



SOARING SCHOLARS LLC

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FREE RESOURCE

CAMPUS & DISTRICT HQIM DIAGNOSTIC

HQIM Readiness Assessment

*Know exactly where your campus stands —
and the precise steps to move from
compliance to commitment.*

*Grounded in Sergiovanni's Four Dimensions of
Professional Virtue & HQIM implementation
fidelity research.*

20

Assessment Items

5

Domains

10 min

To Complete

BEFORE YOU BEGIN

How to Use This Assessment

This assessment is designed for campus principals, assistant principals, instructional coaches, curriculum directors, and district administrators who are actively implementing High-Quality Instructional Materials (HQIM). It is rooted in Sergiovanni's (2005) Four Dimensions of Professional Virtue and current HQIM implementation fidelity research.

RATING SCALE

- 1 Not Yet** — Practice is absent or inconsistently attempted.
- 2 Emerging** — Practice is beginning but not yet stable or consistent.
- 3 Developing** — Practice is present with increasing consistency.
- 4 Consistent** — Practice is fully embedded and sustained across contexts.

Completing the Assessment

1. Complete this assessment independently and honestly. This is a reflective diagnostic, not an evaluation.
2. Rate each item based on current, sustained practice — not aspirational or occasional performance.
3. Complete the full 20 items before scoring. Avoid skipping domains.
4. Principals and coaches: encourage each teacher to complete their own copy, then aggregate scores for a campus-level picture.
5. After scoring, locate your band in the Results Guide (page 4) to identify your immediate next actions.

This tool is a professional reflection instrument. Results are most powerful when shared in trust within a coaching relationship. Soaring Scholars LLC recommends using this assessment as the opening move in any consulting or coaching engagement.

1

Curriculum Knowledge & Material Fidelity

Grounded in Technical Virtue — Sergiovanni (2005)

DOMAIN 1 OF 5

1 Not Yet	2 Emerging	3 Developing	4 Consistent
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1. I can articulate the coherent learning progression embedded across units in our HQIM curriculum.

2. I use the teacher-facing materials (lesson plans, teacher guides) as the primary driver of instruction.

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3. I understand the intentional sequence of lesson components and maintain their integrity during delivery.

4. I can explain why specific problems and tasks were selected by the curriculum developers.

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5. I know where my students are in the curriculum scope and sequence at any given time.

Domain 1 Subtotal: ____ / 20

2

Instructional Practice & Lesson Execution

Grounded in Educational Virtue — Sergiovanni (2005)

DOMAIN 2 OF 5

1 Not Yet	2 Emerging	3 Developing	4 Consistent
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6. My instructional delivery reflects the pedagogical approach embedded in the HQIM (e.g., launch, explore, debrief).

7. I allocate instructional time according to the curriculum's recommended pacing and lesson structure.

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8. I use the curriculum's recommended questioning strategies to facilitate student discourse.

9. I make intentional, evidence-based modifications rather than replacing curriculum components.

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10. My students regularly engage with grade-level content at the rigor the curriculum intends.

Domain 2 Subtotal: ____ / 20

3

Professional Commitment & Ownership

Grounded in Professional & Ethical Virtue — Sergiovanni (2005)

DOMAIN 3 OF 5

1 Not Yet	2 Emerging	3 Developing	4 Consistent
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11. I take personal responsibility for the outcomes of my HQIM implementation regardless of external factors.

12. I proactively seek out professional learning opportunities related to our HQIM curriculum.

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13. I hold myself accountable to implementation standards even when not being formally observed.

14. I advocate for student access to the full curriculum rather than reducing rigor for struggling learners.

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Domain 3 Subtotal: ____ / 16

4

Collaborative Culture & Coaching Receptivity

Grounded in Human Virtue — Sergiovanni (2005)

DOMAIN 4 OF 5

1 Not Yet	2 Emerging	3 Developing	4 Consistent
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15. I engage in productive collaborative planning with colleagues focused on HQIM lesson preparation.

16. I apply coaching feedback on curriculum implementation within one to two instructional cycles.

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17. I contribute to a team culture where HQIM fidelity is a shared professional norm, not a top-down mandate.

Domain 4 Subtotal: ____ / 12

5

Data Literacy & Responsive Instruction

Grounded in Technical & Educational Virtue — Sergiovanni (2005)

DOMAIN 5 OF 5

1 Not Yet	2 Emerging	3 Developing	4 Consistent
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18. I use curriculum-embedded assessments to identify gaps and inform my instructional decisions.

19. I can distinguish between a student misunderstanding the content and a curriculum pacing concern.

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20. I connect student performance data back to specific lesson components or instructional decisions.

Domain 5 Subtotal: ____ / 12

SCORING GUIDE

Calculate Your Score

Domain	Title	# Items	Max Score	Your Score
1	Curriculum Knowledge & Material Fidelity	5	20	___
2	Instructional Practice & Lesson Execution	5	20	___
3	Professional Commitment & Ownership	4	16	___
4	Collaborative Culture & Coaching Reception	3	12	___
5	Data Literacy & Responsive Instruction	2	12	___
TOTAL SCORE			80	___ / 80

Results Guide

Score 20–39 — Early Awareness

Your campus is in the early stages of HQIM adoption. Immediate priority: foundational professional development on curriculum design intent and building staff buy-in. A Soaring Scholars HQIM Jumpstart Day is your fastest path forward.

Score 40–54 — Building Momentum

Structures are forming but implementation is inconsistent. Focus on coherent coaching systems, collaborative planning routines, and targeted observation cycles. A Semester Partnership is your next step.

Score 55–68 — Developing Fidelity

Your campus shows strong potential with identifiable pockets of excellence. The goal now is systemic consistency — moving your high-flyers' practices into the norm. Consider a targeted Implementation Fidelity Partnership.

Score 69–80 — Commitment in Action

Your campus demonstrates high implementation fidelity grounded in professional commitment. The priority is sustaining this culture, building internal capacity, and expanding to all classrooms. Let's build a model campus together.

WHAT COMES NEXT?

You Have Your Score. Now Let's Build the Plan.

A readiness score without a roadmap is just data. Soaring Scholars LLC turns your assessment results into a concrete, campus-specific implementation strategy.

01

Book Your Free Discovery Call

30 minutes. No pitch — just clarity. We'll review your Scorecard, create the HQIM Jumpstart Day to a full-year Transformation Contract — every engagement is campus-specific. Implementation fidelity isn't a mandate. It's a professional commitment. Let's build it together.

02

Choose Your Partnership Tier

30 minutes. No pitch — just clarity. We'll review your Scorecard, create the HQIM Jumpstart Day to a full-year Transformation Contract — every engagement is campus-specific. Implementation fidelity isn't a mandate. It's a professional commitment. Let's build it together.

03

Start Moving From Compliance to Commitment

30 minutes. No pitch — just clarity. We'll review your Scorecard, create the HQIM Jumpstart Day to a full-year Transformation Contract — every engagement is campus-specific. Implementation fidelity isn't a mandate. It's a professional commitment. Let's build it together.

Book Your Free Discovery Call Today

No cost. No obligation. Just clarity on your next move.

soaringscholars.org

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"From Compliance to Commitment — JJ Jenkins, EdD (c)"

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