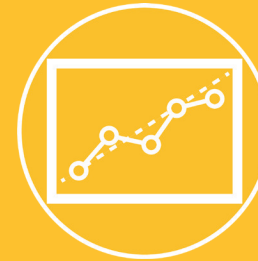




Building Pathways to

HQIM

High-Quality Instructional Materials



Arkansas Division of
Elementary & Secondary Education

Arkansas Department of Education (ADE) Division of Elementary and Secondary Education (DESE)

Four Capitol Mall
Little Rock, Arkansas 72201
(501) 682-4475

Building Pathways to HQIM has been developed in collaboration with:
Division of Elementary and Secondary Education
Office of Learning Services
Office of Educator Effectiveness & Licensure

Photos from Unsplash and iStock.
Published February 2022.

The Arkansas Initiative for Instructional Materials (AIIM) DESE Webpage



tinyurl.com/bdf6cchb





Purpose

This guidebook is designed for Arkansas Ready for Learning Teams to learn about High-Quality Instructional Materials (HQIM) with the goal of establishing a district-wide process to communicate, educate, and build awareness in the value of HQIM.

Acronyms

AIIM: Arkansas Initiative for Instructional Materials

CCSSO: Council of Chief State School Officers

CLSD: Comprehensive Literacy State Development

DESE: Division of Elementary and Secondary Education

ELA: English Language Arts

ELP: English Language Proficiency

EPP: Educator Preparation Program

ESOL: English for Speakers of Other Languages

HQIM: High-Quality Instructional Materials

HQPL: High-Quality Professional Learning

IMPd: Instructional Materials and Professional Development

OERs: Open Educational Resources

SOAR: Successful Outcomes for Arkansas Readers

T1MC: Tier One Mathematics Curriculum

Recommended Times

Throughout *Building Pathways to HQIM*, there will be recommended times for each section and/or activity. These are only suggested time allotments.



15 Minutes



45 Minutes



30 Minutes



60 Minutes

Contents

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Priority I: Building Awareness: Making the Case for HQIM

Communication: Ready for Learning Teams within districts will develop a communication plan around HQIM.

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Priority II: Signaling Quality of HQIM in Arkansas

Signaling Quality: Ready for Learning Teams within districts will utilize the tools for selecting and implementing HQIM.

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Priority III: Providing High-Quality Professional Learning Opportunities

Professional Learning: Ready for Learning Teams within districts will explore opportunities to connect to professional learning partners.

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Priority IV: Integrating Practices for Selecting & Using HQIM in Educator Preparation Programs

Educator Preparation: Educator Preparation Programs will partner with LEAs to prepare future teachers to skillfully implement HQIM.

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Priority V: Reflecting, Gathering, & Analyzing LEA Data for Successful Implementation of HQIM

Data & Analysis: Ready for Learning Teams within districts will interweave data and analysis throughout the process of HQIM implementation.

