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Assessing ELA Curriculum Shifts: A Practical Guide for Measurement and Progress Monitoring

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A library of instruments for education research and school improvement

EdInstruments is a developing library of educational measurement tools intended to be a resource for scholars, educators, schools, districts, and the general public.

To date, the field of education research has demonstrated little agreement or consistency on how to define, measure, and organize the full range of outcomes related to student success and well-being. Without a comprehensive catalog of what is available, the field has lacked a collective understanding of what is and isn't being measured and what measures still need to be developed. Further, researchers often create measurement tools from scratch rather than building on existing measures, impeding comparability of studies and progress in the field.

EdInstruments aims to improve educational opportunities for students by addressing these issues. The annotated database not only gives researchers, schools, and school leadership a detailed overview of the tools currently available, but also illuminates where there are gaps. Our goal is to spur development of needed tools and to help the field move towards greater consensus regarding the measurement instruments that are most useful and reliable.

rppl

Research Partnership for Professional Learning

Transforming student learning through teacher professional learning

We are advancing educational equity for every student, including those who have been historically pushed to the margins of our education system. Together, we study teacher learning to identify, share, and enact PL that improves teachers' practices and students' classroom experiences, well-being, and academic growth.

We envision a world where all students and educators are valued, supported, engaged, and thriving in equitable, rigorous, and joyful learning environments that prepare them to be successful lifelong learners.

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Who is this toolkit for?

This toolkit supports PL providers, district leaders, and coaches who want to track implementation progress and PL quality across the first several yearsof ELA curriculum shifts. The measures here have been selected by the Research Partnership for Professional Learning (RPPL) in partnership with PL provider organizations and researchers as a set of common metrics that can be collected across multiple locations to improve progress monitoring and comparison across multiple systems and organizations. The measurement tools can be used either as a comprehensive suite or tailored to specific needs (i.e., use cases), including in-depth evaluations of overall curriculum implementation, monitoring ongoing progress, supporting cycles of improvement, or identifying and learning from bright spots in the work.

1

About the Toolkit

Across the country, **districts are making big bets on the promise of high-quality instructional materials (HQIM) and professional learning (PL) offerings to support curricular shifts.**

How will we know whether these efforts are working? Right now, districts, PL providers, and states are all using different tools to gather data even when they are trying to measure the same things. By coming together, we can enhance data consistency and completeness to better track these efforts.

This toolkit offers consensus recommendations on a series of key measures — compiled by PL organizations and researchers — that we can all use to monitor progress on curriculum implementation in English Language Arts across grades 3-12.
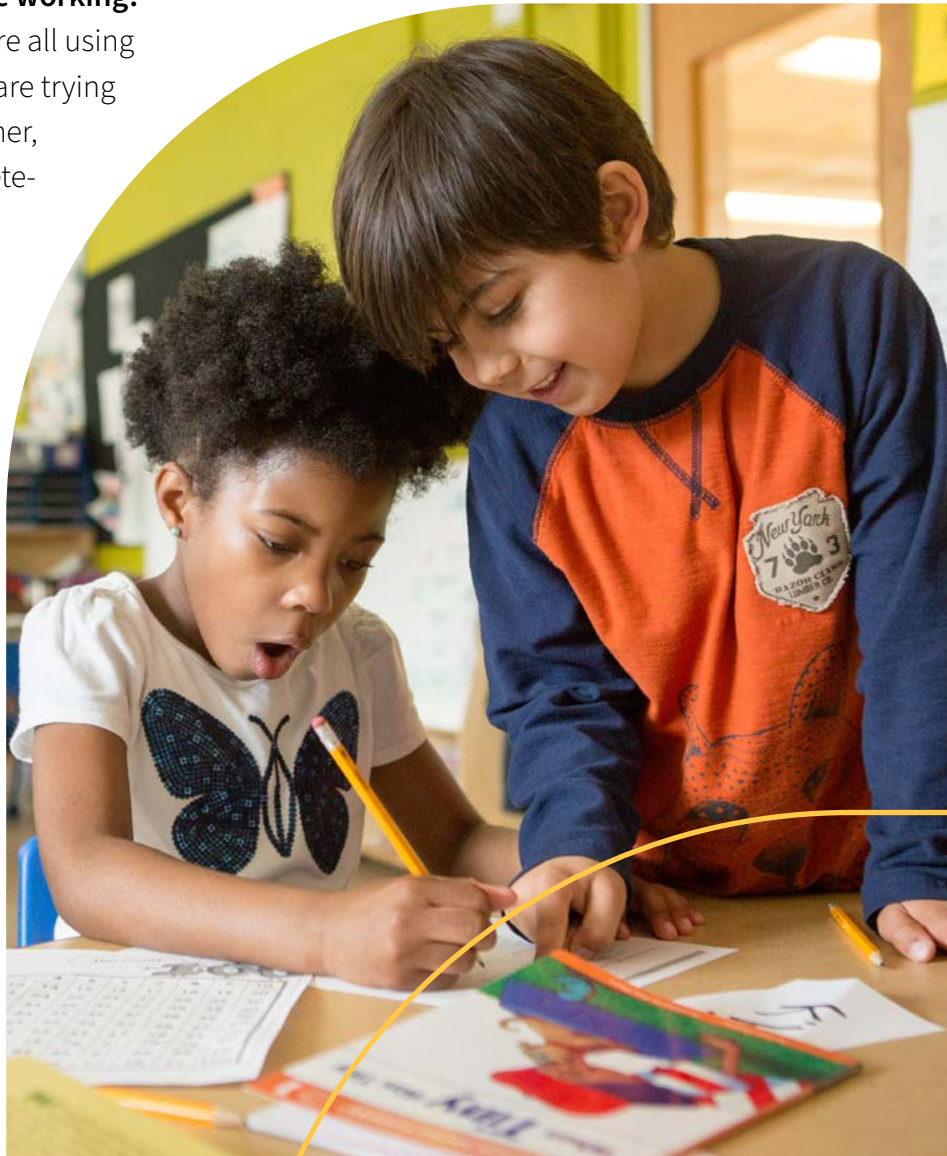
1

Key Areas to Measure When Assessing ELA Curriculum Shifts

1

SCHOOL & SYSTEM CONDITIONS

HQIM implementation is supported by and integrated with existing infrastructure

Effective implementation doesn't happen in isolation. It requires **alignment with district values, structures, and resources** to ensure that new materials can be fully adopted and used to their potential.

