensure all teachers continue to meet core expectations while permitting minor, standards-aligned refinements. ☐ Use walkthroughs and team meetings to check that agreed routines (e.g., problem-solving approach) are evident. ☐ Allocate time/resources (release for planning, modeling) where consistency lags. ☐ Provide meaningful Tier I adjustments (reteach/preview, small-group, discourse/language supports, practice with feedback) triggered by data—keep tasks grade-level and raise support, not reduce demand.

DISTRICT LEADERS & IMPLEMENTATION TEAM	SCHOOL LEADERS & IMPLEMENTATION TEAM
Setting Goals and Communicating with All Collaborators	
☐ Share regular, transparent updates on implementation and outcomes with staff, families, and board. ☐ Celebrate milestones publicly to build momentum across schools. ☐ Adjust phase goals and targets based on interim data and stakeholder feedback. ☐ Keep two-way channels active (surveys, forums) and incorporate input into revisions.	☐ Establish weekly/monthly goal checks in teams; review student work/benchmarks against targets. ☐ Share progress with staff; problem-solve shortfalls collaboratively. ☐ Update families and students on growth (e.g., student-led conferences, class charts). ☐ Capture ideas from teachers/families and fold them into action plans.
Promoting a Culture of Belonging and Growth	
☐ Examine inclusivity gaps routinely; direct supports where access or outcomes diverge. ☐ Provide ongoing training in inclusive, culturally connected instruction differentiated by role/experience. ☐ Run regular belonging & access audits/focus groups and respond with visible adjustments. ☐ Support safe-to-try pilots that strengthen belonging and high expectations. ☐ Broaden representation in decision bodies (students/families; diverse teacher leaders).	☐ Guarantee coaching/mentorship access for all teachers, prioritizing newcomers or those needing support. ☐ Facilitate collaborative reflection on student work that centers growth mindset and teacher action. ☐ Recognize positive risk-taking and meaningful student engagement publicly. ☐ Sustain norms where effort, growth, and high-quality work with support are visible and celebrated.

OPERATIONS: District and School Key Actions

DISTRICT LEADERS & IMPLEMENTATION TEAM	SCHOOL LEADERS & IMPLEMENTATION TEAM
Resource Distribution	
☐ Run quarterly audits of consumables and project replacements to prevent shortages.	☐ Monitor classroom inventories and consumable usage; report shortages immediately.

☐ Provide materials/logins to new staff and students within days of start dates. ☐ Remove outdated editions from circulation to preserve coherence. ☐ Use distribution data to rebalance resources across schools as needed. ☐ Use distribution data to verify equitable allocation of materials across schools (adjust as needed).	☐ Request replacements/repairs via the district system to avoid disruption. ☐ Collect and store old editions away from classrooms once new sets arrive. ☐ Expedite distribution for transfers/new enrollees through office processes.
Scheduling and Staffing for Instruction	
☐ Publish a year-long pacing guide aligned to master schedules and specialist timetables. ☐ Adjust bell schedules to support core HQCM instruction and tiered interventions without eroding core. ☐ Clarify roles/time allocations (including coaching) and onboard new hires to uphold schedule norms. ☐ Review schedule/staffing data quarterly; fill vacancies or redeploy staff rapidly to protect HQCM blocks.	☐ Implement the pacing guide in teams; calibrate pacing to student evidence. ☐ Monitor adherence to protected HQCM blocks and intervene when drift occurs. ☐ Report staffing/schedule issues for two-week resolution; pair mentors to support new staff. ☐ Provide time-on-task data to district to refine next cycle decisions.
DISTRICT LEADERS & IMPLEMENTATION TEAM	**SCHOOL LEADERS & IMPLEMENTATION TEAM**
Walkthrough Tool (Structure and Process)	
☐ Conduct regular walkthroughs across grades/content and log evidence consistently. ☐ Use a simple dashboard/report to surface trends and strengths for system supports. ☐ Feed patterns into PD agendas and coaching priorities each quarter. ☐ Revisit/refine look-fors and norms quarterly as teacher expertise deepens.	☐ Integrate walkthrough findings into PLCs and team meetings to improve lessons. ☐ Encourage peer walkthroughs to spread effective strategies. ☐ Align coaching focus with walkthrough insights; monitor progress on named trends. ☐ Track and report improvement on recurring issues over time.

CBPL: District and School Key Actions Along the Continuum

DISTRICT LEADERS & IMPLEMENTATION TEAM	SCHOOL LEADERS & IMPLEMENTATION TEAM
Educator Professional Learning	
☐ Differentiate PL by role/experience; embed it in PLCs, coaching, and peer observation. ☐ Aggregate walkthrough + student learning data centrally and adjust PL content in near-real time. ☐ Provide modular PL schools can pull on demand (e.g., scaffolds that preserve rigor, discourse routines). ☐ Celebrate growth and early wins to deepen investment.	☐ Target PL supports to teams based on local trends in walkthroughs and student work. ☐ Integrate curriculum learning into PLCs/coaching/peer observation so PL is continuous and job-embedded. ☐ Showcase exemplars (student work, video clips) to reinforce effective practice. ☐ Record PL adjustments and share needs back to district for further differentiation.
Collaborative Planning and Learning	
☐ Support schools to internalize units using a common protocol with coaching support. ☐ Provide exemplars; train coaches to model scaffolds/strategic grouping/feedback that preserve rigor. ☐ Monitor PLC quality via artifacts and intervene when planning remains shallow. ☐ Align resources (intervention, multilingual supports) to common needs surfaced in PLCs.	☐ Internalize upcoming units with the protocol; draw on both MLL and special education expertise. ☐ Rehearse meaningful differentiation moves with coaches using curriculum-embedded scaffolds. ☐ Document planned adaptations (scaffolds, extensions) in shared PLC notes. ☐ Check rigor and alignment by reviewing planned tasks; adjust when work is too simple.
DISTRICT LEADERS & IMPLEMENTATION TEAM	**SCHOOL LEADERS & IMPLEMENTATION TEAM**
Instructional Coaching	
☐ Ensure every educator completes at least one full HQCM coaching cycle each year.	☐ Enroll every teacher in a coaching cycle; prioritize new or high-need staff first.

☐ Support coaches to model differentiation and to use student work/walkthrough data to set precise goals. ☐ Track coaching reach and impact across schools; redirect capacity to high-need sites. ☐ Embed coaching expectations in calendars and leader check-ins.	☐ Co-plan with coaches around high-leverage curriculum practices in the next unit. ☐ Review evidence with coaches to co-set goals and actions; monitor follow-through. ☐ Invite peer observations so coached practices spread team-wide.
Feedback Structures	
☐ Analyze trend data from walkthroughs/visits to set district coaching priorities. ☐ Maintain strengths-first, actionable feedback with a 48-hour turnaround expectation. ☐ Highlight bright spots and invite peer observations to scale effective practice. ☐ Keep feedback non-evaluative to sustain growth culture.	☐ Review feedback quickly with teachers; close the loop within 48 hours. ☐ Surface patterns in faculty/PLC meetings to reinforce effective HQCM use. ☐ Organize peer observations focused on shared look-fors. ☐ Aim coaching and PLC agendas at the most common needs. ☐ Invite peer observations so coached practices spread team-wide.

MEANINGFUL INSTRUCTION: District and School Key Actions

DISTRICT LEADERS & IMPLEMENTATION TEAM	SCHOOL LEADERS & IMPLEMENTATION TEAM
Internalization of Curricular Units	
☐ Institutionalize pre-unit internalization cycles in every course; require artifacts from each session. ☐ Collect plans/rehearsal notes/differentiation records and analyze trends to target supports. ☐ Require teams to bring recent student work and walkthrough evidence to adjust scaffolds and pacing. ☐ Verify that differentiation plans guard rigor; follow up where over-scaffolding appears.	☐ Schedule and lead internalization meetings ahead of every unit with full attendance and artifacts. ☐ Analyze current student work and walkthrough notes to re-sequence lessons or reallocate time before launch. ☐ Document tiered supports (core/targeted/intensive) tied to grade-level standards. ☐ Feed patterns from internalization into PLC and coaching priorities.

Quality of HQCM Use	
☐ Confirm that complex, HQCM-aligned texts/tasks anchor daily instruction across core areas. ☐ Provide model lessons/PL that build teacher skill with analysis, evidence-based discussion, and synthesis. ☐ Integrate student-work protocols into PLC structures to strengthen rigor and access. ☐ Monitor scaffolds as temporary access aids—preserve rigor and keep the cognitive work with students; coordinate cross-department co-planning.	☐ Expect daily lessons to launch from complex, grade-level materials; check plans/observations for integrity. ☐ Coach teachers to run analysis/evidence/synthesis routines regularly; spotlight strong practice. ☐ Lead PLC protocols on student work to adjust instruction when thinking is shallow. ☐ Co-plan with specialists to embed language/sensory/access supports that maintain demand.
DISTRICT LEADERS & IMPLEMENTATION TEAM	**SCHOOL LEADERS & IMPLEMENTATION TEAM**
<u>Meeting the Needs of All Learners</u>	
☐ Monitor time on and success with grade-level tasks and analyze patterns; use a quick barrier analysis (directions clarity, language load, materials/tools, time, grouping) to determine when access, not readiness, is limiting engagement. ☐ Coach leaders and teachers to right-size supports: remove or reduce access supports when students demonstrate independence, and intensify explicit language development within core instruction in line with proficiency progressions (language instruction is part of instruction, not a removable support). ☐ Integrate scaffold-quality checks into guidance and feedback to prevent over-scaffolding (align to the learning goal, teach transferable strategies, least intrusive, plan to release responsibility). ☐ Celebrate access and outcome gains publicly to reinforce collective efficacy.	☐ Require teams to document planned supports, the evidence rationale, and a plan to right-size (what to monitor, when to reduce access supports, when to intensify instruction). ☐ Review student work and discourse samples routinely to confirm thinking meets the standard with supports in place, and track progress toward independence. ☐ Co-plan with specialists to set clear content and language objectives and design instruction that develops academic language (functions, forms, interactions) while incorporating sensory/access options without lowering demand. ☐ Spotlight student growth stories that show grade-level tasks paired with well-matched and meaningful supports.
Promoting a Culture of Student Belonging	

☐ Ensure some units includes HQCM-embedded, culturally connected tasks (cite unit/task IDs); maintain an exemplar bank tagged by standards, community connections, and language connections. ☐ Calibrate walkthrough look-fors to quality and consistency: grade-level alignment, relevance to local identities/communities, student talk ratio, and program discourse routines; monitor Tier I engagement without lowering demand. ☐ Disaggregate participation/work/formative results by subgroup on named HQCM tasks; direct PLC/coaching to adapt examples and routines inside the program rather than using off-grade substitutions. ☐ Run quarterly student voice reviews on relevance and challenge; route findings into unit launch docs and updates to exemplar tasks within the HQCM.	☐ Plan and teach few HQCM tasks that connect content to students' identities or communities; list task/page numbers in plans and PLC notes. ☐ For each task, write a language objective tied to the HQCM; use one or two program-aligned discourse routines; pre-teach critical vocabulary; provide temporary scaffolds with a clear fade timeline that do not shift cognitive load from student to teacher. ☐ Track participation and work by subgroup during the named HQCM task; adjust examples, talk formats, and language supports while holding grade-level expectations constant. ☐ Use brief student feedback protocols to refine cultural relevance and challenge; revise upcoming HQCM lessons accordingly, and coach application of class norms and accountable talk when disagreement arises.
DISTRICT LEADERS & IMPLEMENTATION TEAM	**SCHOOL LEADERS & IMPLEMENTATION TEAM**
Assessment	
☐ Administer the HQCM-aligned assessment calendar reliably and load results to simple dashboards. ☐ Analyze trends on unfinished learning and priority standards; name systemwide reteach/extension needs. ☐ Train on embedding just-in-time formative checks that keep demand high within HQCM lessons. ☐ Use multiple data sources to inform grouping, scaffolds, and pacing while maintaining grade-level expectations, and update required student plans—as applicable—keeping special education and language development services distinct and aligned to policy.	☐ Administer required assessments on schedule; upload data promptly. ☐ Lead data reviews where teams interpret results, plan reteach/enrichment tied to current units, and document actions. ☐ Coach teams to embed daily formative checks (exit tickets, quick writes, probes) and act the next day. ☐ Adjust grouping, scaffolds, and pacing based on results; revisit outcomes in subsequent PLC cycles.