42

Closing: HQIM, PLC, & HRS

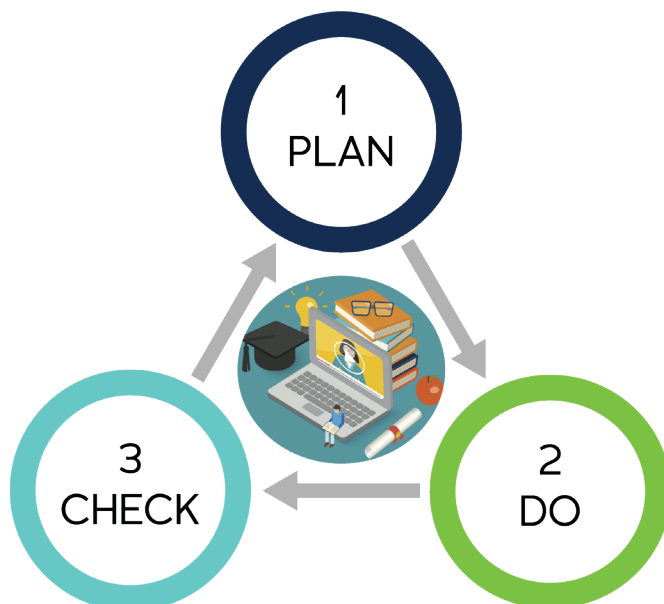
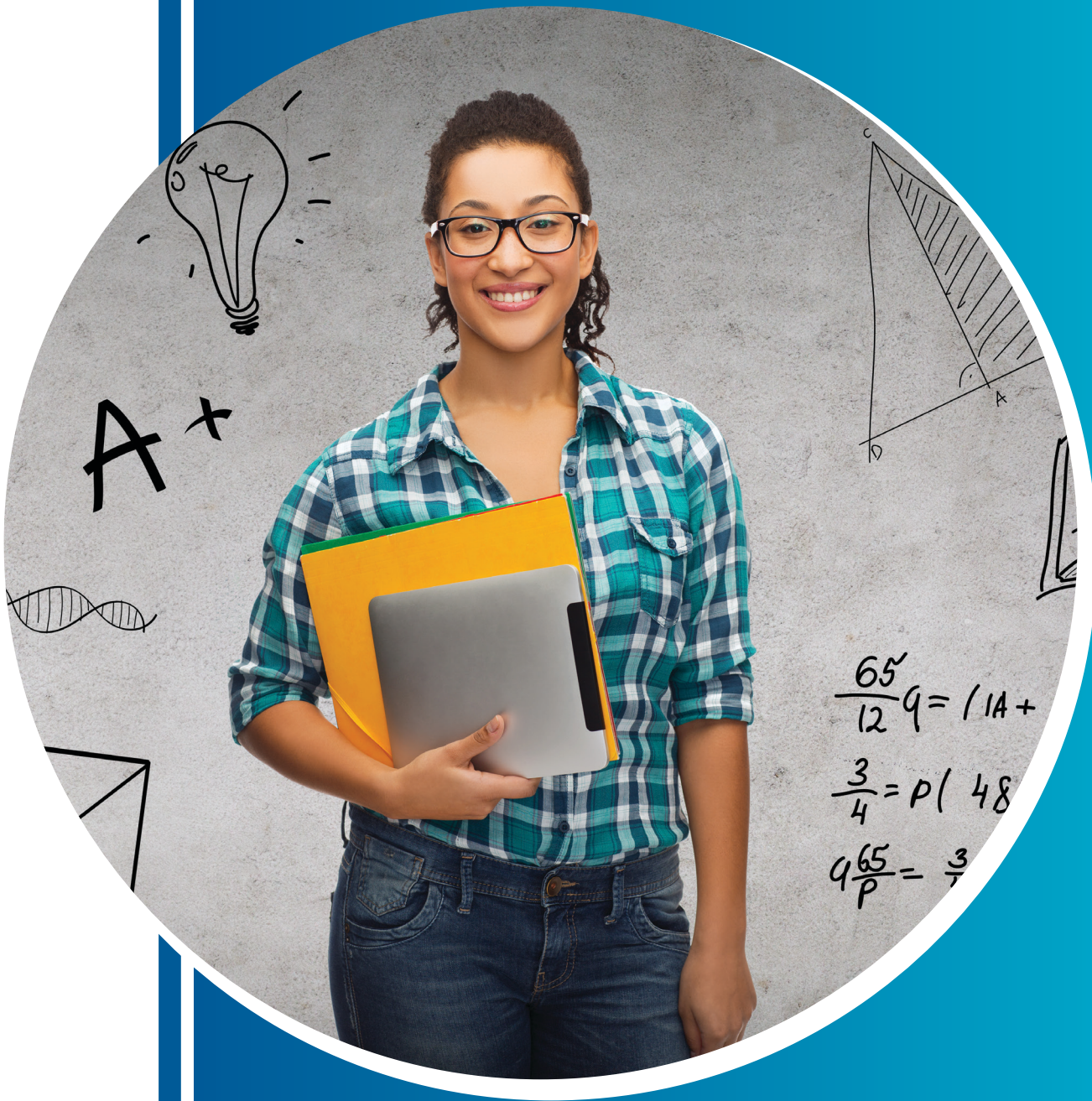


Figure 1 Plan, Do, Check Model

Districts can promote the successful adoption and/or implementation of High-Quality Instructional Materials (HQIM) through the Plan-Do-Check Model.