2

PROFESSIONAL LEARNING

PL engages teachers in opportunities to build core skills for implementing HQIM

High-quality PL is essential for teachers to build the skills they need to use HQIM effectively. We focus on key elements of PL—**guided practice, opportunities for reflection, and targeted feedback**—that evidence suggests can help teachers implement new instructional practices with confidence.

One enabling condition of successful curricular shifts is that PL supports use of student data and (supplementary) materials to adapt for student needs and to engage all students in rigorous, grade-level tasks.

3

INSTRUCTIONAL PRACTICE

Teachers implement HQIM with integrity while adapting to their students' needs and backgrounds

HQIM is only as effective as its implementation. While fidelity to the curriculum is important, teachers must also have the **flexibility to adapt materials in ways that resonate with their students' diverse needs and backgrounds,** maintaining the balance between consistency and responsiveness.

4

TEACHER BELIEFS & MINDSETS

Teachers see a core part of their work to be preserving the integrity of the curriculum while also addressing students' needs and identities

> **!** *Measures in Development — No Suitable Tools Identified*

Teachers believe that HQIM can be a key tool for maintaining high expectations for all students while simultaneously incorporating their individual needs and identities.

5

STUDENT SOCIAL-EMOTIONAL OUTCOMES

Students have positive learning experiences

Students learn best in an environment where they feel that their identities are respected and affirmed. We include measures of **social-emotional outcomes like belonging and affirmation to ensure that HQIM implementation fosters both academic and personal growth.**
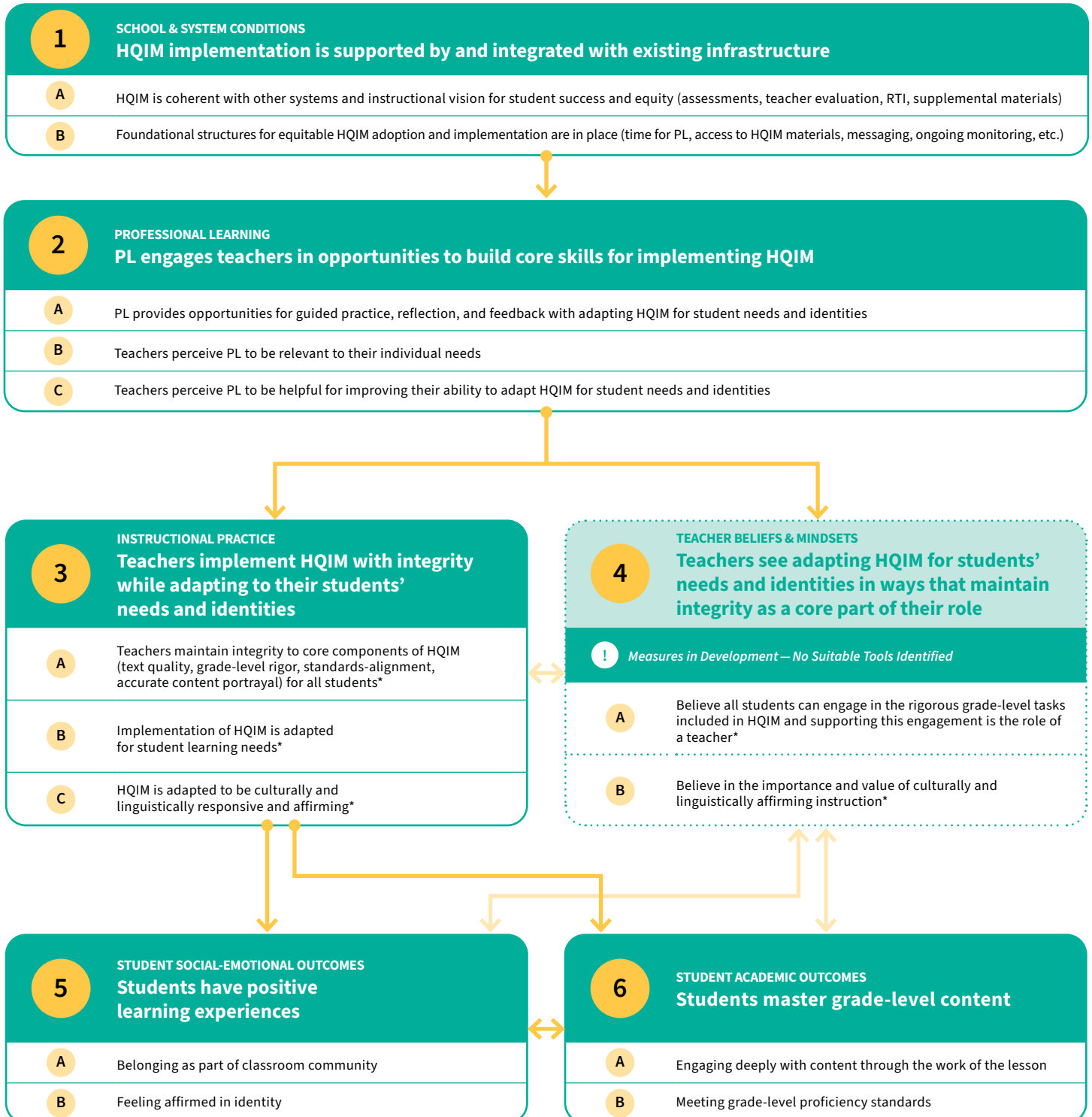
6