SUSTAINABILITY & INNOVATION ∞

LEADERSHIP: District and School Key Actions ∞

DISTRICT LEADERS & IMPLEMENTATION TEAM	SCHOOL LEADERS & IMPLEMENTATION TEAM
Instructional Vision	
☐ Codify the instructional vision in long-range plans, policies, and role expectations. ☐ Audit initiatives and investments annually for alignment to the vision and sunset misaligned work. ☐ Fund and sponsor teacher-led pilots that advance the vision while preserving HQCM coherence. ☐ Revisit and refine the vision with staff, students, and families using impact data. ☐ Celebrate and scale classrooms and schools that model the vision; curate exemplars for system learning.	☐ Embed the vision in school improvement cycles, onboarding, and evaluation conversations. ☐ Mentor teacher leaders to co-steward the vision and orient new staff to shared practices. ☐ Host and document teacher-driven innovations that extend the vision without eroding rigor. ☐ Normalize vision-aligned routines (learning walks, PLC look-fors) as standard operating procedure. ☐ Sustain the culture through turnover by pairing newcomers with vision-savvy mentors.
Setting Expectations for Use	
☐ Codify HQCM expectations in policy, guidance, and budget lines (e.g., annual refresh PL). ☐ Refine expectations using multi-year outcome trends and stakeholder input. ☐ Authorize extensions or enhancements that supplement—never replace—core HQCM goals. ☐ Archive rollout playbooks, exemplars, and onboarding materials for durable reuse.	☐ Shift ownership to teachers for self-monitoring against expectations (plans, artifacts, reflections). ☐ Coach staff to refine adherence and document adjustments that maintain rigor. ☐ Encourage advanced lesson modules and verify they align to standards and HQCM intent. ☐ Induct new staff with school exemplars and peer mentors to maintain consistency.

DISTRICT LEADERS & IMPLEMENTATION TEAM	SCHOOL LEADERS & IMPLEMENTATION TEAM
Setting Goals and Communicating with All Collaborators	
☐ Integrate curriculum goals into strategic plans with shared metrics across departments. ☐ Publish transparent progress updates (annual briefs, open dashboards) for all audiences. ☐ Set stretch goals for innovation and involve students, families, and educators in co-design. ☐ Convene standing, representative councils to sustain two-way communication and goal refresh.	☐ Set and refresh school goals annually, aligned to district priorities and local evidence. ☐ Share comprehensive results with the school community and explain instructional implications. ☐ Co-create new targets with teachers and students and incorporate them into plans. ☐ Showcase student-led and teacher-led innovations that advance the goals.
Promoting a Culture of Belonging and Growth	
☐ Embed a culture of high expectations and belonging in hiring, promotion, and recognition practices. ☐ Maintain ongoing channels for stakeholder voice and act visibly on input. ☐ Fund and scale grassroots innovations that strengthen inclusion and high expectations. ☐ Elevate narratives of iteration and success to reinforce shared ownership.	☐ Institutionalize reflective showcases where staff present learning and student impact. ☐ Run teacher-led coaching networks that spread inclusive, high-expectation practices. ☐ Continue student feedback cycles and implement changes publicly to build trust. ☐ Signal that continuous improvement is collective work and celebrate community wins.

OPERATIONS: District and School Key Actions ∞

DISTRICT LEADERS & IMPLEMENTATION TEAM	SCHOOL LEADERS & IMPLEMENTATION TEAM
Resource Distribution	
☐ Operate a live inventory dashboard with automated re-order triggers to prevent stockouts. ☐ Use procurement and usage analytics to optimize levels, reduce waste, and control costs.	☐ Maintain accurate classroom inventories in the district system and reconcile quarterly. ☐ Solicit staff and student input on needed adaptations and submit requests with rationale.

☐ Gather educator and family feedback on formats (translations, large print, adaptive tools) and update lists. ☐ Share cross-school resource management practices to improve efficiency systemwide.	☐ Pilot new formats or access tools and report findings to inform district decisions. ☐ Mentor new staff in inventory routines to sustain high standards.
Scheduling and Staffing for Instruction	
☐ Conduct annual schedule audits using usage, growth, and inclusive metrics to refine models. ☐ Coach leaders to replicate the audit process and plan next-year adjustments. ☐ Analyze multi-year data to refine roles, build teacher-leader pipelines, and cross-train personnel. ☐ Align talent deployment (coaches, itinerant staff) to evolving needs and the instructional vision.	☐ Adjust schedules annually based on evidence (e.g., co-teaching blocks, flexible support periods). ☐ Build peer mentorship structures that preserve scheduling expertise. ☐ Share local innovations in district networks and contribute artifacts. ☐ Use performance, and belonging and access data to advocate for further refinements.
DISTRICT LEADERS & IMPLEMENTATION TEAM	**SCHOOL LEADERS & IMPLEMENTATION TEAM**
Walkthrough Tool (Structure and Process)	
☐ Integrate walkthrough data with assessment and climate metrics for a holistic dashboard. ☐ Empower teacher leaders to co-lead peer walkthroughs and calibration. ☐ Use aggregated trends to inform annual refinements to curriculum and supports. ☐ Iterate look-fors and processes to reflect new insights and curriculum changes.	☐ Facilitate teacher-led walkthrough teams and calibration cycles to spread expertise. ☐ Combine walkthrough and student data to drive improvement planning. ☐ Celebrate exemplars publicly to reinforce effective practices. ☐ Share strategies and findings across schools to accelerate system learning.

CBPL: District and School Key Actions

DISTRICT LEADERS & IMPLEMENTATION TEAM	SCHOOL LEADERS & IMPLEMENTATION TEAM
Educator Professional Learning	

☐ Maintain an evergreen, data-driven PL plan that rapidly onboards new staff. ☐ Empower teacher leaders to co-design and co-facilitate district and school PL. ☐ Refine PL continuously using implementation and outcome metrics. ☐ Systematize peer-led PL to spread effective practice across sites.	☐ Onboard new staff quickly to the school's PL sequence and expectations. ☐ Co-lead ongoing PL with teacher leaders and rotate facilitation to grow capacity. ☐ Use classroom and student data to sharpen school PL priorities. ☐ Sustain peer feedback cycles (share-outs) to spread high-impact practice.
Collaborative Planning and Learning	
☐ Build cross-school PLC networks where educators lead planning and lesson refinement. ☐ Feed walkthrough and assessment data into PLC agendas across the system. ☐ Recognize educator agency and highlight teacher-led improvement stories. ☐ Provide expert support on demand while shifting facilitation to school educator leaders.	☐ Facilitate educator-led PLCs and rotate facilitation to deepen ownership. ☐ Use walkthrough and assessment data routinely to set agendas and refine lessons. ☐ Spotlight shifts in practice and outcomes to reinforce agency. ☐ Launch PLC-led mini-inquiries into grade-level access for all learners and share findings.
DISTRICT LEADERS & IMPLEMENTATION TEAM	**SCHOOL LEADERS & IMPLEMENTATION TEAM**
Instructional Coaching	
☐ Normalize multiple coaching cycles per year, including peer walkthroughs, co-teaching, and video reflection. ☐ Use dashboards to target coaching where the need is greatest across schools. ☐ Cultivate expert teachers as co-facilitators to expand internal capacity. ☐ Tier coaching supports and refine the model using impact data.	☐ Schedule recurring coaching cycles for all teachers throughout the year. ☐ Promote peer walkthroughs, co-teaching demos, and video reflection as standard routines. ☐ Identify expert teachers to co-coach and mentor colleagues. ☐ Analyze practice shifts and outcomes to select next coaching foci and orient new staff.
Feedback Structures	
☐ Encourage educator-requested feedback tied to individual or team goals. ☐ Aggregate walkthrough, assessment, and survey data in dashboards for school action.	☐ Request and track feedback aligned to teacher and PLC goals; promote self- and peer-reflection. ☐ Use dashboard data with PLCs to analyze patterns and adjust instruction.

☐ Celebrate implementation gains to sustain engagement as results increase. ☐ Integrate multiple data streams to trigger just-in-time PL and update tools annually with teacher input and belonging checks.	☐ Celebrate growth publicly to reinforce continued investment. ☐ Partner with the district to refine feedback tools; monitor access and outcomes to confirm every learner experiences grade-level instruction, and adjust supports accordingly.

MEANINGFUL INSTRUCTION: District and School Key Actions

DISTRICT LEADERS & IMPLEMENTATION TEAM	SCHOOL LEADERS & IMPLEMENTATION TEAM
Internalization of Curricular Units	
☐ Make pre-unit internalization a non-negotiable routine: publish the annual calendar, required artifacts (unit story, priority standards, likely misconceptions, language demands, formative checks), and a submission window before launch. ☐ Refresh internalization protocols and pacing each semester using curriculum release notes, student learning data, and teacher feedback; publish a change log so updates are transparent. ☐ Staff and support cross-school facilitators: select expert teachers, provide time/stipends, run calibration cycles, and pair them to mentor new staff. ☐ Integrate culturally connected lesson-study prompts (context, texts/examples, community relevance) into protocols and track uptake and impact across sites.	☐ Schedule internalization cycles before every unit; ensure full team participation and on-time artifact upload to a shared location; follow up on any misses. ☐ Use recent student work and walkthrough data to adjust scaffolds, discourse routines, and timing prior to instruction; name what will be added, removed, or tightened and when. ☐ Elevate expert teachers to co-facilitate sessions and capture high-leverage moves in a living playbook (brief write-ups, exemplars, or short video clips). ☐ Add two standing checks with follow-through tracking: Culture: scan signals of belonging, equitable participation, and high expectations. Student Voice: gather quick input on what helps or hinders access to the work. Record action → owner → date → status, and report back what changed.

Quality of HQCM Use	
☐ Verify through sampling that daily instruction anchors in complex, HQCM-aligned texts/tasks. ☐ Synthesize student-work and performance data to issue guidance or enrichment modules that raise rigor. ☐ Provide systemwide PL on disciplinary thinking built from core materials. ☐ Link implementation dashboards to outcomes and spotlight high-impact exemplars.	☐ Expect and confirm daily engagement with complex, grade-level HQCM tasks in every class. ☐ Facilitate student-owned academic routines that build independence and metacognition. ☐ Analyze student work across subjects to extend tasks and ensure consistent participation. ☐ Mentor new staff through residencies or peer observations in high-rigor classrooms and curate short video exemplars.
DISTRICT LEADERS & IMPLEMENTATION TEAM	**SCHOOL LEADERS & IMPLEMENTATION TEAM**
Meeting the Needs of All Learners	
☐ Maintain dashboards that show patterns of access and progress and use them to update guidance each year ☐ Upgrade access supports with learner/family input (e.g., adaptive tech, alternative/tactile formats, visual supports). Use instructional supports during core instruction that align with the language of instruction and the lesson goals; supports should enable, not replace, grade-level learning. ☐ Scale teacher-developed strategies that improved access without lowering cognitive demand. ☐ Mentor new staff and leaders in the system's "rigor with supports" approach.	☐ Conduct annual student-voice reviews of which supports help students meet standards; refine classroom routines accordingly. ☐ Build "access champions" among teachers to coach peers and steward consistency across turnover. ☐ Institutionalize PLC mini-inquiries into access and learning (plan → do → study → apply) and spread effective practices ☐ Sustain a culture where planning, monitoring, and fading of supports are routine, visible, and tied to evidence of learning, and distinguish core content instruction that intentionally builds academic language for all learners from short-term access supports so supports never replace grade-level instruction.
Promoting a Culture of Student Belonging	
☐ Report disaggregated climate and achievement data and share exemplars publicly. ☐ Host showcases for families and partners to review student work and offer recommendations for future curriculum. ☐ Fund and distribute approved add-on resources that reflect cultural identities and lived experience, aligned to HQCM units.	☐ Increase the frequency of grade-level tasks that intentionally build on students' lived experiences and cultural assets, and track them in logs. ☐ Co-design lesson connections with students and families without lowering rigor. ☐ Use disaggregated participation and performance to adjust CR-SE strategies.