Priority I: Communication



Building Awareness: Making the Case for HQIM



ASSESSING your understanding



What is your level of knowledge of HQIM?

Not Knowledgeable

Very Knowledgeable



What does your Ready for Learning Team know about HQIM and their purpose?

Record key discussion points in the space provided.



After assessing your understanding, have a discussion with your Ready for Learning Team about any additional questions and thoughts.

Record key discussion points in the space provided.



ARKANSAS INITIATIVE

for instructional materials



Figure 2 Arkansas Vision for Teaching & Learning

Arkansas Vision for Teaching & Learning

Arkansas graduates will be actively literate, critical thinkers, and community engaged. They will have access to multiple disciplines so that they experience a well-rounded education. At the center of the Lenses of Learning, Arkansas graduates will master the personal competencies of growth, understanding, interaction, decision-making, and empathy.



Figure 3 AIIM Logo

The purpose of the Arkansas Initiative for Instructional Materials (AIIM) is to build pathways to high-quality instructional materials (HQIM).

The Division of Elementary and Secondary Education (DESE) is committed to ensuring that every student in Arkansas has equitable access to HQIM, grade-level instruction, and responsive practices, leading to opportunities to reach college, career, and life goals. Additionally, DESE will support all Arkansas educators to have strong foundations in pedagogical content knowledge and readiness to identify and skillfully implement HQIM.

In Arkansas, HQIM are curriculum materials aligned to state academic standards that include evidence-based strategies, inclusive practices, and embedded teacher supports. HQIM take into account the needs and experiences of diverse learners that are actively literate, critical thinkers, and community engaged.

To support Arkansas districts in the use of HQIM, DESE has partnered with the Instructional Materials and Professional Development (IMPD) network through the Council of Chief State School Officers™ (CCSSO). As shown in Figure 4 (page 7), Arkansas has identified five key priorities to develop pathways to HQIM. These key priorities are communication, signaling quality, professional learning, educator preparation programs, and data and analysis.

Building Pathways to HQIM is designed to communicate and build knowledge about HQIM and to support districts in the identification and selection of HQIM. DESE has developed curriculum review tools that use EdReports reviews as a base and include additional review criteria. These additional criteria reflect Arkansas-specific priorities like alignment to the Arkansas Academic Standards and a foundation in the Science of Reading. In addition to the AIIM guidebook, DESE has established a state-branded website to house the Arkansas EdReports Catalog to build awareness of and make a case for HQIM.

After working through this guidebook, Arkansas Ready for Learning Teams will develop 5 Key Priorities for the district.