STUDENT ACADEMIC OUTCOMES

Students master grade-level content

At the heart of HQIM is the belief that all students, regardless of background, can master grade-level standards when provided with rigorous, well-designed materials. We focus on ensuring that **students are not only exposed to grade-level content but are actively engaging with it in meaningful ways.**

1

What to Measure When Assessing ELA Curriculum Shifts

1 | SCHOOL & SYSTEM CONDITIONS
HQIM implementation is supported by and integrated with existing infrastructure

A | HQIM is coherent with other systems and instructional vision for student success and equity (assessments, teacher evaluation, RTI, supplemental materials)

B | Foundational structures for equitable HQIM adoption and implementation are in place (time for PL, access to HQIM materials, messaging, ongoing monitoring, etc.)

2 | PROFESSIONAL LEARNING
PL engages teachers in opportunities to build core skills for implementing HQIM

A | PL provides opportunities for guided practice, reflection, and feedback with adapting HQIM for student needs and identities

B | Teachers perceive PL to be relevant to their individual needs

C | Teachers perceive PL to be helpful for improving their ability to adapt HQIM for student needs and identities

3 | INSTRUCTIONAL PRACTICE
Teachers implement HQIM with integrity while adapting to their students' needs and identities

A | Teachers maintain integrity to core components of HQIM (text quality, grade-level rigor, standards-alignment, accurate content portrayal) for all students*

B | Implementation of HQIM is adapted for student learning needs*

C | HQIM is adapted to be culturally and linguistically responsive and affirming*

4 | TEACHER BELIEFS & MINDSETS
Teachers see adapting HQIM for students' needs and identities in ways that maintain integrity as a core part of their role

! *Measures in Development — No Suitable Tools Identified*

A | Believe all students can engage in the rigorous grade-level tasks included in HQIM and supporting this engagement is the role of a teacher*

B | Believe in the importance and value of culturally and linguistically affirming instruction*

5 | STUDENT SOCIAL-EMOTIONAL OUTCOMES
Students have positive learning experiences

A | Belonging as part of classroom community

B | Feeling affirmed in identity

6 | STUDENT ACADEMIC OUTCOMES
Students master grade-level content

A | Engaging deeply with content through the work of the lesson

B | Meeting grade-level proficiency standards

*Signifies gaps in available measurement tools that RPPL is working to fill in the next year

2

Overview of Recommended Tools

The full Assessing ELA Curriculum Shifts Toolkit includes 58 individual items that are administered via six data collection instruments.

School Leader Survey	View	Recommendations

A survey administered to school and district leaders to understand how well HQIM is integrated with existing infrastructure

Dimensions:	Items:
School & System Conditions	9

PL Observation	View	Recommendations

An observation checklist completed by an observer (e.g. a district leader) to understand the extent to which PL provides opportunities for guided practice, reflection, and targeted feedback on core skills related to HQIM implementation

Dimensions:	Items:
Professional Learning	13

Teacher Survey	View	Recommendations

A survey administered to teachers to understand how well HQIM is integrated with existing infrastructure and to understand teacher perceptions of the PL they receive

Dimensions:	Items:
School & System Conditions Professional Learning	12

Classroom Observation	View	Recommendations

An observation rubric completed by a classroom observer (e.g. a coach or school leader) to understand how teachers are implementing and adapting HQIM and how students are engaging with ELA content

Dimensions:	Items:
Instructional Practice Student Academic Outcomes	10

Teacher Pulse Check	View	Recommendations

A brief survey administered to participating teachers at the end of an individual PL session (e.g. coaching session, workshop, or PLC meeting) to understand their experience of that individual session

Dimensions:	Items:
Professional Learning	3

Student Survey	View	Recommendations

A survey administered to the students of teachers that participate in PL to understand students' sense of belonging and engagement with ELA content

Dimensions:	Items:
Student Academic Outcomes Student Social-Emotional Outcomes	11

3

Toolkit Development

This toolkit represents consensus recommendations developed by the **Research Partnership for Professional Learning** (RPPL) working with a set of **key organizations all focused on building the conditions for more effective curriculum-based PL.**

We are advancing educational equity for every student, including those who have been historically pushed to the margins of our education system. Together, we study teacher learning to identify, share, and enact PL that improves teachers' practices and students' classroom experiences, well-being, and academic growth.

We bring together scholars to tackle persistent challenges in education with a focus on reducing educational inequities. Through applied research training, engaged scholarship, sustained partnerships, and efforts to generate actionable knowledge, our goal is to improve the creation, synthesis, and application of educational research.

We provide actionable support to educators. For nearly 20 years, we've partnered with schools, districts, and systems to create classrooms where every student can thrive.

We work to fundamentally shift the paradigm of teacher professional learning for educational equity.

We partner with school systems to build and sustain the conditions, teaching, and leadership to ensure that the students furthest from opportunity succeed in school and in life.

