

Project Overview

TEA will release the Leadership and Instructional Foundations for Texas (LIFT) Program and State Approved Provider List in October 2025, concurrent with the release of the LASO 4 Grant application.

The Texas LIFT Program integrates key aspects of:

- Texas Instructional Leadership
- Strong Foundations Planning
- Strong Foundations Implementation
- Texas Lesson Study

Benefits of being an approved LIFT provider include:

- Wraparound training for approved provider personnel
- Ongoing coaching and support from TEA
- The opportunity to build expertise in [SBOE-approved HQIM](#) and leverage research-backed instructional practices to support participating districts
- The opportunity to contract with school systems that are awarded LASO 4 grant funds

Becoming an Approved LIFT Provider

Timeline

Application Opens:	Early June, 2025
Application Due:	Monday, July 14, 2025, at 11:59 p.m. CT
Reviews window:	Late July through late August 2025
Approved providers announced:	Late September 2025
Approved LIFT Provider List Launches:	Monday, October 6, 2025

Scoring and Application

Providers who wish to become an approved LIFT provider must apply through the process described in this document.

The LIFT provider application has three components:

1. The eligibility screener

2. The application
3. The public profile information

Eligibility Screener

The [eligibility screener](#) is designed to make the application more efficient by eliminating applicants who do not meet the basic requirements. Applicants must answer “yes” to ALL eligibility screener questions to pass to the full application. Applicants who answer “no” to one or more of the eligibility questions will be automatically exited from the application process.

Application

The application is designed to assess providers’ ability to provide a comprehensive, cohesive, and high-quality set of LIFT services to Texas educators. The application has five sections of indicators (see table below).

What	Indicators	What You’ll Submit
HQIM expertise in RLA <i>and</i> math	H.1, H.2	HQIM expertise templates (1 RLA <i>and</i> 1 math)
Overarching approach to professional learning and capacity building	O.1, O.2, O.3, O.4	Executive summary
Approach to ongoing cycles of professional learning and capacity building for leaders	L.1, L.2, L.3, L.4, L.5, L.6, L.7	Service artifacts (up to 400 pages)
Approach to ongoing cycles of professional learning for teachers	T.1, T.2, T.3, T.4, T.5	
Use of data to measure impact, plan, and improve	D.1, D.2, D.3, D.4, D.5, D.6	
<i>OPTIONAL: Additional HQIM expertise</i>	H.1, H.2	<i>Additional HQIM expertise templates</i>

Applicants must pass each section of indicators to be an approved LIFT provider. The [HQIM expertise indicators](#) (H.1 and H.2) are reviewed first. If a provider fails these indicators, the rest of their application will not be reviewed.

Each indicator in the application is scored on a 3-point scale. Scores are determined as follows:

- 2 points: The evidence provided meets the indicator and is high-quality.

- 1 point: All criteria are met but with mediocre quality, OR most criteria are met but with high quality.
- 0 points: None of the criteria are present, OR ALL examples that are present are not high quality.

Public Profile Information

Each *approved* provider will be featured on a website that Texas districts can use to search for providers who are the best fit for their local context. Texas LEAs who receive LASO 4 grants may use that funding to offset the cost of partnering with an approved provider. The public profile information portion of the application is used to populate each approved provider's profile page. This information is *not* scored by reviewers.

Overview of Indicators

Eligibility Screener

Total Indicators: 13		
Applicants must answer yes to ALL eligibility screener questions to pass to the full application.		
E.1	Applicant understands that approved LIFT providers will be required to support Texas LEAs to adopt and implement at least one math <i>and</i> at least one RLA high-quality instructional material (HQIM) that have been approved through the Texas State Board of Education's (SBOE) Instructional Materials Review and Approval (IMRA) process.	Y N
E.2	Applicant understands that approved LIFT providers are expected to deliver the LIFT program to school systems as designed and/or within approved customizations to meet district needs and context. This includes face to face trainings, coaching and implementation support check-ins, and on site implementation visits and/or walkthroughs.	Y N
E.3	Applicant understands that approved LIFT providers must have an established instructional leadership development program at their organization.	Y N
E.4	Applicant has experience in the last five years providing campus and district leaders and teachers at a minimum of 5 LEAs <i>or</i> 20 campuses with multiple cycles of face-to-face training, job-embedded coaching, and HQIM implementation support (math and RLA) as part of a comprehensive professional learning model.	Y N
E.5	Applicant understands that approved LIFT providers are expected to offer a LIFT program contract option that would be fully covered by the amount of money awarded in the LASO 4 grant. Exact award amounts will not be available until the launch of the LASO 4 grant in October, 2025.	Y N
E.6	Applicant understands that approved LIFT providers must achieve certification in training requirements for the LIFT grant program prior to beginning work with contracted LEAs. Training requirements will be aligned to the LEA activities in the LIFT grant program, such as Research Based Instructional Strategies (RBIS) in Math and Literacy, Observation & Feedback, Schoolwide Culture Routines, Assessment & Evaluation Systems, Professional Learning Communities (PLCs), Bluebonnet	Y N

	Learning Products, Instructional Frameworks, High-Quality Instructional Materials (HQIM) Adoption, Change Management & Strategic Planning.	
E.7	Applicant understands that approved LIFT provider staff members must attend all on-going training and support sessions with TEA to maintain certification requirements.	Y N
E.8	Applicant understands that approved LIFT providers must be able to provide face to face training and the majority of coaching and implementation support connections in person. Some virtual engagements are acceptable within LEA contracts/agreements.	Y N
E.9	Applicant understands that approved LIFT providers are expected to designate a “LIFT Lead” to be the main point of contact for the organization for the program. This point of contact is expected to also manage the district and campus coaches delivering the LIFT program in school systems. LIFT Leads are expected to engage in eight annual “LIFT University” conferences to receive program updates and professional development in a group setting. Some of these conferences expect in person attendance. Costs of conference attendance will be paid by the approved provider, including airfare, hotel, and other potential costs.	Y N
E.10	Applicant understands that approved LIFT providers must plan to attend individual check-ins and step-back meetings with the TEA to discuss progress, program implementation in school systems that have received LASO grant awards, and upcoming action steps to improve program implementation.	Y N
E.11	Applicant understands that approved LIFT providers are expected to share LIFT program data and information with the TEA upon request, including but not limited to survey/satisfaction data, fidelity of program implementation data, and coaching action step implementation.	Y N
E.12	Applicant understands that approved LIFT providers must comply with all pertinent laws and regulations regarding student privacy and electronic information.	Y N
E.13	If the approved LIFT provider no longer meets the requirements of law and rule, or does not meet intended student outcomes, TEA reserves the right to remove them from the list of approved providers.	Y N

Be aware that school systems receiving LASO 4 funds will receive the following guidance to include in their contracts with approved providers:

Districts should follow guidance on *Equal Treatment of All Persons and Biological Sex and No Preferred Pronouns* guidelines when working with providers.

