

HQIM Walkthrough Training Scenarios

Scenario 1: HQIM Fidelity

Observation vignette:

The teacher introduces a reading lesson using a self-created worksheet. Students are working in pairs, but the task does not connect to the district-adopted HQIM text. A few students finish early and are off-task.

Discussion Prompts

1. Which HQIM Fidelity look-fors are observed? Which are missing?
2. What evidence would you record?
3. How would this inform the PDSA reflection?

Scenario 2: Differentiation & Scaffolded Practice

Observation vignette:

In math, the teacher pulls a small group to work with manipulatives on today's HQIM problem set. Other students work independently on grade-level tasks. The teacher checks for understanding and reteaches when needed.

Discussion Prompts

1. What evidence shows differentiation aligned to HQIM?
2. Which scaffolds were effective without lowering rigor?
3. How would this be coded on the checklist?

Scenario 3: Explicit Instruction

Observation vignette:

During a math mini-lesson, the teacher states the objective and models solving a multi-step word problem. The teacher uses think-alouds and checks for understanding with quick student responses. Students then attempt the same problem type in pairs.

Discussion Prompts

1. Which explicit instruction practices were observed?
2. How well was HQIM aligned?
3. What specific feedback would you give the teacher?

Scenario 4: Classroom Environment & Engagement

Observation vignette:

In an ELA classroom, students are engaged in small-group discussions using an HQIM-



aligned text. All students have the book in hand. Student discourse shows evidence-based reasoning, but two students remain quiet during the discussion.

Discussion Prompts

1. What engagement practices are evident?
2. How would you document equity of participation?
3. What next step might you suggest in the PDSA cycle?