We strengthen instructional leadership in schools, school systems, and states to ensure teachers have the support they need to improve learning experiences and learning outcomes for students—with attention to students of color, students experiencing poverty, multilingual learners, and students with disabilities.
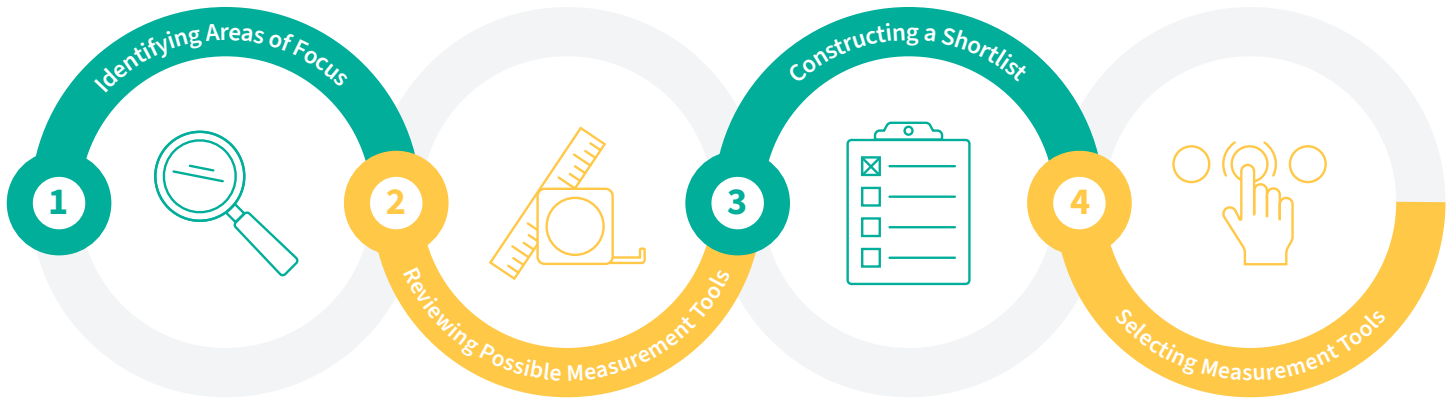
We work to end the injustice of educational inequality by providing excellent teachers to the students who need them most and by advancing policies and practices that ensure effective teaching in every classroom.

We empower educators to eliminate the predictability of student outcomes by race, language, and socioeconomic status through evidence-informed, engaging, affirming, and meaningful grade-level instruction—so that all students succeed academically.

3

Tool Selection Process

The toolkit is a result of a year-long consensus process that balanced academic rigor with practical feasibility.

Identifying Areas of Focus
Constructing a Shortlist
Reviewing Possible Measurement Tools
Selecting Measurement Tools

1 2 3 4

STAGE 01

Identifying Areas of Focus

Working group members **identified a series of shared constructs and sub-constructs** that each organization considered central to its theory of action about how high-quality instructional materials and curriculum-based PL could improve classroom outcomes.

STAGE 02

Reviewing Possible Measurement Tools

The group **conducted a review of potential measures** for the constructs used in research and practice, culminating in a comprehensive literature review that identified over 4,000 articles, reports, and briefs and focused on a close reading of more than 500 selected sources.

STAGE 03

Constructing a Shortlist

Research leads in the working group conducted an initial **screening for relevance, quality, and feasibility.** Then they created a shortlist of 4-8 tools per sub-construct, **attending especially to content alignment, psychometric evidence, and usability in practice.**

STAGE 04

Selecting Measurement Tools

Participants began by individually reviewing tools by sub-construct, assessing the strengths and weaknesses of each one. Then, the group collaborated to build recommendations from the short-listed options, **selecting tools** that would effectively meet measurement needs while maintaining a **manageable number of items** that could be used across **different formats and respondents.**

4

Recommendations for Use

High-Quality Data Collection

COLLECTION INSTRUMENT	RECOMMENDATIONS
School Leader Survey	Minimum 70% response rate
Teacher Survey	Minimum 70% response rate
Teacher Pulse Check	Completed by 100% of teachers in attendance at PL session
PL Observation	Before each observation window starts, observers practice rating examples together before beginning observations
	PL activities are randomly selected for observation to ensure a representative sample
	During each observation window, each selected PL activity is observed on two different occasions, each by a different observer
	5% of all PL observations are rated by two raters at the same time to determine whether different raters are making similar observation choices
Classroom Observation	Before each observation window starts, observers practice rating examples together before beginning observations
	Classrooms are randomly selected for observation to ensure a representative sample
	During each observation window, each classroom is observed on two different occasions, each by a different observer
	5% of all classroom observations are rated by two raters at the same time to determine whether different raters are making similar observation choices
Student Survey	Completed by 80% of students in attendance when administered