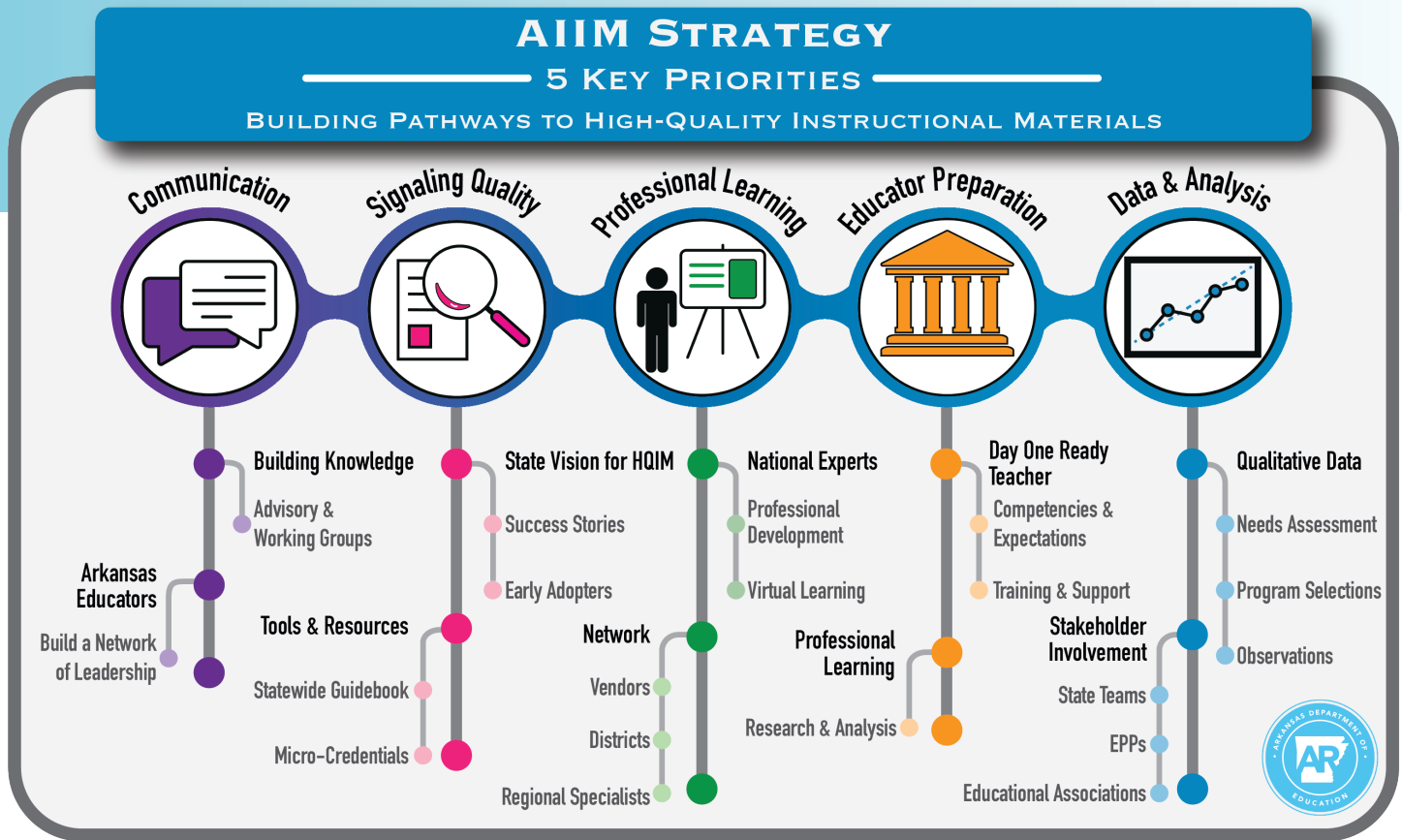


Figure 4 AIIM Strategy: 5 Key Priorities

Hyperlinked on play button & image.

Watch the *AIIM* Video linked above and to the right.

Figure 5 AIIM Informational Video Screenshot



Discuss the benefits of HQIM with your Ready for Learning Team.

Record key discussion points in the space provided.



RESEARCH

Making the Case for HQIM



Research shows shifting attitudes around instructional materials. In the study below, teachers and leaders were asked about their perceptions around instructional materials. Examine the data and identify key takeaways.

National Data

Benenson Strategy Group conducted an online quantitative survey supported by the Walton Family Foundation among 600 teachers and 200 school + district leaders from December 21, 2020 January 7, 2021.

Question: Has your experience during the pandemic made **you more interested in using/adopting** a comprehensive set of instructional materials?