- *Equal Treatment of All Persons: Consistent with Article I, Section 3a of the Texas Constitution, the Fourteenth Amendment to the United States Constitution, federal and State law, and Executive Order No. GA-55, Subrecipient represents and warrants that: 1. All conduct under this Subaward shall be administered and performed in a neutral manner without regard to race of persons; 2. Subrecipient shall not, in the specific performance of this Subaward, elevate one individual person over another, or advantage any one person over another, due to race; 3. Subrecipient shall not, in the specific performance of this Subaward, employ practices or engage in any advancement of the programs known as DEI, critical race theory,*

affirmative action, or other similar, divisive agendas; 4. Subrecipient's staff, agents, subgrantees, contractors, and subcontractors that are selected and employed in the specific performance of this Subaward shall be selected and employed solely on merit and the ability to perform; and 5. Subrecipient shall ensure that any subgrantees, contractors and their subcontractors participating in the specific performance of this Subaward represent and warrant to the provisions of this clause.

- *Biological Sex and No Preferred Pronouns: Subrecipient represents and warrants that it shall ensure that all actions in specific performance of this Subaward shall comply with federal and state law and reflect that there are only two sexes. Subrecipient's employees, officers, representatives, subgrantees, contractors, subcontractors, and agents shall not, in performance of this Subaward, present, direct, request, or suggest the use of preferred personal pronouns in professional correspondence or presentations.*

HQIM Expertise¹

Total Indicators: 2		
Minimum Passing Score: 4 out of 4 points ²		
H.1	RLA: Provider demonstrates an understanding of the HQIM's approach, design principles, and structure/components.	0
		1
		2
H.2	Math: Provider demonstrates an understanding of the HQIM's approach, design principles, and structure/components.	0
		1
		2

Overarching Approach to Professional Learning and Capacity Building

Total Indicators: 4
Minimum Passing Score: 6 out of 8 points

¹ HQIM are defined as instructional materials that have been [approved](#) by the Texas State Board of Education through their Instructional Materials Review and Approval (IMRA) process.

² Application review will not continue unless the applicant scores 4/4 points on the HQIM expertise indicators for their initial two HQIM (one RLA and one math). Providers can choose to submit additional HQIM expertise templates after their primary submission. Those additional templates will still be evaluated against the H.1 (RLA) or H.2 (math) indicators. Each additional template needs to only score 2/2 points to pass. Passing or failing to prove expertise in additional HQIM does not impact an applicant's overall pass/fail decision.

O.1	Professional learning materials are specific to educators' roles (e.g., position, subject area, and grade level) and levels of expertise.	0
		1
		2
O.2	Professional learning repeatedly connects the HQIM to the content-specific vision for excellent instruction.	0
		1
		2
O.3	Professional learning builds or reinforces educators' beliefs that each and every student should have access to rigorous, grade-level instruction and that this can be achieved by having students engage with HQIM in Tier 1 instruction.	0
		1
		2
O.4	Professional learning incorporates opportunities for active engagement and collaboration and uses appropriate adult learning strategies in a variety of formats.	0
		1
		2

Approach to Ongoing Cycles of Professional Learning and Capacity Building for Leaders

Total Indicators: 7		
Minimum Passing Score: 10 out of 14 points		
L.1	Professional learning supports campus and district leaders, including principal supervisors, in defining or refining a shared, content-specific vision for excellent instruction for all students aligned to the TEKS and RBIS, communicating that vision, and understanding the role HQIM plays in achieving that vision.	0
		1
		2
L.2	Professional learning supports campus and district leaders, including principal supervisors, in developing and executing an adoption plan that results in the selection and procurement of SBOE-approved HQIM aligned to a vision for excellent, grade-level instruction aligned to the TEKS and RBIS.	0
		1
		2
L.3	Professional learning prepares campus and district leaders, including principal supervisors, to build coherence across their systems by examining and adjusting systems-level procedures, policies, and processes to monitor and support the implementation of the HQIM.	0
		1

		2
L.4	Professional learning equips campus and district leaders, including principal supervisors, to allocate essential resources and time necessary for a strong HQIM implementation.	0 1 2
L.5	Professional learning develops leaders' abilities to develop a comprehensive and coherent professional learning plan, anchored in the HQIM.	0 1 2
L.6	Professional learning supports campus and district leaders, including principal supervisors, to use relevant data, including student work, to monitor, support, and improve implementation.	0 1 2
L.7	Professional learning develops the ability of campus leaders to build a positive schoolwide culture and routines that supports student learning and HQIM implementation.	0 1 2

Approach to Ongoing Cycles of Professional Learning for Teachers

Total Indicators: 4 Minimum Passing Score: 8 out of 10 points		
T.1	Professional learning builds and reinforces teachers' understanding of what it means to implement their HQIM skillfully, including design principles and the arc of learning, and connects it back to a content-specific vision for excellent instruction aligned to the TEKS and RBIS.	0 1 2
T.2	Professional learning equips teachers to account for and navigate any publisher-specific logistical and technological considerations involved in classroom use of the HQIM, such as the components of the materials, how they are organized, and how teachers and students can access them.	0 1 2
T.3	Professional learning supports teachers with internalizing and rehearsing units and lessons with colleagues who teach the same content and HQIM, focusing on anticipating student thinking and	0

	responses and using HQIM-embedded supports to help each student access grade-level-appropriate content.	1 2
T.4	Professional learning equips teachers to reflect on student learning, including student work, from the HQIM to determine the extent to which students have met the learning objective.	0 1 2
T.5	Professional learning equips teachers to purposefully plan scaffolds and support, leveraging embedded resources in HQIM to ensure student access to grade-level content for all students, including students with diverse and/or individualized learning needs.	0 1 2