4

Comprehensive Annual Calendar

We recommend offering baseline surveys to school personnel and to students as the year begins, tracking PL quality across the course of the fall and winter, observing classrooms in the spring, and administering final surveys near the end of the year but before end-of-year testing.
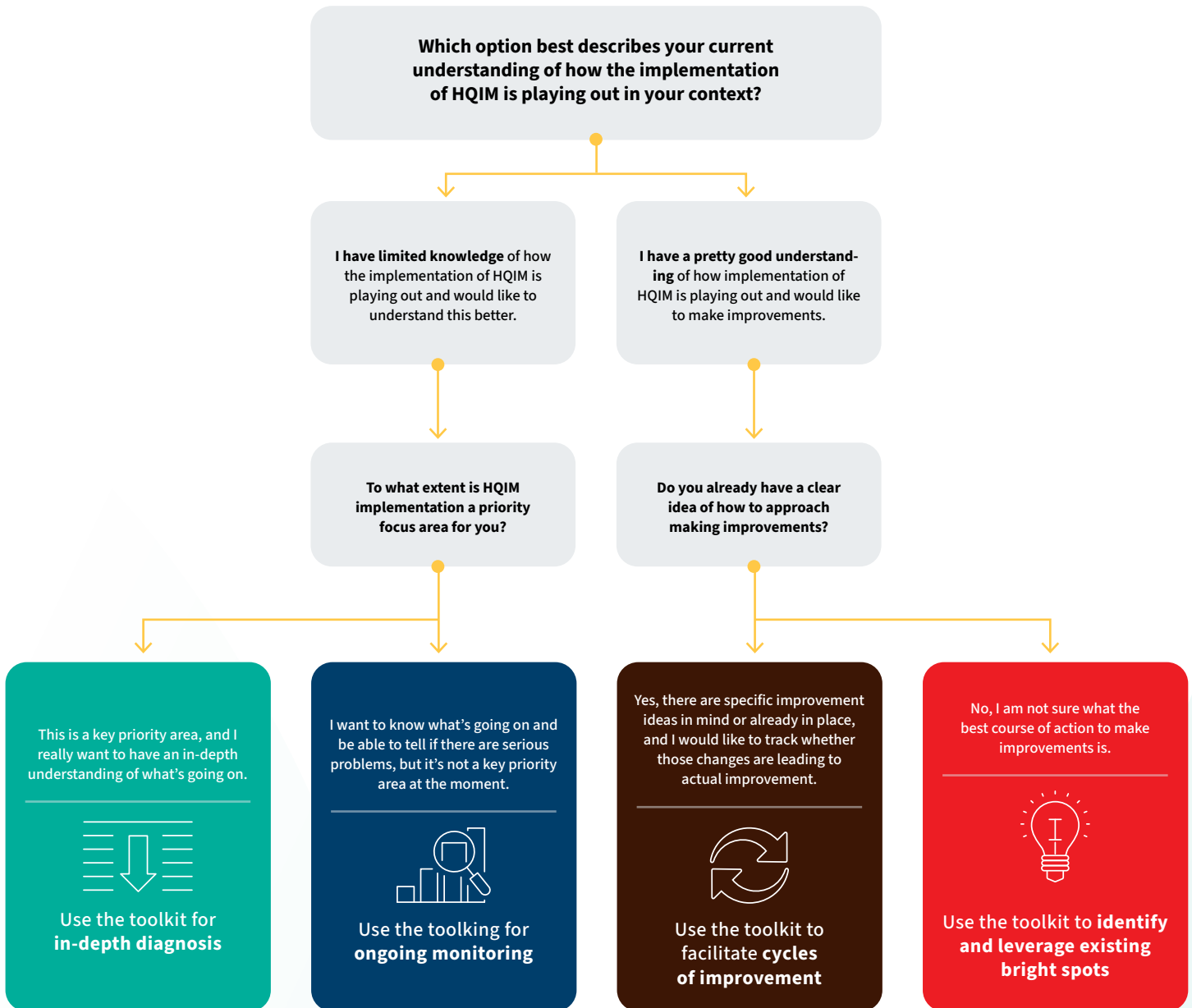
SAMPLE CALENDAR

SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER
What to administer: • School Leader Survey • Classroom Observations • Student Survey • Teacher Survey (after PL activities have started)		**What to administer:** • Teacher Pulse Check • PL Observation	**What to administer:** • Classroom Observations • Student Survey
JANUARY	**FEBRUARY**	**MARCH**	**APRIL**
What to administer: • Teacher Pulse Check • PL Observation	**What to administer:** • Classroom Observations • Student Survey • Teacher Survey • School Leader Survey	**What to administer:** • Teacher Pulse Check • PL Observation	**What to administer:** • Classroom Observations • Student Survey • Teacher Survey • School Leader Survey
MAY	JUNE	JULY	AUGUST

4

Use Cases

Below, we outline a few potential use cases and highlight the data collection tools that will be most useful depending on the use case.

Which option best describes your current understanding of how the implementation of HQIM is playing out in your context?

I have limited knowledge of how the implementation of HQIM is playing out and would like to understand this better.

I have a pretty good understanding of how implementation of HQIM is playing out and would like to make improvements.

To what extent is HQIM implementation a priority focus area for you?

Do you already have a clear idea of how to approach making improvements?

This is a key priority area, and I really want to have an in-depth understanding of what's going on.

Use the toolkit for **in-depth diagnosis**

I want to know what's going on and be able to tell if there are serious problems, but it's not a key priority area at the moment.

Use the toolking for **ongoing monitoring**

Yes, there are specific improvement ideas in mind or already in place, and I would like to track whether those changes are leading to actual improvement.

Use the toolkit to facilitate **cycles of improvement**

No, I am not sure what the best course of action to make improvements is.

Use the toolkit to **identify and leverage existing bright spots**

4

In-Depth Diagnosis

Purpose: Obtain a detailed picture of HQIM implementation over time and identify potential intervention points for improvement

Measures to Use

- All measures in the full toolkit

Administration Schedule

- Administer during at least three timepoints over the course of the school year

Key Inferences to Draw

- How is HQIM implementation changing over time?
- Where are the key points for improvement in the system?
- How does HQIM implementation vary across groups (e.g., schools, grade levels)?

Ongoing Monitoring

Purpose: Obtain a high-level snapshot of HQIM implementation

Measures to Use

- **Teacher survey (only PL items)**
- **Classroom observations**
- **Student survey**

Administration Schedule

- Administer at a single point during the school year to develop a snapshot of HQIM use

Key Inferences to Draw

- How is HQIM implementation proceeding overall?
- How does HQIM implementation vary across groups (e.g., schools, grade levels)?
- How are teacher perceptions of PL related to teachers' implementation of HQIM and to students' learning experiences?

