Shared Measures Construct Map

1 — SUPPORT FOR INSTRUCTIONAL LEADERS *(Dimension)*
Instructional leaders build routines, skills, and beliefs to support CBPL implementation *(Construct)*

A — Provides opportunities to engage in activities that build a deeper understanding of the evidence base, content, and pedagogy undergirding CBPL and HQIM (e.g. observations, lesson plans, student artifacts, research) *(Sub-constructs)*

B — Provides opportunities to diagnose system strengths and gaps, and plan targeted supports for CBPL and HQIM implementation

C — Provides opportunities to engage in data-driven continuous improvement cycles (e.g. reflection, assessment, action planning) to support HQIM implementation

2 — INSTRUCTIONAL LEADERSHIP
Instructional leaders (e.g. district leaders, principals, APs, instructional coaches/leads, etc.) provide ongoing support for CBPL and HQIM implementation

A — Instructional leaders communicate a clear vision for how CBPL and HQIM can support student learning and well-being

B — Instructional leaders develop and execute a clear implementation plan and the supporting structures needed for effective CBPL and HQIM implementation

C — Instructional leaders engage in data-driven continuous improvement cycles to support CBPL and HQIM implementation

3 — TEACHER PROFESSIONAL LEARNING
Teachers build routines, skills, and beliefs to implement HQIM

A — Provides opportunities to engage in activities that build a deeper understanding of the evidence base, content, and pedagogy undergirding HQIM

B — Provides opportunities for guided practice, reflection, and feedback with adapting HQIM for student needs and identities while maintaining integrity to core components of HQIM

C — Provides opportunities for teachers to collaborate with peers to plan for instruction and assess its impact on student learning and well-being

4 — TEACHER MINDSETS AND BELIEFS
Teachers view implementing and adapting HQIM as impactful for students

A — Teachers see value in HQIM for supporting student learning and well-being

B — Teachers have self efficacy in adapting HQIM for student needs and identities while maintaining integrity to core components of HQIM

C — Teachers believe all students can excel at the rigorous grade-level tasks included in HQIM

5 — TEACHER INSTRUCTIONAL PRACTICE
Teachers implement HQIM with integrity while adapting to their students' needs and identities

◆ **A** — Teachers implement HQIM curriculum by drawing on the underlying evidence base, content and pedagogy

◆ **B** — Teachers adapt HQIM for student learning needs and identities while maintaining integrity to core components of HQIM (grade-level rigor, standards-alignment, accurate content portrayal)

C — Teachers routinely collaborate with peers about HQIM implementation and adaptation outside of formal collaborative PL structures

6 — STUDENT OUTCOMES
Students have positive learning experiences and master grade level content

◆ **A** — Students engage deeply with content through the work of the lesson (i.e. self-monitoring, managing frustration when faced with challenging tasks, employing effective problem-solving strategies, and clearly explaining one's thought process.)

B — Students feel affirmed and have positive mindsets about engaging in content

C — Students feel they belong to the classroom community

◆ **D** — Students meet grade-level proficiency standards