☐ Support leaders to sustain norms that resolve conflict while holding high expectations.	☐ Institutionalize annual celebrations that showcase sustaining, high-expectation work and inform improvement.
DISTRICT LEADERS & IMPLEMENTATION TEAM	**SCHOOL LEADERS & IMPLEMENTATION TEAM**
Assessment	
☐ Maintain an HQCM-aligned assessment calendar and dashboard integrating multiple measures. ☐ Review and revise tools annually for alignment, accessibility, and usefulness. ☐ Integrate feasible classroom-level formative signals to flag unfinished learning faster. ☐ Support student data ownership initiatives and mentor leaders in running inquiry cycles.	☐ Use district dashboards and local formative data to adjust grouping, scaffolds, and pacing in real time. ☐ Teach students to analyze their data, set goals, and reflect through portfolios or conferences. ☐ Audit assessment practices annually for alignment and accessibility and request tool upgrades as needed. ☐ Coach newer teachers to interpret evidence through a rigor-and-access lens and plan next steps.

Taken together, the district and school key actions illustrate how the HQCM Implementation Framework moves from vision into daily practice. They provide a clear picture of what strong implementation looks like across phases and systems, while also sparking curiosity about what comes next. To build on this clarity, leaders need a way to pause, reflect, and assess their own progress. The next section turns to that work—offering structured supports that help teams take stock of where they are, identify strengths and growth areas, and determine practical next steps for moving forward.

HQCM Implementation Framework Tools:
Operationalize Key Actions

The district and school key actions show what strong implementation looks like across phases and systems. The next priority for leaders is to diagnose where they are on that journey and decide what comes next. To support this critical step, RIDE has developed two practical tools aligned to the framework—the HQCM Phases of Implementation Continuum and the HQCM Needs Assessment.

These tools provide structured entry points for reflection, planning, and prioritization. They translate the vision and key actions into usable instruments that help leaders:

- assess current implementation,
- identify strengths and opportunities for growth, and
- take targeted next steps toward continuous improvement.

Theory of Action

One of RIDE's instructional priorities is **High-Quality Teaching and Learning.** Similarly, the Center for School Turnaround and Improvement identifies **Instructional Transformation** as a core domain for rapid improvement. RIDE believes that: I**f schools strengthen their systems for curriculum implementation—using HQCM as a tool for strong instruction and supporting teachers to develop the knowledge and skills needed for effective pedagogy—then student learning outcomes will improve.**

Based on this theory, RIDE encourages all school teams to use this tool to assess their current state of curriculum implementation and apply the findings to refine:

- School Improvement Plans
- Professional learning priorities
- Procedures and protocols
- Resource allocation decisions

Before completing the tool, school teams should consult with district central office staff to ensure alignment with district expectations.

HQCM Implementation Tools

To act on the framework with precision, RIDE provides two practical tools that help you diagnose**,** prioritize**,** and plan: Together, the Continuum and Needs Assessment connect your diagnosis to the specific Key Actions that will drive the next stage of implementation.

HQCM Phases of Implementation Continuum (Appendix A). A developmental roadmap that shows how the four systems evolve from **Program Installation → Initial → Skilled → Sustainability & Innovation**. Teams quickly see where they are, what comes next, and which conditions to strengthen. Recommended use: assemble an ILT, review the tool, decide scope, read across a phase, rate indicators red/yellow/green, record strengths/needs, then repeat across phases to progress along the implementation continuum.

HQCM Needs Assessment (Appendix B). A systems deeper dive that helps districts and schools pinpoint strengths and needs by system and align people, time, and resources to targeted actions. Recommended use: assemble an ILT, skim the tool, decide scope (school/district; whole or by content), begin with **Leadership**, rate each indicator using evidence, document strengths/needs, then repeat for **Operations, Curriculum-Based Professional Learning, and Meaningful Instruction** to set short- and long-term priorities.

Appendix A: HQCM Phases of Implementation Continuum

Purpose and Fit

Rhode Island is committed to developing educator knowledge and skills so every student engages daily in instructionally sound, grade-level, standards-aligned learning. High-Quality Curriculum Materials (HQCM) are the vehicle for that instruction and are most effective when leaders see how implementation matures across evidence-anchored phases.

The **HQCM Phases of Implementation Continuum** is a developmental roadmap that sequences what implementation should look like across the four systems—**Leadership, Operations, Curriculum-Based Professional Learning (CBPL), and Meaningful Instruction**—through four coherent, cumulative phases:

1. Program Installation
2. Initial Implementation
3. Skilled Implementation
4. Sustainability & Innovation

The Continuum provides clear guidance and sequence across systems, includes a **quick-rating view (R/Y/G)** to identify current state and highlight strengths/needs, and acknowledges that indicators within a single system and even the systems themselves may sit in **different phases** at the same time.

This tool should be used when a school or district:

- is early in the HQCM implementation journey and need a clear roadmap across schools or teams;
- wants to identify the current phase of implementation (Program Installation, Initial, Skilled, or Sustainability & Innovation);
- has some foundations in place but instructional practice and outcomes remain uneven;
- is uncertain why implementation is stalling or what foundational work may be missing;
- seeks a coherent way to monitor progress, course-correct, and improve across the four systems;
- needs phase-specific guidance to scale or sustain successful practices and orient stakeholders around a shared language of phases.

Process for Using the HQCM Phases of Implementation Continuum

Locate your current HQCM implementation phase by system, surface strengths and needs, and select **phase-aligned Key Actions** as next steps within a diagnose → plan → improve cycle.

Step 1 — Assemble the right team (ILT).
Include district/school administrators, curriculum/instruction leads or department heads, interventionists, general education teachers, and educators supporting multilingual learners and students with disabilities.

Step 2 — Review the tool.
Skim the Continuum to align on terminology, systems, indicators, and phases.

Step 3 — Decide scope.
Determine whether to complete the tool holistically (for the whole school) or by content area. Consider content-area level ratings if subjects are at different implementation stages. Agree on how decisions will be made about selecting progression descriptors.

Step 4 — Select a starting phase (fast read).
Scan phase overviews across the four systems and choose the phase where your team accomplishes **about 50%** of listed actions (best fit; no scoring yet).

Step 5 — Rate indicators (R/Y/G).
Apply ratings to the indicators for the selected phase: **Red** (not yet started), **Yellow** (in progress), **Green** (fully met). Capture brief evidence, strengths, gaps, and immediate next steps.

Decision rule — When to look ahead.
When **~75%** of indicators in the current phase are **Green**, preview the **next phase** to anticipate upcoming conditions and dependencies.

Step 6 — Summarize strengths and needs.
Synthesize by **system** and **phase**; note patterns (what's consistently Red/Yellow/Green) and name the few moves that unlock progress.

Step 7 — Repeat across phases (as needed).
If helpful, complete quick ratings for adjacent phases to visualize progression and cross-system dependencies.

Step 8 — Translate to action.
Use **Key Actions** that match your confirmed phase in each system. Prioritize **2–3 high-leverage actions** and align people, time, and feedback to those moves.

Step 9 — Set goals and share.
Complete short-term and long-term goals; use results to drive improvement planning and share outcomes with the School Improvement Team.

Step 10 — Monitor and iterate.
Use walkthrough trends, PLC artifacts, and student work to check transfer. Adjust supports and advance phases when **~75% Green** is sustained.

PROGRAM INSTALLATION

Phase Focus: This phase establishes readiness so every student begins with access to high-quality, grade-level materials in classrooms that nurture belonging and inclusion.

LEADERSHIP	OPERATIONS	CURRICULUM-BASED PL	MEANINGFUL INSTRUCTION
INSTRUCTIONAL VISION Co-develop and communicate a shared HQCM instructional vision with ILT and stakeholders; create a multi-year roadmap with measurable goals and timelines.	**RESOURCE DISTRIBUTION** Confirm HQCM selection and audit existing materials; launch procurement plan anticipating minor delays.	**EDUCATOR PL** Design a curriculum-based, job-embedded PL plan that builds educator literacy in HQCM design, routines, and goals, while establishing deep unit and lesson internalization as the non-negotiable foundation for instruction.	**UNIT INTERNALIZATION** Adopt a shared internalization protocol and protect weekly time for unit study. Early use may be uneven, but leaders signal that intellectual prep is essential for instructionally sound, grade-level learning.
EXPECTATIONS FOR USE Establish clear, collaboratively developed expectations for collaborative planning with unit/lesson internalization using HQCM.	**SCHEDULING & STAFFING** Develop master schedules that protect HQCM instructional blocks and audit staffing roles; write clear role descriptions.	**COLLABORATIVE PLANNING** Launch PLCs with protected time, clear roles, and structured protocols to unpack HQCM design, pacing, and assessments.	**QUALITY OF HQCM USE** Jointly observe existing tasks; model early HQCM routines; set expectations for daily engagement with cognitively demanding activities.
GOALS & COMMUNICATION Draft and launch a communication plan (audiences, messengers, timelines) to build clarity and early buy-in.	**WALKTHROUGH TOOLS** Adopt a growth-focused walkthrough tool and define who, when, and how visits occur, setting clear feedback timelines, and using non-evaluative norms to ensure transparency and buy-in.	**INSTRUCTIONAL COACHING** Establish a non-evaluative coaching culture; start with pilot cycles to build trust and model HQCM-aligned support.	**MEETING LEARNER NEEDS** Inventory built-in HQCM supports; establish scaffolds as access (not reduction); provide early PL on growth mindset and high expectations.
BELONGING & GROWTH Gather baseline climate and belief data; initiate conversations about access and inclusion, expectations, and mindsets.		**FEEDBACK STRUCTURES** Adopt an HQCM-aligned walkthrough tool with defined look-fors, calibrate users on the tool, and begin light peer-observation routines to normalize feedback.	**STUDENT BELONGING** Gather baseline data on belonging and participation; deliver asset-based PL linking cultural responsiveness to high-expectation, grade-level work.
			ASSESSMENT Adopt a comprehensive assessment system (diagnostic → summative); map measures to standards and emphasize assessments as tools for understanding student thinking.

INITIAL IMPLEMENTATION

Phase Focus: This phase shifts schools from planning to active use of HQCM so that students consistently experience challenging, grade-level tasks in classrooms where they feel seen, valued, and supported.