Cycles of Improvement

Purpose: Track the results of targeted improvement efforts

Measures to Use

- Select 1-2 measures aligned to a key lever for change and select 1-2 outcome measures aligned to the selected lever for change

Administration Schedule

- Administer within improvement cycles (at least 2-3 times within a school year)

Key Inferences to Draw

- How do changes on the key lever identified within an improvement cycle relate to changes in an immediate outcome of interest?

Bright Spots

Purpose: Identify and leverage existing successes to inspire, guide, and sustain effective improvement efforts

Measures to Use

- All measures in the full toolkit

Administration Schedule

- Administer once in contexts that have been identified as bright spots

Key Inferences to Draw

- How does HQIM implementation look in places that are experiencing success?

5

Comparing Data Between Organizations

COMING SOON...

A series of RPPL organizations are in the process of piloting the measures within this toolkit across states and districts. As these organizations collect data, we will post baseline numbers here to provide comparison numbers for others who are collecting this data in their specific contexts.

Sign-up for the EdInstruments Newsletter   **Sign-up for the RPPL Newsletter**

Instruments

School Leader Survey

HQIM implementation is supported by and integrated with existing infrastructure.

- HQIM is coherent with other systems and instructional vision for student success and equity (assessments, teacher evaluation, RTI, supplemental materials).
- Foundational structures for equitable HQIM adoption and implementation are in place (time for PL, access to HQIM materials, messaging, ongoing monitoring, etc.).

HQIM INTEGRATION

1. How much of a priority is implementation of [curriculum] for your school?

   Not a priority

   Very low priority

   Low priority

   High priority

   Very high priority

2. To what extent are teachers held accountable to implementing [curriculum] through performance evaluations?

   Not at all

   Minimally

   Somewhat

   To a great extent

   To a very great extent

3. To what extent is implementation of [curriculum] integrated with other school systems and initiatives (e.g. assessments and RTI)?

   Not at all integrated

   Minimally integrated

   Somewhat integrated

   Highly integrated

   Very highly integrated

USE OF DATA TO SUPPORT HQIM

1. What proportion of professional development time is dedicated to supporting teachers with implementing [curriculum]?

   No Time

   Minimal Time

   Some Time

   A Lot of Time

   Nearly All of The Time

2. How often does school leadership review data on implementation of [curriculum] to support continuous improvement?

   Not at All

   Once a Year

   Every Few Months

   Once a Month

   More than Once a Month

3. How often do teachers receive specific feedback about their implementation of [curriculum]?

   Not at All

   Once a Year

   Every Few Months

   Once a Month

   More than Once a Month

Note to tool administrator: The bracketed text should be replaced with the name of the curriculum in your context.

View Item Sources

EXISTING SUPPORT FOR HQIM

1. What proportion of professional development time is dedicated to supporting teachers with implementing [curriculum]?

   No Time

   Minimal Time

   Some Time

   A Lot of Time

   Nearly All of The Time

2. How often do teachers receive individualized feedback and support with implementing [curriculum]?

   Not at All

   Once a Year

   Every Few Months

   Once a Month

   More than Once a Month

3. How often do teachers have opportunities to collaborate with other teachers in their subject and/or grade level around implementing [curriculum]?

   Not at All

   Once a Year

   Every Few Months

   Once a Month

   More than Once a Month

Note to tool administrator: The bracketed text should be replaced with the name of the curriculum in your context.

View Item Sources

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Teacher Survey

HQIM implementation is supported by and integrated with existing infrastructure.

- HQIM is coherent with other systems and instructional vision for student success and equity (assessments, teacher evaluation, RTI, supplemental materials).
- Foundational structures for equitable HQIM adoption and implementation are in place (time for PL, access to HQIM materials, messaging, ongoing monitoring, etc.).

FOUNDATIONAL SUPPORTS

1. **How well does your school leaders' vision for instruction align with [curriculum]?**

   Very poorly aligned

   Poorly aligned

   Somewhat aligned

   Well aligned

   Very well aligned

2. **Do you have sufficient time to engage in professional learning focused on [curriculum]?**

   No

   Rarely

   Sometimes

   Often

   Consistently

3. **Do you have access to all the materials and resources you need to implement [curriculum]?**

   I have none of the materials and resources I need

   I have few of the materials and resources I need

   I have some of the materials and resources I need

   I have most of the materials and resources I need

   I have all the materials and resources I need

LEADERSHIP EXPECTATIONS

1. **Do your school leaders expect you to implement what you learn in your professional development focused on [curriculum]?**

   No

   Not really

   Somewhat

   For the most part

   Absolutely

COLLABORATION

1. **Do you have sufficient time outside of PL to collaborate with other teachers in your grade level and/or subject area?**

   No

   Rarely

   Sometimes

   Often

   Consistently

2. **Does your school promote collaboration between general and special educators in the teaching of language arts and reading?**

   Not at all

   Minimally

   Somewhat

   To a great extent

   To a very great extent

Note to tool administrator: The bracketed text should be replaced with the name of the curriculum in your context.

View Item Sources

3. **Does your school promote collaboration between general and ESL educators in the teaching of language arts and reading?**

Not at all

Minimally

Somewhat

To a great extent

To a very great extent

4. **To what extent do you feel supported by colleagues in achieving your goals for improving your teaching?**

Not at all

Minimally

Somewhat

To a great extent

To a very great extent

Professional learning engages teacher in opportunities to build core skills for implementing HQIM.

Teachers perceive PL to be helpful for improving their ability to adapt HQIM for student needs and identities.