Use of Data to Measure Impact, Plan, and Improve

Total Indicators: 6		
Minimum Passing Score: 7 out of 10 points		
D.1	Provider has specific systems and processes in place to learn about clients' goals, resources, and requirements in order to tailor approaches and/or services to meet clients' needs.	0 1 2
D.2	Provider monitors and communicates the progress of work with clients, identifies areas where the project or deliverables are off-track, and adjusts course accordingly.	0 1 2
D.3	Provider evaluates the impact of its services. Provider uses these data to drive improvements to its services.	0 1 2
D.4	Provider evaluates facilitators for knowledge of content, content pedagogy, HQIM, instructional leadership, and adult learning practices. Provider has systems and processes in place to provide facilitators with training as needed.	0 1 2

D.5	Provider has a process to evaluate facilitator/coach effectiveness and uses that data to improve overall services and address individual facilitators' needs.	0
		1
		2
D.6	Provider has a process in place to stay up to date on changes to HQIM publication formats and content, and to stay informed on HQIM that are approved through the SBOE's Instructional Materials Review and Approval (IMRA) process.	0
		1
		2

Detailed Scoring & Evidence Guide

HQIM Expertise³

Total Indicators: 2

Minimum Passing Score: 4 out of 4 points⁴

Indicator H.1
RLA: Provider demonstrates an understanding of the HQIM's approach, design principles, and structure/components.
<p><i>2 points:</i></p> <ul style="list-style-type: none"> Provider is the author or publisher of the HQIM in which they claim to have expertise, or Provider has a letter of assurance from the author or publisher of the HQIM attesting to their expertise, or Provider describes the approach, design principles, and structure/components of the HQIM, and how it supports student achievements of grade-level content, and Provider's response is accurate, specific, and comprehensive. <p><i>1 point:</i></p>

³ HQIM are defined as instructional materials that have been [approved](#) by the Texas State Board of Education through their Instructional Materials Review and Approval (IMRA) process.

⁴ Application review will not continue unless the applicant scores 4/4 points on the HQIM expertise indicators for their initial two HQIM (one RLA and one math). Providers can choose to submit additional HQIM expertise templates after their primary submission. Those additional templates will still be evaluated against the H.1 (RLA) or H.2 (math) indicators. Each additional template needs to only score 2/2 points to pass. Passing or failing to prove expertise in additional HQIM does *not* impact an applicant's overall pass/fail decision.

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

0 points:

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

Sample Evidence Collection

Reviewers look for and record:

- The HQIM in which the provider claims to have expertise is from the Texas State Board of Education's [list of approved materials](#).
- The extent to which the provider describes the approach, design principles, and structure/components of the HQIM, and how the HQIM supports student achievement of grade-level content.
 - Is their response accurate?
 - Is it specific, or is it vague?
 - Is it comprehensive?
 - Does it include information about how the HQIM aligns with and supports student learning of the TEKS and Texas's [research-based instructional strategies \(RBIS\)](#)?
 - Does it include a description about what differentiates the HQIM from others?
 - If the provider is applying to support Bluebonnet Learning RLA or Bluebonnet Learning Foundational Skills, do they include a description of how Bluebonnet differs from related instructional materials (COVID Emergency Release V4 (CER 4.0), 2023–24, English Reading Language Arts (RLA); Amplify CKLA; Core Knowledge Foundation - Core Knowledge Language Art (CKLA))?

Indicator H.2

Math: Provider demonstrates an understanding of the HQIM's approach, design principles, and structure/components.

2 points:

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

1 point:

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

0 points:

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

Sample Evidence Collection

Reviewers look for and record:

- The HQIM in which the provider claims to have expertise is from the Texas State Board of Education's [list of approved materials](#).
- The extent to which the provider describes the approach, design principles, and structure/components of the HQIM, and how the HQIM supports student achievement of grade-level content.
 - Is their response accurate?
 - Is it specific, or is it vague?

- Is it comprehensive?
 - Does it include information about how the HQIM aligns with and supports student learning of the TEKS and Texas's [research-based instructional strategies \(RBIS\)](#)?
 - Does it include a description about what differentiates the HQIM from others?
 - If the provider is applying to support Bluebonnet Learning Math, do they include a description of how Bluebonnet differs from related instructional materials (Eureka Math TEKS Edition, Eureka Math, Carnegie Math)?

Overarching Approach to Professional Learning and Capacity Building

Total Indicators: 4

Minimum Passing Score: 6 out of 8 points

Indicator O.1
Professional learning materials are specific to educators' roles (e.g., position, subject area, and grade level) and levels of expertise.
<p><i>2 points:</i></p> <ul style="list-style-type: none"> Professional learning consistently takes into account participants' roles (e.g., position, subject area, and grade level), <i>and</i> Professional learning consistently takes into account participants' level of expertise <p><i>1 point:</i></p> <ul style="list-style-type: none"> Professional learning sometimes takes into account participants' roles (e.g., position, subject area, and grade level), <i>and</i> Professional learning sometimes takes into account participants' level of expertise <p><i>0 points:</i></p> <ul style="list-style-type: none"> Professional learning materials are <i>not</i> specific to educators' roles (e.g., position, subject area, and grade level) or levels of expertise.
<p>Sample Evidence Collection</p> <p>Reviewers look for and record:</p> <ul style="list-style-type: none"> Adoption

- Evidence that the audience for the professional learning includes a wide variety of stakeholders. This can include:
 - People who typically manage or influence the instructional materials selection/adoption process for a particular content area (e.g., CAO, Director of Curriculum & Instruction, Supervisor of Elementary RLA, RLA Instructional Coach, school-based RLA selection committee members, director of English Learners' programs, Director of Special Ed Services, administrators, teachers).
 - Content-area teachers.
 - School leaders.
 - Specialists.
- Evidence of the defined content area and grade levels that the professional learning is intended to address.
- Professional learning for teachers
 - Evidence that the audience of professional learning includes teachers with experience with the HQIM.
 - Evidence of what content area and grade levels the professional learning is intended to address.
 - Evidence that professional learning addresses teachers' experiences. For example:
 - How professional learning builds on teachers' current understanding of the HQIM.
 - How the professional learning addresses implementation challenges or concerns.
 - How the professional learning deepens teachers' understanding of the HQIM.
- Professional learning for leaders
 - Evidence that the audience for professional learning includes the appropriate stakeholders who manage and support teachers and/or HQIM implementation. This may include:
 - School leaders.
 - District personnel who support teaching and learning, including principal supervisors.
 - Curriculum specialists or instructional coaches.
 - Evidence of the content area and grade-levels that the professional learning is intended to address.
 - Evidence that the professional learning speaks to or differentiates for levels of expertise. For example:

- Leaders who are new to the HQIM.
- Leaders who have experience with the HQIM.
- Leaders who manage and support teachers vs. leaders who manage and support systems and processes for implementation.
- Evidence that the professional learning is specific to an HQIM.