LEADERSHIP	OPERATIONS	CBPL	MEANINGFUL INSTRUCTION
INSTRUCTIONAL VISION Finalize SMART goals aligned to the instructional vision and connect them to strong classroom practices via monitoring tools (dashboards, walkthrough protocols).	**RESOURCE DISTRIBUTION** Ensure all students/teachers start with **complete HQCM sets and** retire non-aligned resources.	**EDUCATOR PL** Deliver HQCM-aligned PL using actual units and lessons, model high-leverage routines, and engage leaders and coaches with teachers to calibrate expectations, develop look-fors, and support early practice.	**UNIT INTERNALIZATION** Use the protocol to unpack lessons, rehearse segments, anticipate misconceptions, and plan scaffolds that preserve rigor. Leaders and coaches co-facilitate to model expectations and refine pacing.
EXPECTATIONS FOR USE Align schedules, coaching cycles, and professional learning to support teachers in using HQCM collaboratively and effectively.	**SCHEDULING & STAFFING** Publish finalized master schedule with pacing guides; align intervention blocks with MTSS; onboard new hires with structured HQCM-aligned induction.	**COLLABORATIVE PLANNING** Move PLCs into lesson internalization using protocols; coaches/lead teachers model scaffolds and differentiation strategies while teams anticipate student needs.	**QUALITY OF HQCM USE** Teachers begin using HQCM regularly; tasks require analysis, open-ended reasoning, and student-led discourse; walkthroughs focus on students doing the thinking.
GOALS & COMMUNICATION Deliver a unified core message to all stakeholders—emphasizing clarity, coherence, and the purpose and impact of HQCM.	**WALKTHROUGH TOOLS** Launch walkthrough process with calibrated observers who collect baseline instruction data and provide feedback within two days while piloting and refining norms with teacher input to strengthen buy-in.	**INSTRUCTIONAL COACHING** Engage every teacher in at least one full coaching cycle (co-planning → rehearsal → observation → feedback) focused on high-leverage HQCM practices.	**MEETING LEARNER NEEDS** Apply UDL/MTSS adaptation protocol; plan scaffolds (frames, organizers, grouping) that guard rigor; analyze student work in quick cycles to refine supports.
BELONGING & GROWTH Provide professional learning on growth mindset and culturally responsive practices; model vulnerability and feedback-seeking as leaders.		**FEEDBACK STRUCTURES** Launch frequent walkthroughs with timely, strengths-based feedback (within 48 hours); use trend data to guide coaching and PLC focus; expand peer observation participation.	**STUDENT BELONGING** PLCs integrate belonging practices into assignments and norms for student-led discourse; leaders observe inclusive questioning and language supports.
			ASSESSMENT Teachers use shared practices for analyzing exit tickets and performance tasks; PLCs calibrate scoring, identify trends, and plan reteach/enrichment.

SKILLED IMPLEMENTATION

Phase Focus*:* This phase embeds coherent routines so daily instruction reflects our vision of inclusive, meaningful, instructionally sound learning communities where all students thrive.

LEADERSHIP	OPERATIONS	CBPL	MEANINGFUL INSTRUCTION
INSTRUCTIONAL VISION  Align school and district systems (schedules, intervention models, PL cycles) visibly to the instructional vision; ILT holds quarterly data reviews to guide adjustments.	**RESOURCE DISTRIBUTION**  Conduct inventory audits to track material usage, replacements, and ensure continuity for new students and staff, while promptly removing outdated editions to maintain curricular coherence.	**EDUCATOR PL**  Differentiate ongoing PL by role and experience, embedding it into PLCs, coaching cycles, and peer observations; use walkthrough and student work data to refine instruction in real time, and celebrate examples of inclusive, student-centered HQCM use to build confidence and momentum.	**UNIT INTERNALIZATION**  Internalize every unit before launch, using student work and assessment data to fine-tune instruction. Teacher leaders facilitate sessions, feeding insights into PLCs and coaching.
EXPECTATIONS FOR USE  Make HQCM use non-negotiable by embedding it in lesson internalization, coaching, and feedback cycles.	**SCHEDULING & STAFFING**  Hold regular **schedule & staffing data reviews** to monitor fidelity of HQCM use, pacing, and interventions; redeploy staff as needed.	**COLLABORATIVE PLANNING**  Teachers facilitate planning discussions, analyze student work, and refine lessons; PLC agendas are driven by data, with coaches shifting to supportive roles.	**QUALITY OF HQCM USE**  Grade-level tasks are daily foundations across subjects; teachers facilitate analysis, argument, and evidence-based discourse; scaffolds maintain rigor for all.
GOALS & COMMUNICATION  Provide timely, differentiated communication across stakeholder groups; establish two-way feedback loops (surveys, forums, PLCs).	**WALKTHROUGH TOOLS**  Implement walkthroughs consistently across all grade levels, systematically share trend data to inform PLCs and coaching, and refine look-fors regularly in collaboration with teachers.	**INSTRUCTIONAL COACHING**  Normalize multiple coaching cycles per year; embed peer observations and co-teaching; begin transitioning experienced teachers into peer coaching roles.	**MEETING LEARNER NEEDS**  Monitor and fade scaffolds based on checks for understanding; dashboards track access for multilingual learners and differently abled students; PLCs refine supports and celebrate growth.
BELONGING & GROWTH  Integrate belonging and growth checkpoints into PLCs, coaching, and walkthroughs; celebrate risk-taking and growth behaviors to sustain culture.		**FEEDBACK STRUCTURES**  Aggregate walkthrough, assessment, and survey data into dashboards; teams analyze trends to adjust instruction; embed peer observation into PLC routines.	**STUDENT BELONGING**  Grade-appropriate tasks appear in most classrooms weekly; teachers analyze subgroup participation; students help refine routines; classroom communities uphold belonging norms.
			ASSESSMENT  Dashboards integrate HQCM and other data; teachers adjust grouping, pacing, and scaffolds; formative checks are embedded to sustain cognitive demand.

SUSTAINABILITY & INNOVATION

Phase Focus: This phase institutionalizes continuous improvement so that inclusive, high-quality learning becomes the lived experience of every Rhode Island student.

LEADERSHIP	OPERATIONS	CBPL	MEANINGFUL INSTRUCTION
INSTRUCTIONAL VISION Revisit and refine the vision annually with students, staff, and families; elevate or reset goals based on impact data.	**RESOURCE DISTRIBUTION** Leverage inventory dashboards with automated re-order triggers, gather user feedback, and share best practices to drive continuous refinement of material distribution.	**EDUCATOR PL** Maintain a data-driven PL plan that sustains high-quality instruction, onboard new educators quickly, and empower experienced teachers to co-lead sessions and spread effective practices through peer-led workshops.	**UNIT INTERNALIZATION** All levels of the system confidently use and model the protocol. Internalization is reinforced through PLCs, coaching, and walkthroughs, with skilled teachers mentoring peers to sustain high-quality HQCM instruction.
EXPECTATIONS FOR USE Codify HQCM usage expectations and embed them into district norms (induction, evaluation, leadership pipelines).	**SCHEDULING & STAFFING** Conduct annual schedule audits using time, performance, and access data, support leaders in data-driven scheduling practices, and expand staff skill sets to sustain HQCM-aligned schedules and staffing. .	**COLLABORATIVE PLANNING** Mature PLCs drive continuous improvement, experimenting with innovative strategies (e.g., new scaffolds, enrichment); share and scale effective practices district-wide.	**QUALITY OF HQCM USE** All teachers expertly implement strong instruction using HQCM with rigor and cross-disciplinary connections; students co-lead academic conversations and apply learning across contexts.
GOALS & COMMUNICATION Institutionalize transparent, adaptive communication routines; mentor new leaders to sustain coherence.	**WALKTHROUGH TOOLS** Integrate walkthrough data with student achievement and climate surveys, empower teacher leaders to co-lead and calibrate visits, and spotlight effective practices to drive district-wide refinements.	**INSTRUCTIONAL COACHING** Differentiate supports via a tiered model; expand the pool of teacher-leaders serving as coaches; use impact data to refine the coaching model annually.	**MEETING LEARNER NEEDS** Students articulate how supports help them learn; co-design new accommodations; teachers reinforce a collective belief in high-quality work + smart scaffolding.
BELONGING & GROWTH Empower teachers and students to co-lead belonging & instructional improvement initiatives; spread effective practices district-wide and highlight model schools/teams.		**FEEDBACK STRUCTURES** Integrate multiple data sources to trigger just-in-time supports; co-design annual refinements to feedback tools; shift peer observations to teacher-led learning walks that drive innovation.	**STUDENT BELONGING** Student belonging practices are embedded; students co-design facilitation and supports tied to local contexts; leaders share disaggregated gains and reset goals.
			ASSESSMENT Review assessment practices annually; students analyze their own data, set goals, and reflect on growth; lessons learned inform district-wide refinements.

Capturing Strengths, Needs, and Next Steps: HQCM Phases of Implementation Continuum

District/School Name: _____ Content: _____

ILT Members:

HQCM IMPLEMENTATION PHASES	**Select a Starting Phase** Scan phase overviews across the four systems and choose the phase where your team accomplishes **about 50%** of listed actions (best fit; no scoring yet).	**Rate indicators (R/Y/G)** Apply ratings to the indicators for the selected phase: **Red** (not yet started), **Yellow** (in progress), **Green** (fully met). Capture brief evidence, strengths, gaps, and immediate next steps.	**Summarize Strengths and Needs** Which phase describes the current state of your system? (Leadership, Operations, CBPL, and Meaningful Instruction)	**What Key Actions** match your confirmed phase in each system. Prioritize **2–3 high-leverage actions** and align people, time, and feedback to those moves.
Program Installation				
Initial Implementation				

Skilled Implementation				
Sustainability & Innovation				
Set Goals and Share				
Complete short-term and long-term goals; use results to drive improvement planning and share outcomes with the School Improvement Team.				

Appendix B: HQCM Implementation Needs Assessment Tool

Purpose and Fit

Rhode Island is committed to ensuring every student engages daily with coherent, instructionally sound, and grade-level standards aligned instruction. High Quality Curriculum Materials (HQCM) serve as a powerful vehicle for strong instruction and are most effective when embedded within four coherent, mutually reinforcing systems:

1. **Leadership**
2. **Operations**
3. **Curriculum-Based Professional Learning (CBPL)**
4. **Meaningful Instruction**

The HQCM Implementation Needs Assessment Tool helps districts conduct a deep dive to identify strengths and needs across these four systems, along a continuum from **Program Installation → Initial Implementation → Skilled Implementation → Sustainability & Innovation.** This progression clarifies what to build first, how to monitor impact, and which practices to refine or scale. By completing this needs assessment, schools and districts can align people, time, and resources around the non-negotiable goal that every learner experiences strong instruction through the use of HQCM every day. They ensure that teachers develop skillful implementation of HQCM to provide grade-level content through effective pedagogy. And establish a coherent system for monitoring and supporting HQCM implementation that drives continuous improvement in student outcomes.

This tool should be used when a school or district:

- Has implemented HQCM and seeks to strengthen or refine implementation systems.
- Has seen uneven results across schools, grade levels, or departments.
- Needs to determine which system—Leadership, Operations, CBPL, or Meaningful Instruction—should be prioritized for action.
- Aims to move from broad goals to targeted, system-level strategies and resource alignment.
- Has been identified for additional support through ATSI, CSI, or Redesign.

Process for Completing the Needs Assessment Tool

Step 1. Assemble an Instructional Leadership Team (ILT).
Include a diverse group of educators who support both teachers and students with curriculum access. Suggested members: administrator, curriculum/instructional coach, department head, interventionist, general education teacher, and educators supporting differently-abled students and multilingual learners.

Step 2. Review the Tool.
Skim the entire tool to understand its content and structure.

Step 3. Decide Scope.
Determine whether to complete the tool holistically (for the whole school) or by content area. Consider content-area level ratings if subjects are at different implementation stages. Agree on how decisions will be made about selecting progression descriptors.

Step 4. Begin with Leadership.
Read the overview and considerations for the Leadership system. As a team, review each indicator and determine which progression level best describes the current state. Highlight or circle the appropriate descriptor.

Step 5. Rate Each Indicator.
For each indicator, read across the four progression levels and select the one that matches the team's evidence (e.g., walkthrough trends, observations, common planning time artifacts). Modify the tool if rating by content area.

Step 6. Identify Strengths and Needs.
After rating all indicators within a system, document the system's strengths and areas of need. Capture any immediate next steps that will inform improvement planning.

Step 7. Repeat for All Systems.
Continue this process for Operations, CBPL, and Meaningful Instruction.