81% Teachers agree
96% Leaders agree

Question: Thinking ahead to the 2021-22 school year, which of the following **do you believe would do more to help teachers** in your district give students a great education?

- Providing teachers with better instructional materials, including digital resources, that are aligned to state learning standards.
- Giving teachers more freedom to find and use instructional materials of their own choosing.

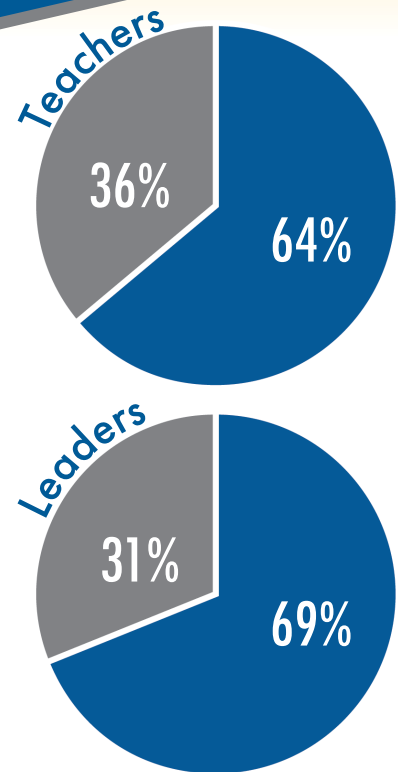


Figure 6 National Teacher and Leader Data



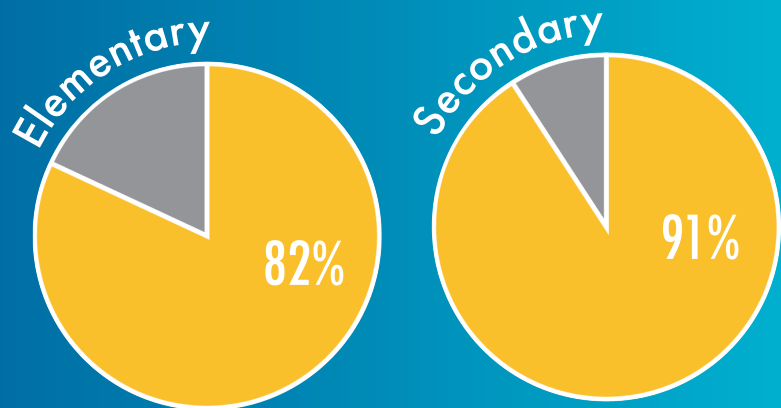
What are your thoughts regarding the data and people's attitudes towards HQIM?

State Data

How do the practices at your school compare to the Arkansas data?

What % of your teachers are creating or searching for materials to teach a lesson?

% ARKANSAS Teachers



Division of Educator Effectiveness at DESE, over 10,000 Teachers Surveyed in 2021.

Figure 7 State Elementary and Secondary Teacher Data





Building Pathways to HQIM Hard Card:

The image on the left is the cover of a recent publication that was produced to spread the message of HQIM.



Take some time to review the Building Pathways to HQIM Hard Card.



Figure 8 Cover design of the AITM Building Pathways to HQIM Hard Card



Regarding the research, what are the key takeaways from your Ready for Learning Team? What questions or wonderings do you have?

Record key discussion points in the space provided.



ECOSYSTEM



AllM is possible through collaboration with multiple stakeholders. These stakeholders support this work by providing feedback and championing the message of HQIM.