Indicator O.2

Professional learning repeatedly connects the HQIM to the content-specific vision for excellent instruction.

2 points:

- Professional learning provides multiple/frequent opportunities for participants to connect the HQIM to the content-specific vision for excellent instruction.

1 point:

- Professional learning provides few/infrequent opportunities for participants to connect the HQIM to the content-specific vision for excellent instruction.

0 points:

- Professional learning provides *no* opportunities for participants to connect the HQIM to the content-specific vision for excellent instruction.

Sample Evidence Collection

Reviewers look for and record:

- Instances in which an explicit connection is made between HQIM and the content-specific vision for excellent instruction.
- Instances in which an explicit connection is made between HQIM and the TEKS and RBIS.
- Evidence of an underlying belief that *all* students deserve high-quality instruction and access to meaningful, grade-level work.
- Instances in which the professional learning highlights supports available to serve *each and every* student to engage in rigorous, grade-level content.

Indicator O.3

Professional learning builds or reinforces educators' beliefs that each and every student should have access to rigorous, grade-level instruction and that this can be achieved by having students engage with HQIM in Tier 1 instruction.

2 points:

- Professional learning builds and/or reinforces educators' beliefs that *all* students can be successful with rigorous, grade-level-appropriate work, *and* that this can be achieved by having students engage with HQIM in Tier 1 instruction.

1 point:

- Professional learning builds and/or reinforces educators' beliefs that *all* students can be successful with rigorous, grade-level-appropriate work, *but*
- Professional learning does *not* reinforce that this can be achieved by having students engage with HQIM in Tier 1 instruction.

0 points:

- Professional learning does *not* build and/or reinforce educators' beliefs that *all* students can be successful with rigorous, grade-level-appropriate work, *and*
- Professional learning does *not* reinforce that this can be achieved by having students engage with HQIM in Tier 1 instruction.

Sample Evidence Collection

Reviewers look for and record:

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

- Evidence of the underlying belief that *each and every* student deserves high-quality instruction and access to rigorous, grade-level work.
- Instances in which the professional learning references research that illustrates how assumptions about students' ability can impact student achievement.

Indicator O.4

Professional learning incorporates opportunities for active engagement and collaboration and uses appropriate adult learning strategies in a variety of formats.

2 points:

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

1 point:

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

0 points:

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

Sample Evidence Collection

Reviewers look for and record:

- Instances in which the professional learning establishes norms for participation, shared objectives for learning, and opportunities for participants and facilitator(s)/presenter(s) to introduce themselves to each other.
- Opportunities for participants to *practice the skills* they are expected to learn, such as:
 - Preparing to teach a unit or lesson from the HQIM (e.g., anticipating student mistakes, practicing pacing, solving problems, investigating phenomena, and analyzing texts).

- The structure and flow of a lesson and HQIM-specific instructional practices (e.g., lesson internalization and lesson delivery practice).
- Reflecting on current classroom structures and practices, and how they may need to be adapted or changed to support the implementation of the HQIM.
- Active engagement includes a variety of formats (e.g., discussion, demonstrations, inquiry, reflection, practice, modeling, and coaching).
- Opportunities for participants to express their needs and choose activities within the professional learning that best address their needs.
- Opportunities for participants to collaborate with each other.
- Modeling of instructional approaches used within the HQIM and opportunities for participants to practice implementing instructional approaches from the HQIM.
- Opportunities for participation in a lesson or part of a lesson by wearing a “student hat.”
- Opportunities to observe other teachers and students using the materials (e.g., video from pilot classrooms or HQIM-provided videos).

Approach to ongoing cycles of professional learning and capacity building for leaders

Total Indicators: 7

Minimum Passing Score: 10 out of 14 points

Indicator L.1
<p>Professional learning supports campus and district leaders, including principal supervisors, in defining or refining a shared, content-specific vision for excellent instruction for all students aligned to the TEKS and RBIS, communicating that vision, and understanding the role HQIM plays in achieving that vision.</p>
<p><i>2 points:</i></p> <ul style="list-style-type: none"> • Professional learning supports campus and district leaders, including principal supervisors, in defining or refining and communicating a shared, content-specific vision for excellent instruction for all students aligned to the TEKS and RBIS, <i>and</i> • Professional learning supports participants in understanding the role HQIM plays in achieving that vision. <p><i>1 point:</i></p>

- Professional learning supports campus and district leaders, including principal supervisors, in defining or refining and communicating a shared, content-specific vision for excellent instruction for all students aligned to the TEKS and RBIS, *but*
- Professional learning minimally supports leaders in understanding the role HQIM plays in achieving that vision.

0 points:

- Professional learning does *not* support campus and district leaders, including principal supervisors, in defining or refining and communicating a shared, content-specific vision for excellent instruction for all students aligned to the TEKS and RBIS, *and*
- Professional learning does not support leaders in understanding the role HQIM plays in achieving that vision.

Sample Evidence Collection

Reviewers look for and record:

- Instances in which a provider has supported a district with defining a vision or refining an existing vision.
- Instances in which a provider evaluates whether an existing vision defines content-specific vision for excellent instruction for all students aligned to the TEKS and RBIS.
- Instances in which the professional learning builds understanding the role HQIM plays in achieving that vision, including sharing relevant research on the impact on student outcomes of adopting HQIM.
- The provider includes activities that require participants to synthesize their understanding of the TEKS and the RBIS to support their understanding of what a content-specific vision for excellent instruction for all students looks like.
- Opportunities for leaders to learn the components of a strong communications plan.
- Activities requiring participants to build a plan to communicate and invest others, particularly teachers, in the content-specific vision for excellent instruction.
- Instances in which the professional learning builds participants' understanding of what constitutes HQIM by subject and grade level and provides opportunities to examine a variety of SBOE-approved HQIM for TEKS alignment, cultural relevance, usability, and accessibility to determine the best fit for local needs.
- Evidence of an underlying belief that *each and every* student deserves high-quality instruction and access to meaningful, grade-level work.

Indicator L.2

Professional learning supports campus and district leaders, including principal supervisors, in developing and executing an adoption plan that results in the selection and procurement of SBOE-approved HQIM aligned to a vision for excellent, grade-level instruction aligned to the TEKS and RBIS.