Step 8. Determine Next Steps.
Complete the section, *Determining Short-Term and Long-Term Goals.* Use the Indicator Support Guides to understand the nature of indicators and the accompanying leader actions to identify the next steps that will help reach short and long-term goals. Use these results to drive improvement planning and share outcomes with the School Improvement Team.

HQCM Implementation Needs Assessment: Four Systems for Strong Instruction

1. Leadership

Leadership sets the vision, communicates the *why*, and establishes conditions for sustained implementation. Effective leaders at all levels champion HQCM, align resources strategically, and monitor progress to maintain coherence across classrooms and high expectations for curriculum use. Leaders learn alongside teachers, set measurable goals, monitor progress, communicate non-negotiable expectations, and foster a culture of belonging and growth. With steady messaging, feedback loops, and data-driven refinements, they build strong instruction by supporting teachers develop knowledge and skills to provide grade-level appropriate content with effective pedagogy.

Considerations:

- Who has shaped the instructional vision, and how inclusive was the process? Does the vision clearly articulate expectations for both curriculum implementation and instructional practices?
- What systems or routines exist to continuously reinforce the vision and keep it present in day-to-day practice?
- Have we formed district-level and school-level implementation teams with clear roles and responsibilities for strong instruction?
- Are district and school leaders consistently communicating the rationale, goals, and progress of HQCM for strong instruction?
- Have we clearly defined and consistently communicated usage expectations, including non-negotiables and areas where teachers have instructional flexibility?
- Are we proactively addressing teacher mindsets by building buy-in, elevating early successes, and engaging teachers in making implementation work?

LEADERSHIP				
Indicators	**Descriptors**			
	Program Installation	**Initial Implementation**	**Skilled Implementation**	**Sustainability & Innovation**
Instructional Vision	Leaders and educators collaboratively establish a clear instructional vision that defines what coherent, instructionally sound, grade-level standards-aligned learning looks like for every student. Concurrently, the ILT develops a multi-year roadmap with specific, measurable goals, timelines, responsible parties, and resources to translate this vision into practice. *This upfront visioning unifies planning and garners stakeholder buy-in for HQCM implementation.*	Leaders and staff can articulate how the shared instructional vision guides their use of HQCM in daily teaching decisions, grounded in the belief that **every** student can learn grade-level work. The ILT finalizes SMART goals and success metrics aligned to the instructional vision and provides schools with tools (e.g. data dashboards, walk-through protocols) to monitor progress. *This ensures everyone understands how the HQCM-driven vision connects to classroom practice and outcomes.*	Leaders ensure that school and district systems – such as master schedules, coaching cycles, and intervention programs – are visibly aligned to the instructional vision. As a result, classrooms consistently reflect high expectations (never lowering rigor for some groups). The ILT holds quarterly data reviews to check progress on each goal, adjust supports, and close learning gaps, keeping the improvement plan dynamic. *In other words, leaders build the infrastructure to* **monitor and support** *curriculum implementation over time, rather than treating the plan as a one-time document. Alignment of time, resources, and practices with the vision is evident.*	Leaders regularly revisit and refine the instructional vision in collaboration with students, staff, and families, using impact data to keep it relevant and inspirational. They annually elevate or reset goals based on progress, codify successful structures/practices that emerged, and mentor new leaders in the vision. In this way, instructional vision-driven, goal-aligned improvement becomes the LEA's enduring way of work (the norm for how the district operates). *This continual refinement and shared ownership ensure the vision for high-quality instruction remains a living force, driving innovation and sustained excellence.*

Setting Expectations for Use	The ILT, with input from key stakeholders (teachers, coaches, etc.), establishes clear expectations for HQCM use in alignment with principles of strong instruction. They communicate that teachers are expected to plan collaboratively and internalize HQCM lessons before teaching them. At this stage, expectations emphasize mechanical fidelity — implementing the curriculum as written, practicing protocols, and modeling early HQCM routines — while leaders build buy-in by signaling that daily use of grade-level materials is non-negotiable for all students.	Leaders ensure the necessary structures and practices are in place to support teachers in meeting expectations. This includes aligning schedules and systems to protect common planning time, refining professional learning calendars, and realigning routines around HQCM use. Teachers move from mechanical fidelity to emerging routine use — unpacking units and lessons through protocols, rehearsing key lesson segments, anticipating misconceptions, and planning scaffolds that preserve rigor. Leaders and coaches co-facilitate these sessions, showing how expectations translate into practice.	Leaders and educators consistently make decisions, take actions, and communicate in ways that reflect HQCM expectations. Curriculum use becomes non-negotiable, and teachers demonstrate routine use by making strategic instructional decisions — facilitating analysis, discourse, and synthesis of grade-level texts and tasks, embedding scaffolds that maintain rigor, and aligning adjustments to student work and assessment evidence. PLCs routinely review data to refine instruction, and coaching and feedback reinforce HQCM as the foundation for strong instruction.	Leaders, in collaboration with teachers, revisit and refine HQCM expectations using impact data from classrooms, walkthroughs, and student outcomes. At this stage, expectations signal invested use: all levels of the vertical spine — district leaders, school leaders, coaches, and teachers — are experts in internalization protocols and help peers maximize student learning. Internalization practices are reinforced through PLCs, coaching, and walkthroughs, and skilled teachers mentor others. Expectations evolve into a culture of collective ownership, where high-quality, inclusive instruction is sustained and innovations are shared across the system.
	With HQCM implementation goals and timelines in mind, the ILT develops a communications plan that outlines *what* needs to be communicated, *who* will deliver the messages, and	The ILT communicates a **unified core message** about the HQCM rollout and key implementation decisions and delivers it consistently to all stakeholder groups. At this stage, the emphasis is on	The ILT now proactively distributes information and updates about HQCM implementation through multiple channels, **differentiating** messages for various audiences as needed.	The ILT establishes ongoing **feedback loops** with all collaborator groups to gauge how the communication strategy is working and to hear concerns or ideas. They regularly solicit feedback (via surveys, forums, meetings) and

Setting Goals and Communicating with All Collaborators	*when* updates will occur. This includes identifying key audiences (e.g. teachers, school leaders, parents, school board) and tailoring the level of detail for each. *Creating a communication plan and timeline for all stakeholders is an essential early step, ensuring no group is left without critical information.*	clarity and coherence – for example, announcing the curriculum's purpose, the expected benefits for students, and initial steps teachers will take. Everyone receives the same foundational information so that there is a shared understanding. *By speaking with one voice about the change, leaders prevent confusion and build trust.*	Communication becomes two-way: leaders not only push out timely updates (e.g. progress toward goals, success stories, upcoming PL) but also invite questions and input. They tailor communications – for instance, providing teachers with detailed instructional guidance while giving parents more general progress updates. All communications are prompt, transparent, and aligned with the implementation goals.	analyze whether stakeholders feel informed and heard. Crucially, leaders use this feedback to adjust their messaging, frequency, or channels of communication. Over time, communication around HQCM implementation becomes part of the organization's culture – characterized by transparency, responsive adjustments, and celebration of milestones.
Promoting a Culture of Belonging and Growth	Leaders publicly commit to building an **inclusive, growth-oriented** school culture tied to the new curriculum. They articulate that the HQCM initiative is about high expectations for *every* learner and will require a supportive environment for both students and educators. Early on, leaders gather baseline data on school climate (e.g. surveys on trust, belonging) and initiate safe conversations about mindset, bias, and	Leaders provide targeted professional learning for staff on topics like growth mindset, culturally responsive practices, and supporting productive struggle in the classroom. They **model vulnerability** and growth mindset themselves – for example, openly seeking feedback on the implementation – to signal that everyone is learning. Leaders also establish and reinforce norms for respectful, "error-friendly" dialogue	Leaders weave attention to belonging and growth into all routine practices. For example, coaching sessions and PLC meetings include checkpoints to ensure all students are engaged and have access to the curriculum. Similarly, hiring and induction processes prioritize candidates who are committed to serving all students and provide mentorship on the use of HQCM for instruction. Leaders and teams regularly analyze	Leaders empower teachers and even students to co-lead culture-building initiatives as the HQCM implementation matures. For instance, teacher leaders might facilitate peer observation rounds focused on inclusive instruction, or student panels might provide feedback on their classroom experience. This shared leadership builds broader ownership of the culture. Simultaneously, leaders pair the ongoing climate data with academic outcome data to revisit culture – ensuring that

	beliefs. This might include discussions about holding all students to grade-level standards and examining any biases or low-expectations that could hinder implementation. *Addressing mindsets upfront is crucial: studies have found that overcoming barriers to HQCM use often requires changing teacher and leader beliefs about student capability*.	among staff (and students), so that challenges can be discussed without blame. Quick feedback loops (e.g. brief pulse surveys or check-ins) are used to monitor staff and student sense of belonging as changes take place. *These actions build collective capacity and trust: research shows that a strong growth-mindset culture increases students' trust and sense of belonging.*	climate and classroom walkthrough data to identify and address any emerging issues (such as particular student groups feeling less engaged or successful). Importantly, leaders make a habit of **celebrating** behaviors that exemplify a growth and belonging culture – e.g. a teacher trying a new strategy and sharing the learning (risk-taking) to *create psychological safety for staff to continuously improve – a hallmark of strong implementation cultures.*	improvements in belonging translate to improved student achievement and vice versa. They refine goals to push the community to the next level of inclusion and excellence. Moreover, effective practices and "wins" are spread district-wide: schools or teams that have model strategies for supporting all learners using HQCM are highlighted to sustain a culture of high expectations and support.

2. Operations

Operations provide the backbone of implementation. From strategic purchasing and scheduling to infrastructure and staffing, effective operations ensure that HQCM are accessible, supported, and seamlessly integrated into school routines. A coherent operations system turns an instructional vision into daily reality by getting four basics right: materials, time, people, and monitoring. Timely distribution of HQCM ensures every classroom starts with the same high-quality texts, guides, and digital access. Master schedules must protect the full instructional block, layer interventions as "core plus more," and reserve collaborative planning time. Staffing—and role clarity—for teachers, specialists, coaches, and leaders guarantees that expertise matches student need. Finally, calibrated walkthrough tools and data routines give leaders real-time insight to adjust resources, schedules, or support. Coherent operations ensure all students have equitable access to inclusive, instructionally sound, grade-level learning.

Considerations:

- Are sufficient quantities of HQCM purchased and distributed for general, special education, and multilingual learners?
- Is there a process for collecting and reallocating unused materials or addressing mid-year needs?
- What does the curriculum publisher recommend in terms of instructional time sufficient to implement the curriculum? What are the class schedules for each grade? Is the time allocated in the schedule meet the publisher recommendations? If implementing for more than one year, do you have data that suggests more or less time is needed?
- How will onboarding be provided each year for those new to the district/school or grade level/course to use HQCM for facilitating strong instruction?
- Has the school identified a walkthrough tool to support and build strong instruction through the use of HQCM and alignment to instructional vision?
- Has the process (including who will participate) and weekly schedule for walkthroughs been developed and communicated to all educators?
- How is feedback communicated to teachers to support continuous improvement of strong instruction?

