Aligning Implementation of HQIM with Principal Supervision Practices

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The Challenge

⊙ District developed curriculum was not standards aligned and did not prepare students to successfully master grade level standards

⊙ Prior adoption of standards-based, aligned curriculum was not systematically implemented with sufficient professional development, clear outcomes, and checkpoints to ensure successful implementation

⊙ Practitioners implemented curriculum inconsistently, did not change teaching practices, or passively resisted the shift

⊙ Led to declining student achievement rates

Building Alignment with a Guaranteed & Viable Curriculum

Improving student achievement fundamentally relies on curriculum alignment, strategic focus on essential content, and professional collaboration among educators. A core element is the commitment to a guaranteed and viable curriculum that ensures consistent, essential content is taught regardless of the instructor.

(Hattie, 2009; Marzano, 2003; Reeves, 2002)

SAISD

The Charge

1. Significantly increase the quality of instruction and student achievement
2. Ensure that all schools rise in accountability rating, with no regression
3. Ensure that all schools progress toward A or B rated status

SAISD Leadership Definition

SAISD LEADERSHIP DEFINITION

A leadership style that displays an unwavering commitment to continuous improvement, personal and professional development, and the cultivation of a culture that thrives on learning

- Demonstrates self-awareness to inform personal development and learning
- Empowers and develops others to foster growth and take initiative
- Fosters a cohesive culture that encourages innovation, knowledge, sharing and a mindset of continuous improvement and refinement at the system level

A leadership style focused on setting examples and embodying SAISD core values and beliefs

- Develops and communicates a clear vision with aligned strategies while building partnerships to advance the common goals
- Embraces and values diversity by promoting equity and fairness in policies, practices and decision-making
- Prioritizes the needs and well-being of all by demonstrating humility, empathy and compassion through actions and behavior
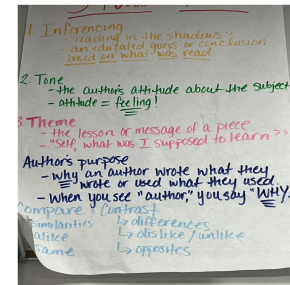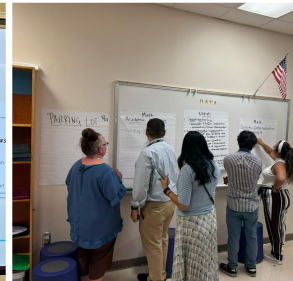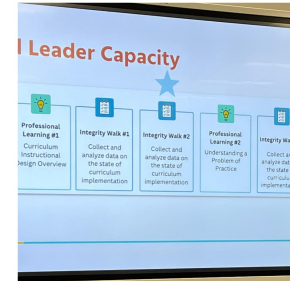
A leadership style that is driven by a relentless passion to drive results, inspire greatness, and cultivate a culture of success within their teams and organizations

- Creates a culture of excellence by using data to set, monitor and adjust goals
- Shows determination and flexibility in working toward set goals
- Champions positive change by effectively modeling and communicating forward-thinking to ensure preparation for the future

Personal · Team · Systems
ALWAYS GROW
Outcome-Driven · Adaptive · Transformational
ALWAYS ACHIEVE
Visionary · Inclusive · Servant
ALWAYS MODEL
THRIVING TOGETHER

Critical Principal Supervisor Shifts to Build Alignment

- **Strategic Implementation Structure** Piloted small group of schools with Core Learning to build instructional leadership capacity and develop HQIM integrity look-fors
- **Managing Change** Acknowledging challenges, shifting behaviors and beliefs
- **Building Leaders' Knowledge of HQIM** Review sample HQIM look-fors and discuss how they differ from typical observation forms, review criteria toward implementation
- **Targeted Data Collection** Principals collected frequency data on lesson structure, instructional routines, content engagement, and adaptations per observation cycle.
- **Developing Next Steps** Using data collection to drive PLC and PD next actions

Our Big Rocks

Improve student outcomes by...

- Developing the capacity for school leadership team to give rigorous, evidence-based feedback and clear expectations to improve instruction and student learning.

- Ensuring lesson internalization in PLCs to strengthen tier I instruction and implement HQIMs with fidelity.

- Commiting to using data to guide instruction and PLCs.

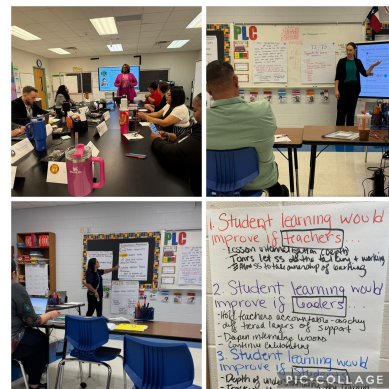# Coaching Principals as Instructional Leaders

- **Phase 1**
  - Focused Professional Development on HQIM
  - Strengthening Lesson Internalization through PLC protocols
  - Building expertise and capacity of campus ILT
  - Observation & feedback focused on HQIM implementation
  - NIS communication shared data trends
- **Phase 2**
  - Building PD based on trends identified (district and campus)
  - Increasing rehearsal opportunities based on specific need of teacher
  - Focused on quality and consistency of feedback among administrative teams through monthly PLN
- **Phase 3**
  - Using common formative assessments (exit tickets) to inform next instructional moves
  - Tailoring support to needs of the campus
  - Conducting instructional walks to ensure fidelity

SY25-26 District Instructional Support Visit Tool

Teacher:		Network:		
Campus:		Date:		
Grade level:		Content:		
Observer:				
Circle of points earned (0 = Unsatisfactory and 1 = Satisfactory)				
LESSON INTERNALIZATION				
Grade Level Instruction: Lesson objectives, materials, and activities are aligned to the rigor of the state standards.			0	1
Use of Exemplars: The teacher plans and embeds concrete examples/exemplars of desired student responses or products to support the students' understanding of what success looks like.			0	1
INSTRUCTIONAL EXCELLENCE				
Lesson Pacing: The teacher focuses core instruction on mastery of the planned objective. The teacher gets to the objective quickly and remains focused throughout the lesson. The teacher moves students steadily and purposefully toward independent mastery.			0	1
Instructional Time Maximized: The teacher facilitates the lesson steadily and purposefully, guiding students toward independent mastery. Transitions and routines support a high-quality learning environment that maximizes instructional time.			0	1
Highlight Key Points: The teacher consistently and routinely highlights key learning points and main ideas throughout the lesson- beginning, middle, and end.			0	1
Provide Multiple Opportunities: The teacher provides students with many opportunities to practice the skills aligned to the objective through various evidence-based methods.			0	1
Engagement Strategies: All students engage in meaningful, rigorous, real-world content with their peers using best practices and evidence-based pedagogy, e.g., Hattie's High Impact Teaching Strategies.			0	1
Scaffolds: The teacher scaffolds instruction proactively and in response to students' misconceptions as needed. The teacher intentionally utilizes curriculum materials and			0	1

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