2 points:

- Professional learning prepares school and/or district leaders for a comprehensive adoption process with goals, delineated steps and timelines, and a communication plan, *and*
- Professional learning equips school and/or district leaders to lead a clear process for reviewing, piloting, selecting, and procuring an SBOE-approved HQIM that emphasizes stakeholder engagement and aligns with a vision for excellent, equitable instruction.

1 point:

- Professional learning minimally prepares school and/or district leaders for a comprehensive adoption process with goals, delineated steps and timelines, and a communication plan, *or*
- Professional learning equips school and/or district leaders to lead the reviewing, piloting, and selecting of an SBOE-approved HQIM, but does so in a limited capacity, which may hinder the successful procurement and implementation of an SBOE-approved HQIM.

0 points:

- Professional learning does *not* prepare school and/or district leaders for a comprehensive adoption process with goals, delineated steps and timelines, and a communication plan, *and/or*
- Professional learning does *not* equip school and/or district leaders to lead a clear process for reviewing, piloting, and selecting an SBOE-approved HQIM, which will most likely *not* result in the successful procurement and implementation of an SBOE-approved HQIM.

Sample Evidence Collection

Reviewers look for and record:

- Evidence that the professional learning provides strategies, processes, and/or templates for developing a thorough communications plan. This may include:
 - Strategies for investing a diverse set of stakeholders, including parents and caregivers and community members, in the adoption process.
 - Communicating the instructional vision and highlighting the role HQIM plays in achieving the vision to all stakeholders.
 - Sharing the final selection decision and rationale to all stakeholders.
- Evidence that the professional learning supports leaders in developing the selection criteria. This may include:

- Soliciting stakeholder input on the criteria the materials must meet.
- Developing rubrics to evaluate potential HQIM.
- Leveraging the Instructional Materials Review and Approval (IMRA) rubrics to evaluate potential HQIM.
- Using the SBOE's list of approved materials.
- Alignment with any district or Texas adoption requirements.
- Evidence that the professional learning supports leaders to form an adoption team that includes:
 - Processes for including all relevant stakeholders.
 - Clear roles and responsibilities of the team.
 - Training on all selection criteria.
- Instances in which the professional learning supports the use of data to inform choices regarding the selection of HQIM.
- Instances in which the professional learning guides leaders through all required steps for a thorough adoption process, which may include:
 - Developing a timeline with key milestones, ensuring enough time for materials selection and ordering before the school year begins.
 - Conducting reviews and gathering feedback.
 - Pilot materials if permitted by state/district rules.
 - Securing funding for professional learning and the required instructional materials for teachers and students.
- Evidence that the professional learning supports participants with understanding the next steps for procurement once a selection has been made.

Indicator L.3

Professional learning prepares campus and district leaders, including principal supervisors, to build coherence across their systems by examining and adjusting systems-level procedures, policies, and processes to monitor and support the implementation of the HQIM.

2 points:

- Professional learning helps leaders to examine, *and*
- Professional learning comprehensively coaches leaders to adjust systems-level structures, policies, and processes to support the implementation of the HQIM.

1 point:

- Professional learning coaches leaders to examine, *but*
- Professional learning does *not* coach leaders to adjust systems-level structures, policies, and processes that support the implementation of the HQIM.

0 points:

- Professional learning does *not* prepare leaders to examine or adjust any systems-level structures, policies, and processes to support the implementation of the HQIM.

Sample Evidence Collection

Reviewers look for and record:

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

Indicator L.4

Professional learning equips campus and district leaders, including principal supervisors, to allocate essential resources and time necessary for a strong HQIM implementation.

2 points:

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

1 point:

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

0 points:

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

Sample Evidence Collection

Reviewers look for and record:

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

Indicator L.5

Professional learning develops leaders' abilities to develop a comprehensive and coherent professional learning plan, anchored in the HQIM.

2 points:

- Professional learning equips leaders to develop a *comprehensive* professional learning (workshops, collaborative planning, observation/feedback, coaching) that is anchored in the HQIM, *and*
- Professional learning equips leaders to develop a *cohesive* professional learning (workshops, collaborative planning, observation/feedback, coaching) that is anchored in the HQIM

1 point:

- Professional learning equips leaders to develop a *comprehensive* professional learning (workshops, collaborative planning, observation/feedback, coaching) that is anchored in the HQIM, *but*
- Professional learning does *not* equip leaders to develop a *cohesive* professional learning (workshops, collaborative planning, observation/feedback, coaching) that is anchored in the HQIM (i.e., the plan is disjointed).

0 points:

- Professional learning does *not* equip leaders to develop a *comprehensive* professional learning (workshops, collaborative planning, observation/feedback, coaching) that is anchored in the HQIM (i.e., components are missing or not grounded in the HQIM).

Sample Evidence Collection

Reviewers look for and record:

- Provider includes models or samples of *comprehensive* and *cohesive* professional learning plans.
- Instances in which the professional learning describes the ongoing professional learning structures that leaders may need to support strong implementation of HQIM and the purpose of each (workshops, collaborative planning, observation/feedback, coaching).
- Instances in which the professional learning describes the ongoing professional learning systems and processes that leaders may need to enact those structures and the purpose of each (e.g., observation protocols, schedules that allow for collaborative planning time, professional learning calendars, timeline and staffing for coaching cycles, meeting agendas, etc.).
- Professional learning supports a mindset of continuous development and feedback related to the implementation of the HQIM for all stakeholders (e.g., feedback is given in a variety of contexts, planning meetings, PLCs, co-teaching, and in a variety of formats).
- Evidence of how and to what end observational feedback is used with teachers.

- For example, does the professional learning explicitly state that the primary purpose of implementation-focused observations is to support *rather* than to evaluate teachers?
- Does the professional learning recommend that leaders do things like periodically participate in teachers' collaborative learning times to highlight trends the leader is seeing, provide coaching, and encourage collective problem-solving?
- Professional learning supports leaders' use of data and observational evidence to support ongoing professional learning plans. Instances in which the professional learning supports leaders to use data to address the teachers' needs and challenges with continued professional learning.
- Instances in which participants have the opportunity to observe the implementation of the HQIM (in real time or using examples from the provider) and practice providing feedback.
- The tools used by leaders to provide feedback to teachers are deeply connected and aligned to the HQIM and content-specific vision of excellent instruction.
- Instances in which the professional learning supports leaders to create a professional learning plan aligned with the HQIM and with a variety of structures and differentiation for the level of skill and knowledge of the HQIM.