OPERATIONS				
Indicators	**Descriptors**			
	Program Installation	**Initial Implementation**	**Skilled Implementation**	**Sustainability & Innovation**
Resource Distribution	District leaders confirm the adopted high-quality curriculum materials (HQCM) and audit the current inventory of materials. They establish a district-wide procurement plan and initiate ordering, anticipating minor delays as back-ordered print materials or digital access codes arrive for all educators.	All teachers and students begin the year with complete sets of the HQCM in both print and digital formats. Digital licenses are rostered, outdated or non-aligned resources are cleared out, and a ticketing system is in place to quickly replace any missing or damaged items. Every classroom is fully equipped from day one – preventing teachers from resorting to unvetted materials found online (a practice that often leads to inconsistent quality and weak alignment). This proactive distribution also ensures equitable access to high-quality content for all students.	Quarterly inventory audits track consumable usage and replacement needs across the system. New staff members and incoming students receive all required materials (and account logins) within days of their start date, maintaining continuity. Any retired or outdated curriculum editions are promptly removed or stored off-site to preserve curricular coherence and consistency in instruction across classrooms.	An interactive inventory dashboard with automated re-order triggers maintains uninterrupted access to materials. Procurement decisions become increasingly data-driven to minimize cost and waste, and user feedback is systematically gathered to inform improvements (for example, adding multilingual or large-print editions based on school needs). Leaders regularly share lessons learned and best practices across the district, creating feedback loops that drive continuous refinement so that material distribution remains efficient and equitable over the long term.
	School and district leaders create a master schedule that **protects** dedicated HQCM instructional blocks and disallows any pull-outs from	The finalized master schedule is published along with suggested year-long pacing guides and aligned intervention/specialist timetables. Bell times are	Leaders conduct quarterly data reviews of the schedule and pacing fidelity to verify that all students receive full grade-level HQCM lessons as well as	Leadership teams implement an annual comprehensive schedule audit using data on time usage, student performance growth, and equity of access across student subgroups.

Scheduling and Staffing for Instruction	core classes. In parallel, they audit current staffing against the new schedule, write clear role descriptions for each position, and launch targeted hiring or reassignments so that every protected class period is led by a qualified educator (or trained interim support if necessary). Leadership ensures the foundational schedule and staffing structure are in place to guarantee all students access grade-level instruction without interruption.	refined to meet Multi-Tiered System of Supports (MTSS) requirements, ensuring that intervention periods are built into the day without undermining core instruction. Leaders communicate all roles, time allocations, and coaching responsibilities to staff, so everyone understands how their time is allocated. New hires complete a structured onboarding program that emphasizes how their duties uphold the HQCM-aligned schedule and district norms (for example, why protecting core instructional time is critical for all learners).	needed interventions **without any lowering of rigor**. These reviews examine metrics like instructional minutes, pacing alignment, and student group access to supports. In the same cycles, staffing rosters are reviewed and adjusted: any long-term absences are addressed through hiring or internal staff redeployment to prevent gaps in instruction. Seasoned teachers mentor and help onboard any late hires or substitutes to maintain instructional continuity. This ongoing use of data and rapid response ensures that scheduling and staffing continue to fully support strong instruction through HQCM implementation for every student.	Findings from this audit drive strategic adjustments to the schedule (e.g. adding flexible intervention blocks, co-teaching periods, or extended learning time) for the next year, and new school leaders are coached through this data-driven process to build their capacity. Concurrently, district leaders continuously analyze implementation and staffing data to refine role definitions, build peer-mentor pipelines, and cross-train staff. These feedback loops ensure that instructional time and talent are continually realigned to the evolving instructional vision, as research emphasizes the importance of leaders supporting curriculum implementation through ongoing data analysis, feedback, and coaching.
	The district or school adopts a concise classroom walkthrough tool aligned to its instructional vision and for fostering strong instruction embedded in HQCM. Leaders establish clear, non-evaluative norms for these	School leaders and coaches participate in calibration training to collect classroom instruction data reliably and deliver strengths-based feedback using the tool. The walkthrough process is piloted	Walkthroughs are now completed frequently across all grade levels, providing a steady stream of data on instructional practice. Data from each visit is collected systematically and shared with the teacher, so the	The walkthrough data system becomes fully automated and integrated with other data sources. Classroom visit data is merged with student learning data and even climate survey metrics to provide a holistic view of teaching and learning.

Walkthrough Tool (Structure and Process)	walkthroughs, framing them as growth-focused observations rather than formal evaluations. They codify the structures for implementation: defining who will conduct walkthroughs and how often, setting a regular visit cadence, outlining how and when feedback will be given (e.g. within 48 hours), and setting up a simple system to manage the data collected. This upfront planning ensures the walkthrough process is transparent and consistently implemented from the start.	and refined with teacher input, allowing educators to voice concerns and contribute to the "look-for" criteria, which builds buy-in. A walkthrough schedule is then launched and shared with staff, and observers follow it closely. Every observed teacher receives timely feedback (written or verbal) within two working days of a visit, so that the process remains supportive and improvement oriented. Leadership monitors the fidelity of this process to ensure feedback is fair and focused on the agreed HQCM-aligned instructional practices.	leadership team can identify trends and patterns in instruction. The data is used to drive professional learning: for example, common needs or "glows and grows" from walkthroughs inform the agendas of teacher Professional Learning Communities (PLCs) and coaching plans. Each quarter, leaders (in collaboration with teacher leaders) revisit the walkthrough norms and look-for indicators, refining them as teachers become more skilled with the curriculum and as instructional focus areas evolve. This practice aligns with implementation research that calls for regular use of classroom instruction data and teacher input to continuously improve the quality of HQCM implementation	Veteran teacher leaders are empowered to co-lead walkthroughs and assist in calibrating feedback, effectively distributing leadership and expertise in this process. The integrated data dashboard is used to celebrate and spotlight effective instructional practices (creating positive feedback cycles) and to guide annual district-wide refinements. Over time, the organization sustains and grows this process by continually innovating on the tool and approach – for example, updating look-fors to reflect new insights about HQCM or instructional best practices – while keeping it tightly aligned to the core instructional vision.

3. Curriculum Based Professional Learning

Curriculum Based Professional Learning (CBPL) equips educators to internalize and use HQCM to provide strong instruction to meet their students' unique needs. Continuous, job-embedded learning, deeply rooted in the materials, builds a collective understanding of high-quality instruction and fosters collaboration and teacher efficacy. CBPL helps teachers learn the structure and instructional routines embedded within **HQCM** to build knowledge & skills to engage every student in high-quality, grade-level work. **During intellectual prep, teams internalize the next unit:** clarify goals (standards, assessments, unit arc); analyze texts and tasks to bring out the intended student thinking; anticipate likely misconceptions; **plan supports that maintain rigor** (UDL, scaffolds for diverse learners); and **design quick checks for understanding so evidence of student learning drives instructional next steps.**

Considerations:

- Is PL explicitly tied to the structure, content, and pedagogy of the adopted HQCM (units, lessons, assessments, look-fors)?
- Do teams regularly **internalize** upcoming units/lessons with an agreed protocol (for example: goals → tasks → anticipate → supports → rehearsal → evidence)?
- Do schedules reliably protect co-planning/PLCs, coaching cycles, **peer learning walks**, and brief **feedback windows**—and are roles/staffing aligned so this time truly happens?
- Are learning pathways tailored for novices, experienced teachers, coaches, and leaders (e.g., lesson study, lab classrooms, content-specific coaching)?
- Are coaching cycles frequent, **non-evaluative**, and action-oriented—using shared look-fors, **descriptive observation notes, co-constructed** bite-size next steps, and check-ins on **evidence of growth** in practice and student learning?
- Do **shared observation notes**, student work, and assessment trends drive PLC/CBPL agendas—and are look-fors refined as teacher expertise grows?
- Does CBPL build capacity to keep **grade-level expectations** while planning **just-in-time supports** that maintain rigor for **MLLs** and **differently abled students (DAS)**?
- Do educators **share input** on CBPL usefulness, and are teacher leaders empowered to **co-facilitate, calibrate, and improve** the system?

CURRICULUM BASED PROFESSIONAL LEARNING				
Indicators	**Descriptors**			
	Program Installation	**Initial Implementation**	**Skilled Implementation**	**Sustainability & Innovation**
Educator Professional Learning	**Create a curriculum-based, job-embedded Professional Learning plan** in the first weeks of selecting HQCM. The plan builds educators' HQCM literacy (design principles, content, key instructional routines, and goals) and establishes **why deep lesson internalization (intellectual prep) is non-negotiable** for successful implementation	**Deliver content-specific, curriculum-aligned training** on the HQCM's structure and pedagogy. Sessions are grounded in the actual materials teachers will use (not generic strategies) and model high-leverage instructional routines. School leaders and coaches participate alongside teachers to calibrate understanding and develop common observation **look-fors** using an HQCM-aligned walkthrough tool.	**Differentiate ongoing professional learning by role, experience, and need**, embedding it into day-to-day practice (e.g. during PLC meetings, coaching cycles, and peer observations). Use aggregated data from classroom walkthroughs and student learning to adjust PL in real time and provide multiple entry points based on teacher skill/tenure. **Celebrate early wins** and growth to deepen teacher investment and confidence.	**Maintain a continuously updated ("evergreen"), data-driven Professional Learning plan** that supports continuous growth for all staff. New educators are onboarded quickly, while experienced teachers co-facilitate and even co-design professional learning. Implementation data to inform iterative refinements to PL content. **Structured peer-led training** and teacher-led workshops spread effective practices across the district, fostering a culture of continuous improvement and innovation.
Collaborative Planning and Learning	**Launch structured Professional Learning Community (PLC) time** with protected common planning time and clear protocols, defining roles such as facilitator, timekeeper, and note-taker. Teams begin unpacking HQCM design, pacing, and assessments, but use is often mechanical —	Teachers move from reading scripted lessons to using the protocol for collaborative internalization of units and lessons. Coaches or lead teachers co-facilitate PLCs, modeling differentiation strategies (scaffolds, strategic grouping, questioning) that preserve rigor.	PLC work becomes routine and strategic. Teachers guide planning discussions, analyze student work, and refine lessons to maximize impact on learning. PLC agendas are informed by data (walkthrough results, assessments), and teachers adjust instruction based on identified	Collaborative planning reflects invested use: educators bring expertise to PLCs not only for their own planning but to support peers in maximizing student learning. Teacher teams innovate with scaffolds, extensions, and strategies tailored to learners, then document and share

	following the protocol as written to build habits and shared understanding. The emphasis is on fidelity to routines and consistent engagement with the curriculum's structure.	Expectations shift from mechanical protocol use to emerging routine practice, as teams anticipate student responses and begin adapting instruction strategically to meet diverse needs.	trends. Coaches shift into supportive roles, providing just-in-time help. Teachers now show agency in making curriculum-aligned decisions that strengthen rigor and access, moving beyond fidelity to deliberate, strategic collaboration.	effective practices across schools. PLCs become engines of continuous improvement, with teacher-led knowledge sharing sustaining rigor and spreading innovation system-wide.
Instructional Coaching	**Establish a culture of coaching for all educators** to support HQCM implementation. Communicate that coaching is **non-evaluative and growth-oriented**, focused on continuous improvement. Early on, coaches prioritize relationship-building and launch 1-2 voluntary pilot coaching cycles with willing teachers to model how the coaching process works and to build trust in this support structure.	**Engage every educator in coaching cycles** focused on high-leverage HQCM practices. Each teacher participates in at least one full coaching cycle (including co-planning, lesson rehearsal, classroom observation, and feedback). Coaches work with teachers in content or grade-level teams and model effective adaptations of the curriculum. They use evidence like student work and walkthrough data to set targeted goals for each cycle, so feedback is specific to instructional needs.	**Normalize instructional coaching as a routine part of professional learning.** Multiple coaching cycles occur for teachers throughout the year. Peer observations, co-teaching opportunities, and video-based reflections become the norm, creating a collaborative coaching climate. Data systems (e.g. dashboards of observation trends or student progress) help identify needs and inform coach assignments. Experienced teachers begin to **co-facilitate coaching cycles,** effectively acting as peer coaches and building internal capacity.	**Differentiate coaching supports and broaden teacher leadership.** A tiered coaching model offers varying levels of support – from intensive one-on-one coaching for those who need it, to light-touch check-ins, to structured **peer coaching** led by teacher-leaders. Talented teachers are encouraged and trained to become coaches, expanding the coaching pool. The impact of coaching is continuously tracked (in shifts in teacher practice and student outcomes), and those data inform refinements to the coaching model and to onboarding of new staff, ensuring the coaching