OVERALL VALUE OF PROFESSIONAL LEARNING

1. **To what extent have [professional learning activities] helped you use [curriculum] more effectively to meet student needs?**

Not at all

Minimally

Somewhat

To a great extent

To a very great extent

SPECIFIC PROFESSIONAL LEARNING SUPPORTS

1. **To what extent have [professional learning activities] raised your expectations for student performance?**

Not at all

Minimally

Somewhat

To a great extent

To a very great extent

2. **To what extent have [professional learning activities] helped you recognize and address common student misconceptions?**

Not at all

Minimally

Somewhat

To a great extent

To a very great extent

3. **To what extent have [professional learning activities] helped you use data to assess student learning needs?**

Not at all

Minimally

Somewhat

To a great extent

To a very great extent

4. **To what extent have [professional learning activities] helped you deepen students' conceptual understanding?**

Not at all

Minimally

Somewhat

To a great extent

To a very great extent

Note to tool administrator: The bracketed text should be replaced with the name of the curriculum in your context.

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Teacher Pulse Check

HQIM implementation is supported by and integrated with existing infrastructure.

Teachers perceive PL to be relevant to their individual needs.

1. How relevant was today's session to your work as a teacher?

   Not relevant

   Minimally relevant

   Somewhat relevant

   Quite relevant

   Very relevant

2. To what extent was today's session tailored in ways that reflected your individual needs as a teacher?

   Not at all

   Minimally tailored

   Somewhat tailored

   Tailored to a great extent

   Tailored to a very great extent

Professional learning engages teacher in opportunities to build core skills for implementing HQIM.

Teachers perceive PL to be helpful for improving their ability to adapt HQIM for student needs and identities.

1. To what extent did today's session deepen your understanding of [curriculum]?

   Not at all

   Minimally

   Somewhat

   To a great extent

   To a very great extent

Note to tool administrator: The bracketed text should be replaced with the name of the curriculum in your context.

View Item Sources

PL Observation Checklist

Professional learning engages teachers in opportunities to build core skills for implementing HQIM.

PL provides opportunities for guided practice, reflection, and feedback with using student data and (supplementary) materials to adapt HQIM for diverse learner needs and identities to engage all students in rigorous, grade-level tasks.

ACTIVE LEARNING IN THE CLASSROOM

1. To what extent did the PL provide opportunities for teachers to review instructional materials from [curriculum]?

   No opportunities

   Limited opportunities

   Substantial opportunities

   Extensive opportunities

2. To what extent did the PL provide opportunities for teachers to complete the work that students would be doing in class?

   No opportunities

   Limited opportunities

   Substantial opportunities

   Extensive opportunities

3. To what extent did the PL provide opportunities for teachers to identify the core learning objectives of a [curriculum] lesson?

   No opportunities

   Limited opportunities

   Substantial opportunities

   Extensive opportunities

4. To what extent did the PL provide opportunities for teachers to analyze student work?

   No opportunities

   Limited opportunities

   Substantial opportunities

   Extensive opportunities

5. To what extent did the PL provide opportunities for teachers to select core tasks from a [curriculum] lesson?

   No opportunities

   Limited opportunities

   Substantial opportunities

   Extensive opportunities

6. To what extent did the PL provide opportunities for teachers to adapt core tasks from a [curriculum] lesson to address student needs?

   No opportunities

   Limited opportunities

   Substantial opportunities

   Extensive opportunities

7. To what extent did the PL provide opportunities for teachers to adapt core tasks from a [curriculum] lesson to better affirm student identities?

   No opportunities

   Limited opportunities

   Substantial opportunities

   Extensive opportunities

Note to tool administrator: The bracketed text should be replaced with the name of the curriculum in your context.

View Item Sources

8. To what extent did the PL provide opportunities for teachers to prepare for implementing core instructional routines from a [curriculum] lesson?

    No opportunities

    Limited opportunities

    Substantial opportunities

    Extensive opportunities

9. To what extent did the PL provide opportunities for teachers to rehearse key moments of instruction for an upcoming lesson?

    No opportunities

    Limited opportunities

    Substantial opportunities

    Extensive opportunities

10. To what extent did the PL provide opportunities for teachers to reflect on the effectiveness of their instruction?

    No opportunities

    Limited opportunities

    Substantial opportunities

    Extensive opportunities

11. To what extent did the PL provide teachers with opportunities to embed strategies for building strong student-teacher relationships into a [curriculum] lesson?

    No opportunities

    Limited opportunities

    Substantial opportunities

    Extensive opportunities

FEEDBACK

1. To what extent did the PL provide teachers with opportunities to receive constructive feedback on lesson preparation?

    No opportunities

    Limited opportunities

    Substantial opportunities

    Extensive opportunities

2. To what extent did the PL provide teachers with opportunities to receive constructive feedback on lesson facilitation?

    No opportunities

    Limited opportunities

    Substantial opportunities

    Extensive opportunities

3. To what extent did the PL provide teachers with opportunities to receive constructive feedback on the use of student work/data?

    No opportunities

    Limited opportunities

    Substantial opportunities

    Extensive opportunities

Note to tool administrator: The bracketed text should be replaced with the name of the curriculum in your context.

View Item Sources

Classroom Observations

Teachers implement HQIM with integrity while adapting to their students' needs and backgrounds.

Teachers maintain integrity to core components of HQIM (text quality, grade-level rigor, standards-alignment, accurate content portrayal) for all students.