Indicator L.6

Professional learning supports campus and district leaders, including principal supervisors, to use relevant data, including student work, to monitor, support, and improve implementation.

2 points:

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

1 point:

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

0 points:

- Provider does *not* use data relevant to the HQIM, *and*

- Provider does *not* equip leaders to establish or refine a system and processes for using data to inform next steps to support HQIM implementation.

Sample Evidence Collection

Reviewers look for and record:

- Evidence that the provider supports leaders with establishing routines for collecting and analyzing data aligned to the HQIM on a regular basis.
- Instances in which the provider supports leaders with understanding their next steps to support implementation as a result of data collected, aligned to the HQIM and specific supports it offers.
- Evidence that the provider supports leaders with using a variety of relevant data aligned to the HQIM to drive implementation improvement, this can include:
 - HQIM usage.
 - Student work specific to the HQIM.
 - HQIM-embedded assessments.
 - Teacher feedback surveys.
 - Observational data.
- Opportunities for leaders to analyze selected student work from the HQIM to gain insight into how skillfully teachers and students are using the materials.
- Instances in which leaders synthesize data to determine trends across classrooms or schools.

Indicator L.7

Professional learning develops the ability of campus leaders to build a positive schoolwide culture and routines that supports student learning and HQIM implementation.

2 points:

- Professional learning develops the ability of campus leaders to *build* a strong plan for positive schoolwide culture and routines that supports student learning and HQIM implementation, *and*
- Professional learning develops the ability of campus leaders to *execute* a strong plan for positive schoolwide culture and routines that supports student learning and HQIM implementation.

1 point:

- Professional learning develops the ability of campus leaders to *build* a strong plan for positive schoolwide culture and routines that supports student learning and HQIM implementation, *but*
- Professional learning does *not* develop the ability of campus leaders to *execute* a strong plan for positive schoolwide culture and routines that supports student learning and HQIM implementation.

0 points:

- Professional learning does *not* develop the ability of campus leaders to *build* a strong plan for positive schoolwide culture and routines that supports student learning and HQIM implementation.

Sample Evidence Collection

Reviewers look for and record:

- Evidence that the provider helps campus leaders establish and invest others in a vision for culture; this could include working with leaders to
 - Analyze and name key components of example schoolwide culture and routine plans from multiple Texas elementary and secondary schools.
 - Review videos of implementation (e.g., from *Get Better Faster*, *Leverage Leadership*, *Teach Like a Champion*) or visit high-performing schools or classrooms.
 - Define what students, teachers, and leaders should be doing
 - Invest teachers in the vision for schoolwide culture and provide clear expectations for teachers.
- Evidence that the provider helps campus leaders craft minute-by-minute systems for routines and procedures; this could include working with leaders to
 - Determine priority schoolwide routines with campus leaders.
 - Create and write a minute-by-minute plan for one schoolwide routine: arrival/breakfast, hallway transitions, in-class routines, lunch, dismissal.
 - Enumerate the next steps if a student doesn't follow directions.
 - Provide feedback on minute-by-minute plans for schoolwide routines.
 - Receive feedback after roleplaying the rollout of a schoolwide routine.
 - Create a monitor and follow-up plan for a schoolwide routine.
 - Create a rollout plan to communicate schoolwide routine to students and staff.
 - Ensure all staff and students understand a system of incentives and consequences and consistently implement the system with fidelity.

- Evidence that the provider supports campus leaders in establishing measurable goals for schoolwide culture and a process and cadence for monitoring progress.
- Instances where the provider equips campus leaders to provide training, practice, and support to teachers so that teachers implement best practices for establishing and maintaining a productive classroom learning environment throughout the school.
- Evidence that the provider helps campus leaders *execute* a strong plan for positive schoolwide culture
 - Co-observe a staff rollout with the principal manager.
 - Co-observe (with principal manager) the principal publicly leading the day-to-day execution of student routines across school and classrooms.
 - Collect evidence of fidelity to monitor & follow-up plans (trackers, feedback notes and emails, etc).
 - Co-observe a whole-school reset.

Approach to ongoing cycles of professional learning and capacity building for teachers

Total Indicators: 4

Minimum Passing Score: 8 out of 10 points

Indicator T.1

Professional learning builds and reinforces teachers' understanding of what it means to implement their HQIM skillfully, including design principles and the arc of learning, and connects it back to a content-specific vision for excellent instruction aligned to the TEKS and RBIS.

2 points:

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

1 point:

- Professional learning includes minimal activities to build teachers' cursory understanding of what skillful implementation of their HQIM looks like, *or*

- Professional learning does *not* connect the plans for strong implementation back to a content-specific vision for excellent and equitable grade-level instruction aligned to the TEKS and RBIS.

0 points:

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

Sample Evidence Collection

Reviewers look for and record:

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

- Evidence that the professional learning helps participants, both teachers and leaders, make a connection between strong implementation of the HQIM and achieving a content-specific vision for excellent and equitable grade-level instruction aligned to the TEKS and RBIS..
- Evidence that professional learning supports a mindset of growth, continuous improvement, and risk-taking when implementing the HQIM skillfully.
- Opportunities for participants to deepen their understanding of the TEKS and their HQIM's alignment to the TEKS and RBIS.

Indicator T.2

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

2 points:

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

1 point:

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

0 points:

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

Sample Evidence Collection

Reviewers look for and record:

- Evidence that the professional learning describes the components of the HQIM including both physical and digital tools (e.g., projectable lessons, trade books, decodable readers, formative assessments, manipulatives, culminating writing tasks, e-books, online assessments, digital HQIM, online communities, etc.) and addresses how they are organized within the HQIM in a way that is specific to its publisher.
- Evidence that the professional learning describes how to access various components of the HQIM (e.g., digital and print).

- Evidence that the professional learning addresses hybrid, blended, and/or remote learning settings.
- Evidence that the professional learning addresses how technology, along with and embedded within the HQIM, can support collaboration (e.g., explaining complex concepts from the content, sharing assessment data, increasing engagement, and building open learning environments).
- Evidence that the professional learning supports participants to understand the resources available within HQIM materials that provide a deeper look into the materials (e.g., HQIM overview documents and how to ask questions or access how-to resources).

Indicator T.3

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

2 points:

- Professional learning supports teachers to use consistent routines and protocols to internalize units and lessons from their HQIM, *and*
- Professional learning focuses on anticipating student misconceptions and using HQIM-embedded supports to help *all* students access grade-level-appropriate content.