				program stays responsive and effective.
Feedback Structures	Establish clear, non-evaluative feedback systems to support HQCM use. Expectations and norms for a safe, growth-focused culture are set, and an HQCM-aligned walkthrough tool with defined look-fors is adopted. Users learn the tool together to ensure consistent application. A simple data collection plan (e.g., schedule of classroom walkthroughs, student work reviews, teacher surveys) is developed to capture baseline implementation. Peer observation seeds are introduced lightly—leaders may model observing one another or invite teachers to shadow walkthroughs—to normalize feedback as a shared learning process.	Regular formative feedback loops for teachers are launched. Walkthroughs happen frequently, and trend data guide coaching. Observers provide strengths-based, actionable feedback within 48 hours, framed to encourage reflection rather than defensiveness. Growth mindset norms are reinforced by spotlighting "bright spots." Peer observation becomes active here: teachers are invited to observe colleagues' lessons, focusing on identified look-fors. These experiences highlight effective practices and begin building teacher trust that feedback is supportive and collaborative.	Teacher ownership of feedback and data use deepens. Educators actively request coaching aligned to their goals, reflecting a mature growth mindset culture. Multiple data sources (walkthroughs, assessments, student work, surveys) are aggregated into dashboards or reports for teachers and PLCs to review. Teams analyze patterns (e.g., discourse levels, pacing) and adjust instruction collaboratively. Peer observation is now embedded in team routines—teachers regularly observe one another and bring back insights to PLCs. Feedback feels purposeful, data-driven, and tied directly to student learning outcomes, which reinforces buy-in.	Feedback systems operate as continuous improvement cycles. Data from visits, student outcomes, climate surveys, and teacher input automatically trigger "just-in-time" support—such as mini-PL sessions or grade-level coaching playlists. Annual reviews of feedback tools and protocols are co-designed by leaders and teachers to refine practices. Peer observation is now teacher-driven: teacher-leaders set new look-fors, organize learning walks, and facilitate reflection. The system sustains itself as a culture of peer-led innovation, ensuring that every student group benefits from instructional improvements.

4. Meaningful Instruction

Meaningful Instruction is the goal of HQCM: every student engages daily in complex, grade-level work that affirms identity and sparks curiosity. Teachers draw on their professional expertise to use HQCM, selecting meaningful contexts and varied methods that sustain student interest while meeting diverse needs. Scaffolds provide access without reducing rigor, ensuring all students grapple with challenging texts and tasks. Real-time evidence from student work and assessments drives quick adjustments. When grade-appropriate assignments are paired with strong instruction, engagement, and high expectations, learning accelerates and gaps narrow—making student engagement and belonging the center of meaningful instruction.

Considerations:

- Are educators—including special education and MLL teachers—regularly co-planning and internalizing upcoming units and lessons so they can anticipate misconceptions and plan supports that maintain rigor?
- Do daily and weekly schedules guarantee time for teachers to engage in meaningful, standards aligned planning, student work analysis, and reflection?
- Do educators hold high expectations for all students and design lessons that are instructionally sound and intellectually rich? Do teachers invite productive struggle and provide scaffolds as access rather than reducing complexity?
- Do educators select and utilize complex, grade level texts that are appropriately challenging but not overly frustrating? Do they intentionally choose texts that represent varied perspectives and allow students to see themselves and others in the curriculum?
- Do educators model and guide the reading of complex, grade level texts during class time, and then provide opportunities for students to engage independently with those texts? Are frequent checks for understanding built into lessons so teachers can adjust instruction based on real time evidence?
- Do teachers design opportunities for students to absorb and process complex content through reflection, discussion and collaborative tasks? Are students encouraged to explain their reasoning, ask questions and contribute to a community of learners?
- Do educators have ownership of instructional decisions and opportunities to share input on the effectiveness of HQCM and professional learning? Are students' experiences and feedback used to refine instruction, so it remains engaging and culturally sustaining?

MEANINGFUL INSTRUCTION				
Indicators	**Descriptors**			
	Program Installation	**Initial Implementation**	**Skilled Implementation**	**Sustainability & Innovation**
Internalization of Curricular Units	Grade/content teams and leaders adopt a shared, HQCM-aligned internalization protocol and protect weekly time for teams to study upcoming units, examine standards and assessments, and understand the unit arc. Protocols are used in a compliance-based manner and occurs randomly or as time allows.	Grade/content teams use the protocol to unpack upcoming units and lessons, rehearse key lesson segments, anticipate likely misconceptions, and plan access supports that keep the task's cognitive demand intact; leaders and coaches co-facilitate and refine pacing from early feedback.	Grade/content teams make strategic decisions about curriculum implementation to maximize impact on learning. Unit and lesson internalization cycles happen before every unit in every course: teams bring student work and quick assessment evidence to fine-tune explanations, scaffolds, and discourse moves; teacher leaders increasingly run the sessions and feed trends into PLC and coaching priorities.	Everyone in the system, from district leaders to classroom teachers, can confidently use, model, and support the internalization protocol. Strong instructional practices are reinforced in PLCs, coaching, or in a walkthrough conversation. Teachers skilled in internalizations spread their expertise, so new and experienced teachers alike sustain meaningful, engaging instruction built from the HQCM.
Quality of HQCM Use (Engagement with grade-level materials as intended by HQCM)	Baseline observations often show reliance on worksheets or simplified texts, with tasks focused on recall rather than deep thinking. To build momentum, leaders and teachers jointly observe tasks and model HQCM routines across subjects (e.g., complex problem-solving, authentic texts, scientific investigations). Expectations emphasize	Teachers begin using HQCM regularly across content areas, moving beyond mechanical fidelity to emerging routine use. Lessons incorporate grade-level texts, problems, and investigations as the foundation of instruction. Teachers design tasks that require grappling with complex ideas, ask open-ended questions, and shift the	HQCM becomes the daily foundation for instruction across all subjects. Teachers demonstrate routine use by strategically facilitating analysis, argument, synthesis, and evidence-based discourse while embedding scaffolds that maintain rigor. PLCs routinely examine student work and assessment results to adjust instruction, ensuring access without reducing demand. Teachers' instructional decisions are now guided by	All teachers are invested users of HQCM, demonstrating expertise in both internalization and instructional moves that maximize impact. Students engage daily in complex texts, problems, and cross-disciplinary tasks that build independence and disciplinary thinking. Peer discussion, reflection, and critical analysis are the norm, with students co-leading academic conversations and monitoring their own growth. Real-time data links HQCM use to outcomes reinforcing a culture of invested practice where high-quality, inclusive instruction is sustained and continuously refined across the system.

	mechanical use of HQCM — implementing lessons as written and ensuring daily exposure to grade-level, cognitively demanding activities. Early walkthroughs focus on fidelity: are students engaging with the materials as intended?	cognitive lift to students through modeling, strategic questioning, and structured discourse. Walkthroughs now look for evidence of student thinking — students, not teachers, doing the majority of reading, reasoning, and problem-solving.	both curriculum design and student evidence, signaling a shift from simple use to deliberate, strategic implementation.	
Meeting the Needs of All Learners	Teams identify learners who are not accessing grade level content and adopt a nonnegotiable that strong instruction through the use of HQCM will drive all grade level instruction. Teachers and curriculum leaders' inventory built in supports (language routines, multiple representations, manipulatives, quick check prompts) and commit to using scaffolds as **access, not reduction.** Early professional learning addresses the myth that HQCM cannot meet all students' needs by modeling a growth mindset belief that every student can succeed with the right supports.	Using a common UDL/MTSS adaptation protocol, PLCs plan and utilize targeted supports—sentence frames, graphic organizers, manipulatives, strategic grouping—while guarding cognitive demand. Teachers and coaches link these practices to a shift from "rescue" to "rigor with support." Quick cycles of analyzing student work lead to rapid refinements, reinforcing feedback and scaffolding close gaps more effectively than fallback texts.	Scaffolds are now planned, monitored, and faded based on frequent checks for understanding. Dashboards show that multilingual learners and differently abled students, and other students spend most of their time in grade level tasks. PLCs analyze trends, celebrate growth, and refine supports. Evidence indicates staff have shifted from thinking "some can" to "all will." Walkthrough feedback highlights asset based, instructionally responsive moves that leverage student strengths and maintain high expectations.	Grade-level access is the norm. Students can articulate how specific supports help them learn academic content and co-design new accommodations. Annual student learning reviews and student-voice surveys drive upgrades such as bilingual glossaries or adaptive technology or universally designed tools. Teachers support peers, reinforcing a collective belief that high-quality work plus smart scaffolding yields success for everyone—cementing a school culture of belonging, growth, and high expectations.

Promoting a Culture of Student Belonging	Teachers examine instructional routines within HQCM to highlight practices that promote student belonging. They gather baseline data on student belonging and participation (surveys, discussion protocols) and deliver an introductory, asset based professional learning session linking cultural responsiveness to coherent, grade level work. The shared message: HQCM used with skillful implementation will be the primary vehicle for every student's success.	PLCs plan for integrating belonging by giving every student access to grade-appropriate assignments, strong instruction, deep engagement, and high expectations. Class norms for respectful, student led discourse are co-constructed with learners. Leaders and coaches conduct nonevaluative observations focused on inclusive questioning, language supports and providing timely feedback and modeling growth mindset.	Grade-appropriate tasks appear in most classrooms every week. Teachers analyze participation, work samples, and formative results by subgroup to adjust supports and maintain grade level challenge while student focus groups help refine instructional moves. Classroom communities proactively use norms to resolve conflict and maintain both belonging and high expectations.	Student belonging practices are fully embedded in school culture. Students help design task facilitation and supports tied to local contexts. Leaders share disaggregated gains and sharpen goals for strong instruction and practices that value student belonging. Instruction remains challenging, affirming, and engaging for every learner.
Assessment	Early conversations emphasize that assessments are tools for understanding student thinking—"What can these results tell me about student thinking?" Schools adopt comprehensive assessment system (diagnostic, formative, benchmark, summative) across subjects and map each measure to grade level standards and learning goals.	Teachers establish shared practices for collecting and analyzing exit tickets, performance tasks, and unit checks. PLCs compare evidence of learning to success criteria, surface trends and design quick reteach or enrichment moves based on what the evidence shows students need next. Early data conversations focus on calibration to ensure scoring and interpretation	Use HQCM and other assessment data trends to inform instructional change. A clear assessment cadence feeds simple dashboards that flag progress and unfinished learning results feed simple dashboards that flag progress toward standards and highlight unfinished learning. Teachers adjust grouping, scaffolds, and pacing and embed "just-in-time" formative checks to keep cognitive demand high.	Assessment practices are reviewed annually for alignment to shifting standards and student needs. Students analyze their own data, set goals, and reflect on growth, signaling a mature culture of ownership. Lessons-learned inform district-wide refinements and provide support for all teachers.

Capturing Strengths, Needs, and Next Steps: HQCM Implementation Needs Assessment

District/School Name: _____ Content: _____

ILT Members:

HQCM Implementation System	**Strengths** *Based on your ratings for the indicators, what are your areas of strength for the four systems?*	**Needs** *Based on your ratings for the indicators, what are your areas of need for the four systems?*	**Which indicator(s) are a priority for the system? What immediate next steps may inform improvement planning?**
Leadership			
Operations			
CBPL			
Meaningful Instruction			

Determining Next Steps: Crafting Short-term and Long-term Goals *If necessary, update your Comprehensive School Improvement Plan (CSIP)/School Improvement Plan (SIP) accordingly*	
1. Analyze the strengths and needs identified in each of the four systems above to determine the 1-2 short-term goal(s) for enhancing HQCM implementation this academic year. What strategies or action steps are necessary to accomplish these goals? How will progress be monitored for the remainder of this academic year?	
2. Identify 1-2 goal(s)s for enhancing HQCM implementation that, based on your local context, will require additional time to plan for and implement. What long-term goal(s) will need to be incorporated into your CSIP/SIP for the next academic year? What 3-4 strategies or action steps are necessary to accomplish these goals? How will progress be monitored?	