1. Students interact with core, grade-level texts from the [curriculum] during the lesson.

   Not at all

   To a modest extent

   To some extent

   To a considerable extent

   To a great extent

2. Tasks are aligned to grade-level standards.

   Not at all

   To a modest extent

   To some extent

   To a considerable extent

   To a great extent

3. Students participate in core instructional tasks from [curriculum].

   Not at all

   To a modest extent

   To some extent

   To a considerable extent

   To a great extent

4. Tasks require all students to engage in higher-order thinking (e.g., application, analysis, synthesis, evaluation).

   Not at all

   To a modest extent

   To some extent

   To a considerable extent

   To a great extent

Teachers implement HQIM with integrity while adapting to their students' needs and backgrounds.

Implementation of HQIM is adapted for student learning needs.

1. The teacher checks for understanding throughout the lesson and makes adaptations according to student understanding.

   Not at all

   To a modest extent

   To some extent

   To a considerable extent

   To a great extent

2. The teacher uses instructional techniques to scaffold student learning.

   Not at all

   To a modest extent

   To some extent

   To a considerable extent

   To a great extent

Note to tool administrator: The bracketed text should be replaced with the name of the curriculum in your context.

View Item Sources

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Teachers implement HQIM with integrity while adapting to their students' needs and backgrounds.

HQIM is adapted to be culturally and linguistically responsive and affirming.

DE-CENTERING TEACHER AUTHORITY

1. Teacher solicits or builds upon students' conceptual insights and deep expertise (i.e. real-world knowledge, conceptual knowledge).

   Not at all

   To a modest extent

   To some extent

   To a considerable extent

   To a great extent

2. Teacher affirms or celebrates students' methods or ideas that illustrate multiple perspectives or approaches to a problem.

   Not at all

   To a modest extent

   To some extent

   To a considerable extent

   To a great extent

3. Teacher practices power sharing to honor student agency, requests, ideas, and decisions. Teacher is flexible to follow students' leads with regard to classroom instruction.

   Not at all

   To a modest extent

   To some extent

   To a considerable extent

   To a great extent

LINGUISTIC RESPONSIVENESS

1. The teacher positions students to use their full linguistic repertoires as valuable assets, leveraging their home language, dialect, and/or register (social or academic) to translanguage as needed.

   Not at all

   To a modest extent

   To some extent

   To a considerable extent

   To a great extent

CRITICAL CONSCIOUSNESS

1. The teacher incorporates issues important to the classroom, school, and community.

   Not at all

   To a modest extent

   To some extent

   To a considerable extent

   To a great extent

2. The teacher integrates and provides opportunities for the expression of diverse perspectives.

   Not at all

   To a modest extent

   To some extent

   To a considerable extent

   To a great extent

3. The teacher provides opportunities to confront negative stereotypes and biases.

   Not at all

   To a modest extent

   To some extent

   To a considerable extent

   To a great extent

Note to tool administrator: The bracketed text should be replaced with the name of the curriculum in your context.

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Students master grade-level content.

Students engage deeply with content through the work of the lesson.

1. **Students talk and ask questions about each other's thinking in order to clarify or improve their understanding.**

   Not at all

   To a modest extent

   To some extent

   To a considerable extent

   To a great extent

2. **Students do the majority of the intellectual work of the lesson.**

   Not at all

   To a modest extent

   To some extent

   To a considerable extent

   To a great extent

Note to tool administrator: The bracketed text should be replaced with the name of the curriculum in your context.

Student Survey

Students feel affirmed and that they belong.

Students feel affirmed in their ethnic/racial identities and that they belong as part of the classroom community.

CLASSROOM BELONGING

1. **How well do people in your class understand you as a person?**

   Do not understand at all

   Understand a little

   Understand somewhat

   Understand quite a bit

   Completely understand

2. **How connected do you feel to the teacher in this class?**

   Not at all connected

   Slightly connected

   Somewhat connected

   Quite connected

   Extremely connected

3. **How much respect do students in this class show you?**

   No respect at all

   A little bit of respect

   Some respect

   Quite a bit of respect

   A tremendous amount of respect

4. **How much do you matter to others in this class? (not included for grades 3-5)**

   Do not matter at all

   Matter a little bit

   Matter somewhat

   Matter quite a bit

   Matter a tremendous amount

5. **Overall, how much do you feel like you belong in this class?**

   Do not belong at all

   Belong a little bit

   Belong somewhat

   Belong quite a bit

   Completely belong

Note to tool administrator: The bracketed text should be replaced with the name of the curriculum in your context.

View Item Sources

Students master grade-level content.

Students engage deeply with content through the work of the lesson.

CLASSROOM ENGAGEMENT

1. How excited are you about going to this class?

    Not at all excited

    Slightly excited

    Somewhat excited

    Quite excited

    Extremely excited

2. How often do you get so focused on class activities that you lose track of time? (Grades 3-5: How focused are you on the activities in class?)

    Almost never

    Once in a while

    Sometimes

    Frequently

    Almost always

3. In this class, how eager are you to participate? (Grades 3-5: uses "excited" instead of "eager")

    Not at all eager

    Slightly eager

    Somewhat eager

    Quite eager

    Extremely eager

4. When you are not in class, how often do you talk about ideas from class?

    Almost never

    Once in a while

    Sometimes

    Frequently

    Almost always

5. Overall, how interested are you in this class? (grades 3-5 removes)

    Not at all interested

    Slightly interested

    Somewhat interested

    Quite interested

    Extremely interested

ENGAGEMENT WITH CONTENT

1. How often do the activities you do in this class require you to think hard about the text(s) you are reading in this class?

    Almost never

    Once in a while

    Sometimes

    Most of the time

    Almost always

Note to tool administrator: The bracketed text should be replaced with the name of the curriculum in your context.

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