1 point:

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

0 points:

- Professional learning does *not* use consistent routines and protocols to internalize units and lessons from the HQIM.

Sample Evidence Collection

Reviewers look for and record:

- Discussion and activities that use consistent protocols and routines for unit and lesson preparation, applicable in either individual and/or collaborative planning time. Routines

should focus on skillfully using HQIM-embedded supports that help all students access grade-level-appropriate content.

- Activities that prompt teachers to internalize lessons and units in the HQIM, including using the materials as if they were students. For example:
 - Creating or annotating exemplar student responses, including identifying the grade-level standards, which are met through each example and the knowledge and skill students must have to meet grade-level standards.
 - Creating a “road map” for units that identifies: (1) What knowledge and skills are built-in each lesson? (2) How do those knowledge and skills prepare students for success on the unit assessments? (3) How does the sequencing of units support students in accessing both content knowledge and language development?
 - Accessing, reading, and annotating texts from the HQIM.
 - Solving problems and conducting investigations from the lessons and assessments and using that experience to anticipate and plan for potential student mistakes.
 - Making notes in the provided lesson plan about pacing, revisions, or additions to the questions; specific things to watch for with individual students; and revisions or additions to the lesson handouts.
 - Practicing and role-playing with colleagues parts of the lesson that might be challenging for the teacher and/or the students.
 - Preparing any materials necessary for the lesson (e.g., anchor charts, manipulatives, computers for research, etc.).
- Activities that engage participants in collaborative inquiry to identify common problems (e.g., unpacking a lesson, anticipating student misconceptions, pacing, increasing engagement) related to the implementation of the HQIM and that provide opportunities to brainstorm possible solutions.

Indicator T.4

Professional learning equips teachers to reflect on student learning, including student work, from the HQIM to determine the extent to which students have met the learning objective.

2 points:

- Professional learning incorporates evidence of student learning and supports teachers to reflect on and analyze student work from the HQIM.

1 point:

- Professional learning incorporates evidence of student learning but does not support teachers to reflect on and analyze student work from the HQIM.

0 points:

- Professional learning does *not* incorporate evidence of student learning.

Sample Evidence Collection

Reviewers look for and record:

- Activities that prompt participants to continuously examine student learning rooted in the HQIM (e.g., student work, end-of-unit tasks, formative and summative data collected from assessments embedded in the HQIM) to identify misconceptions and areas of student growth.
- The use of multiple data sources to determine how improvements can be made in implementation through the use of protocols, templates, and tools (e.g., student work, student data rooted in the HQIM, and student surveys).
- Instances in which participants reflect on student work and use evidence of student learning to determine the next steps in instruction.

Indicator T.5

Professional learning equips teachers to purposefully plan scaffolds and supports leveraging embedded resources in HQIM to ensure student access to grade-level content for all students, including students with diverse and/or individualized learning needs.

2 points:

- Professional learning equips teachers to address the needs of students with diverse and/or individualized learning needs by leveraging HQIM-embedded supports.

1 point:

- Professional learning equips teachers to address the needs of students with diverse and/or individualized learning needs, but does *not* leverage HQIM-embedded supports.

0 points:

- Professional learning does *not* equip teachers to address the needs of students with diverse and/or individualized learning needs by leveraging HQIM-embedded supports

Sample Evidence Collection

Reviewers look for and record:

- Evidence that the professional learning builds teachers' understanding of Universal Design for Learning (UDL) and Content-Based Language Instruction (CBI) and helps teachers incorporate these practices into their scaffolds for students with diverse needs.
- Instances in which the professional learning supports teachers to leverage embedded supports within the HQIM to support *all* students to access grade-level content.
- Instances in which the professional learning supports teachers to make skillful adaptations that maintain the integrity of the HQIM and support all learners.
- Instances in which the professional learning addresses common misconceptions about students with diverse and/or individualized learning needs or about strategies to accelerate their growth, including the misconception that students who are academically behind cannot access grade-level content and/or the misconception that English Learners operate from a deficit.
- Instances in which the professional learning helps teachers identify students' specific learning needs by reviewing student work from the HQIM.
- Instances in which the professional learning equips teachers to meet the needs of students with diverse and/or individualized learning needs by leveraging the HQIM-embedded supports. This could include helping teachers:
 - Use formative and summative assessment data, especially “in the moment” checks for understanding and scaffolding outlined in the HQIM.
 - Address more significant skill gaps through avenues such as intervention time.
 - Provide models for teachers on how to reflect on the effectiveness of the provided HQIM-embedded supports.
 - Engage students in understanding their learning and relying on HQIM supports and scaffolds to make adjustments.
 - Tailor the implementation of the HQIM while maintaining fidelity to meet the needs of individual students.
 - Examine scaffolds to support English Learners in a way that amplifies the HQIM by allowing access to content, texts, and tasks while not reducing complexity.

Use of data to measure impact, plan, and improve

Total Indicators: 6

Minimum Passing Score: 7 out of 10 points

Indicator D.1

Provider has specific systems and processes in place to learn about clients' goals, resources, and requirements in order to tailor approaches and/or services to meet clients' needs.

2 points:

- Provider has systems and processes to learn about clients' goals, resources, and requirements to meet clients' needs.

1 point:

- Provider describes their approach to learning about clients' goals, resources, and requirements to meet clients' needs, but does so in general terms, lacking detail about specific systems or processes.

0 points:

- Provider does *not* provide any examples of systems or processes to learn about clients' goals, resources, and requirements to meet clients' needs.

Sample Evidence Collection

Reviewers look for and record:

- Evidence that the provider has systems and processes to learn about and account for a client's context (e.g., goals, resources, and requirements) *prior* to facilitation to inform planning and increase the effectiveness of their services. This could include:
 - Gathering information about participants' prior experiences with the HQIM or existing familiarity with materials.
 - Establishing agreed-upon outcomes for the engagement.
 - Providing and/or soliciting information about how participants will access the HQIM materials throughout implementation (e.g., digital access and print materials).
 - Working with the client to ensure the provider has access to necessary materials owned, licensed, or managed by the client. (For example, does the provider need access to a school- and district-specific digital platform during session(s)?)
- Descriptions of protocols, systems, or processes that are used with clients prior to professional learning facilitation that addresses:
 - Goals of professional learning and how they will meet the needs of teachers and leaders.
 - Resources available to teachers that will impact the professional learning (e.g., technology, trade books, teacher or student materials, etc.).
 - Client-specific requirements (e.g., length of session, the timing of sessions, number of participants, grade, content, and/or experience level of participants).