Appendix C: HQCM Professional Learning Educator Competencies

Having access to high-quality curriculum materials is an important component of increasing equitable access to coherent, instructionally sound, and grade-level standards aligned education that prepares every student for college and careers. Research indicates that providing educators with high-quality, standards aligned curriculum materials leads to improved student learning outcomes, given that educators are prepared and supported in skillfully and effectively teaching with these materials (Blazar et al., 2019; SREB, 2017; Taylor et al., 2015). The Rhode Island High Quality Curriculum Materials (HQCM) Professional Learning Educator Competencies articulate the key knowledge, mindsets, and skills educators should possess in order to effectively implement high quality curriculum materials. These competencies guide the practices and professional learning opportunities for both current in-service educators as well as Education Preparation Providers (EPPs) and aspiring educators.

The HQCM Professional Learning Competencies set the bar for what educators and educator candidates work towards as they implement HQCM in their classrooms, including

- **why** and **how** HQCM contributes to better learning outcomes for all students,
- how to **effectively plan** for instruction utilizing HQCM,
- how to **effectively deliver** instruction utilizing HQCM.

Furthermore, the purpose of the HQCM Professional Learning Competencies is to

- clearly communicate to educators the **skills** and **expertise** they can expect to grow and develop through their preparation and professional learning, where HQCM are consistently used
- provide a **framework** and **clear expectations** for professional learning providers (including LEAs, EPPs, Vendors, RIDE, etc.) on appropriate/coherent skill development for educators implementing HQCM
- support with **meaningful partnerships** between districts and prep programs

How to Read the Competencies

The first table contains the competencies and educator mindsets necessary to implement the competencies with integrity. The second table contains the knowledge and skills that should be taught in educator preparation programs and in professional learning opportunities. The term “educators” refers to teachers, administrators, and support professionals. Clinical supervisor and mentors refer to individuals who supervise and support pre-service teachers in their clinical experience.

Educator Competencies and the Mindsets Educators Should Hold *Educator mindsets can impact students' performance and learning experiences.*	
Competency I	**Educator Mindset**
Educators can articulate **how HQCM contributes to better learning outcomes for all students and are able to discern HQCM from non-HQCM by:** ● Identifying and precisely describing the key components of HQCM ● Identifying and precisely describing the progression of the Rhode Island Standards and how they are supported by HQCM ● Identifying and using reputable tools (e.g., Edreports or state-specific tools) to determine if instructional materials are of quality ● Knowing the research on the impact of HQCM when skillfully implemented	● HQCM addresses equity and attends to the academic needs of all students by: ○ Providing equitable access to grade level instruction aligned to the Rhode Island Standards ○ Providing access to resources, tools, and strategies to support diverse learners ● Educators hold high expectations for student performance on Rhode Island grade-level standards
Competency II	**Educator Mindset**

Educators **can effectively plan for instruction utilizing HQCM by:** ● Understanding how the lessons, units, and supplemental resources within the adopted HQCM are structured and support the Rhode Island Standards ● Understanding the arc of learning across the year and how lessons and unit sequences build upon one another to build knowledge and understanding ● Understanding how to use assessment data to plan for the learning needs of each student ● Internalizing the content by reading the texts, completing the questions/problems students will complete, and identifying and addressing gaps in one's own understanding of the content ● Understanding how units and lessons are culturally responsive to the students being served and how to plan for impactful incorporation of culturally relevant connections	● Educators believe that student achievement outcomes are supported by the arc of learning within HQCM ● Educators believe that the diverse needs of students should be addressed through intentional planning and use of curricular materials ● Educators believe that effective preparation is necessary to implement HQCM ● Educators recognize their own cultural experiences and potential biases and the impact these have on their instructional and assessment practices
Competency III	**Educator Mindset**
Educators **can effectively deliver instruction utilizing HQCM by:** ● Implementing the curriculum as designed, making adjustments in response to students' learning needs ● Utilizing formative assessments during lessons to identify conceptual and learning gaps and adjusting lessons accordingly ● Providing framing that makes clear the value of the material to students' lives and inviting students' perspectives	● Educators are receptive to feedback on instruction practices ● Educators believe in the power of continuous learning for themselves and their students

<table>
<tr><th colspan="3">Competency I
Educators can articulate how HQCM contributes to better learning outcomes for all students and are able to discern HQCM from non-HQCM</th></tr>
<tr><td colspan="3">Pre-Service Educator Training Supported by Educator Preparation Programs</td></tr>
<tr><td rowspan="2">Coursework Expectations</td><td>Knowledge</td><td>Skills</td></tr>
<tr><td>Educator preparation coursework…
● teaches candidates to identify key components of HQCM
● prepares candidates to be fluent with the Rhode Island state standards
● evaluate candidates’ ability to discern HQCM from non-HQCM
● exposes candidates to multiple HQCM and provides significant time for candidates to analyze these materials
● teaches candidates that HQCM have coherence and alignment to academic standards, support developmental progressions of learning, and incorporate high-leverage pedagogical approaches</td><td>Educator preparation coursework…
● provides opportunities to practice identifying and discerning HQCM from non-HQCM using tools (e.g., Edreports, RIDE Foundational Skills Review)
● provides opportunities to practice preparation and delivery of multiple Rhode Island-approved HQCM</td></tr>
<tr><td rowspan="2">Clinical Expectations</td><td>Knowledge</td><td>Skills</td></tr>
<tr><td>Candidates…
● are placed in early clinical experience settings where HQCM is implemented effectively
● analyze the instructional materials used in clinical settings</td><td>Candidates…
● prepare and deliver HQCM lessons
● provides opportunities to prepare and deliver a Rhode Island-approved HQCM with guidance of an in-service teacher.</td></tr>
<tr><td colspan="3">In-Service Educator Development Supported by Local Education Agencies</td></tr>
</table>

Professional Learning Expectations	Knowledge	Skills
	Professional learning… ● is grounded in the research regarding the impact of HQCM on equitable student outcomes ● addresses HQCM coherence and alignment to Rhode Island state standards ● provides school leaders (e.g., principals, directors of teaching and learning) the opportunity to understand HQCM so they can best prioritize and support their educators	Professional learning… ● provides opportunities to unpack HQCM (arc of learning, unit, lesson)

Competency II Educators **can effectively plan for instruction utilizing HQCM**		
Pre-Service Educator Training Supported by Educator Preparation Programs		
Coursework Expectations	**Knowledge**	**Skills**
	Educator preparation coursework… ● models how to plan for HQCM instruction utilizing internalization protocols ● measures candidates ability to plan utilizing HQCM through assignments and performance tasks ● prepares candidates to utilize formal and informal data to identify, anticipate student needs, and plan for instruction	Educator preparation coursework… ● provides opportunities for candidates to intellectually prepare for instruction using HQCM ● prepares candidates to identify and analyze scaffolds and supports based on data

	● prepares candidates to identify and select appropriate assessments that align to standards/expectations and demonstrate student learning	● prepares candidates to pace lessons within a unit based on an understanding of the arc of learning
Clinical Expectations	**Knowledge**	**Skills**
	Clinical experiences provide candidates opportunities to… ● observe and co-plan utilizing HQCM with clinical educators ● receive feedback from clinical supervisors and mentors that addresses their ability to effectively plan for instruction utilizing HQCM	Clinical experiences provide candidates opportunities to… ● collaboratively prepare for instruction at the unit- and lesson-level utilizing HQCM ● select and administer assessments
In-Service Educator Development Supported by Local Education Agencies		
Professional Learning Expectations	**Knowledge**	**Skills**
	Educator professional learning… ● provides models for curriculum-specific planning and instructional design ● addresses how the HQCM learning goals connect to the district vision and student achievement goals ● develops educator's ability to review data to make intentional instructional decisions ● addresses the content knowledge needed by both educators and students to meet the expectations of the Rhode Island Standards ● receive regular feedback to effectively plan for the delivery of lessons and units from HQCM	Educator professional learning… ● prepares educators to engage learners' assets, experiences, interests, and cultures using the curriculum ● prepares instructional leaders (e.g., principals, coaches) to deliver feedback regarding planning and implementing HQCM ● cultivates an asset-based culture within the school

<table>
<tr><th colspan="3">Competency III
Educators can effectively deliver instruction utilizing HQCM</th></tr>
<tr><td colspan="3">Pre-Service Educator Training Supported by Educator Preparation Programs</td></tr>
<tr><td rowspan="2">Coursework Expectations</td><td>Knowledge</td><td>Skills</td></tr>
<tr><td>Educator preparation coursework…
provides models of expert teachers delivering instruction utilizing HQCM (e.g., exemplar videos, site visits to classrooms, faculty modeling HQCM instruction)
addresses how curriculum-specific observation tools drive feedback</td><td>Educator preparation coursework provides opportunities for candidates…
to rehearse HQCM instruction and receive feedback</td></tr>
<tr><td rowspan="2">Clinical Expectations</td><td>Knowledge</td><td>Skills</td></tr>
<tr><td>Clinical experiences provide opportunities for candidates to…
experience clinical educators effectively delivering HQCM instruction, as measured by curriculum-specific observation tools
utilize data to inform instructional decisions</td><td>Clinical experiences provide opportunities for candidates to…
deliver HQCM instruction
be assessed on their ability to deliver HQCM instruction
reflect on the implementation of instructional materials and the impact on student learning
synthesize and implement feedback from clinical supervisors and mentors to deliver HQCM-aligned instruction</td></tr>
<tr><td colspan="3">In-Service Educator Development Supported by Local Education Agencies</td></tr>
</table>

Professional Learning Expectations	Knowledge	Skills
	Professional learning… ● addresses the instructional sequence of lessons within the HQCM ● models effective lesson delivery as suggested by the HQCM ● models effective and efficient adjustments to HQCM delivery in response to student learning ● includes school leaders in HQCM implementation professional learning ● models effective and appropriate feedback regarding implementation of HQCM	Educators… ● draw upon students' content, cultural, and linguistic backgrounds in order to enhance lessons without undermining the coherence and rigor of the lesson ● receive regular feedback that supports them to refine their delivery of lessons from HQCM ● implement assessments/performance tasks to effectively assess HQCM-aligned instruction ● reflect on their implementation of instructional materials and analyze the impact on student learning including assessment data ● analyze data to align and provide coherent professional learning opportunities

Definitions (More to come)

- **Instructional coherence**: the alignment and coordination of all components of a student's academic experience, ensuring that every aspect of instruction is tightly linked and designed to enhance learning. It aims to maximize and accelerate student learn ing by providing clear and mutually reinforcing messages about what to teach and how to teach it. Instructional coherence is c rucial for effective teaching and learning, as it enables educators to channel their expertise into delivering high-quality instruction that meets the specific needs of their students.

- **Implementation with integrity**: using the high-quality curriculum as it was intentionally designed; ensuring lessons follow the structure, progression, and rigor built into the materials; maintaining alignment to academic standards; and planning thoughtfully to preserve core learning goals. Implementation with integrity balances honoring the curriculum's design with empowering educators to make purposeful choices that support meaningful, equitable learning for all students

- **Culture:** the day-to-day conditions learners experience: belonging, psychological safety, high expectations, equitable participation, and respectful routines that support grade-level learning.

- **Student** Voice: authentic input from learners (and, when relevant, families and staff) about what helps or hinders access and learning—and visible action taken in response.

- **Language development instruction**: purposeful teaching of academic language through core content (e.g., explain/justify, vocabulary, syntax, interaction). It is instruction, not a "support" to fade.