Indicator D.2

Provider monitors and communicates the progress of work with clients, identifies areas where the project or deliverables are off-track, and adjusts course accordingly.

2 points:

- Provider has a robust project planning system in place to monitor and communicate the progress of work with clients, including identifying areas where the project or deliverables are off-track.
- Provider can clearly articulate how it adjusts course when a project or deliverable is off-track.

1 point:

- Provider has a project planning system in place to monitor and communicate the progress of work with clients, including identifying areas where the project or deliverables are off-track, *but*
- Provider *cannot* clearly articulate how it adjusts course when a project or deliverable is off-track.

0 points:

- Provider does *not* have a robust project planning system in place to monitor and communicate the progress of work with clients, including identifying areas where the project or deliverables are off-track.

Sample Evidence Collection

Reviewers look for and record:

- Provider uses established project planning software such as Asana, SmartSheets, or Monday to monitor the progress of work with clients.
- Evidence that provider identifies project/deliverable risks early in the timeline and creates a contingency plan and ways to mitigate those risks.
- Evidence that the provider uses information about how a project is progressing to adjust the project plan, project staffing, timelines, scope, etc. while still maintaining the integrity and intent of the project.
- Evidence that the provider has processes to clearly communicate with the client about progress (e.g., weekly touchpoints with the LEA's project lead).
- Evidence that the provider has processes to clearly communicate with other providers who are working with the client (e.g., monthly touchpoints with other providers' project leads).

Indicator D.3

Provider evaluates the impact of its services. Provider uses these data to drive improvements to its services.

2 points:

- Provider evaluates the impact of its professional learning services on three or more Guskey levels, including student achievement, *and*
- Provider can describe how they use these data to drive improvements to its services.

1 point:

- Provider evaluates the impact of its professional learning services on three or more Guskey levels that do *not* include student achievement, *and*
- Provider can describe how they use these data to drive improvements to its services.

0 points:

- Provider evaluates the impact of its professional learning services on *two or fewer* Guskey levels, *or*
- Provider cannot describe how they use these data to drive improvements to its services.

Sample Evidence Collection

Reviewers look for and record:

- Examples of collecting data on the impact of professional learning for one client on at least three Guskey levels of evaluation, including the impact on student achievement.
- Evidence that the provider has a process for collecting, sharing, and debriefing impact and evaluation data with district partners.
- Evidence that the provider engages participants to provide feedback on the quality of services and/or facilitation.
- Instances in which the provider measures the effectiveness of professional learning in a variety of formats, such as:
 - Evidence of pre and post-professional learning meetings with the provider and the client.
 - Collection of self-reporting on quality of implementation as a result of Professional learning.
 - Use of quantitative and/or qualitative data.
 - In-person and/or video observations.

- Surveys.
- Interviews.
- Focus groups.
- Evidence that the provider uses data to improve their professional learning services.
- Specific data demonstrating the impact of improvement on the quality of the professional learning (e.g., increase in net promoter scores, participant scoring of professional learning impact and effectiveness, and student data pulled from the HQIM).

Indicator D.4

Provider evaluates facilitators for knowledge of content, content pedagogy, HQIM, instructional leadership, and adult learning practices. Provider has systems and processes in place to provide facilitators with training as needed.

2 points:

- Provider provides specific examples of how it evaluates facilitator candidates for hire for knowledge of content, content pedagogy, HQIM, and adult learning practices, *and*
- Provider has systems and processes in place to provide facilitators with initial training.

1 point:

- Provider does *not* provide examples of how it evaluates facilitator candidates for hire for knowledge of content, content pedagogy, HQIM, and adult learning practices, *or*
- Provider does *not* have systems and processes in place to provide facilitators with initial training.

0 points:

- Provider does *not* provide any examples of how they evaluate facilitator candidates for hire for knowledge of content, content pedagogy, HQIM, and adult learning practices, *and*
- Provider does *not* have systems and processes in place to provide facilitators with initial training.

Sample Evidence Collection

Reviewers look for and record:

- Description of systems, protocols, or practices aligned to content and/or HQIM that are used to hire all facilitators, such as:
 - Performance tasks.

- Interview questions.
- Application submissions.
- Evidence of evaluation for knowledge of content, content pedagogy, and adult learning practices.
- Description of systems and processes that provide facilitators with initial training (e.g., working with a publisher to provide certified training, hosting HQIM training sessions for new facilitators, etc.).

Indicator D.5

Provider has a process to evaluate facilitator/coach effectiveness and uses that data to improve overall services and address individual facilitators' needs.

2 points:

- Provider has a defined process to evaluate facilitator/coach effectiveness and address individual facilitator needs, **and** they use this data to improve overall services.

1 point:

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

0 points:

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

Sample Evidence Collection

Reviewers look for and record:

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

Indicator D.6

Provider has a process in place to stay up to date on changes to HQIM publication formats and content, and to stay informed on HQIM that are approved through the SBOE's Instructional Materials Review and Approval (IMRA) process.

2 points:

- Provider has a clear process for staying up to date on HQIM publication formats and content.
- Provider has a clear process for staying up to date on HQIM that are approved through the SBOE's Instructional Materials Review and Approval (IMRA) process.

1 point:

- Provider has a clear process for staying up to date on HQIM publication formats and content, *or*
- Provider has a clear process for staying up to date on HQIM that are approved through the SBOE's Instructional Materials Review and Approval (IMRA) process.

0 points:

- Provider does *not* have a clear process for staying up to date on HQIM publication formats and content, *and*
- Provider does *not* have a clear process for staying up to date on HQIM that are approved through the SBOE's Instructional Materials Review and Approval (IMRA) process.

Sample Evidence Collection

Reviewers look for and record:

- A specific process for staying up to date on publication formats or content updates to HQIM and updating materials accordingly.
 - For organizations that are the author/publisher: e.g., how you ensure alignment and collaboration between your product, engineering, and professional learning teams.
 - For organizations that are not the author/publisher: e.g., how you communicate and collaborate with the author(s)/publisher(s) to stay up to date on changes to content and publication format. How do you update your professional learning materials to reflect changes to the HQIM (e.g., content and platform)?
- A specific process for ensuring they stay informed on HQIM that are approved through the SBOE's Instructional Materials Review and Approval (IMRA) process, including changes to the IMRA process, rubrics, etc., and to the list of approved materials.