of Support

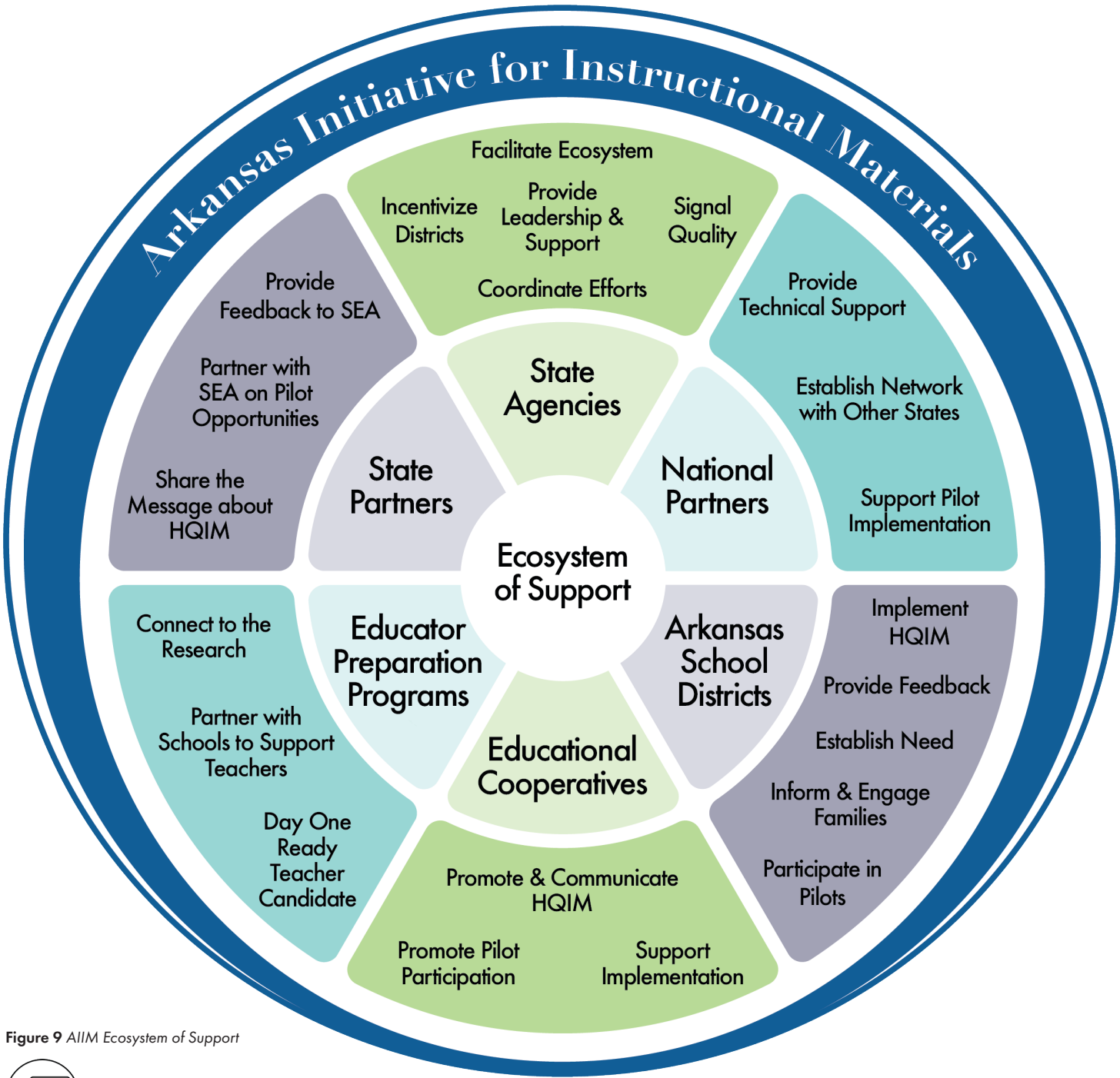


Figure 9 AllM Ecosystem of Support





Who will your district partner with to champion the local work around HQIM? Complete the graphic below to build your district's Ecosystem of Support.

Inner Ring:

Who are your stakeholders that will support the adoption and implementation of HQIM and related professional learning?

This may include teachers, students, building and district leadership, families, educational cooperatives, community partners, and state agencies.

Outer Ring:

How will the stakeholders support the work?

What role will they play, and how will they influence your work?



In reflecting on your Ecosystem of Support, what are areas of strength and opportunities for growth?

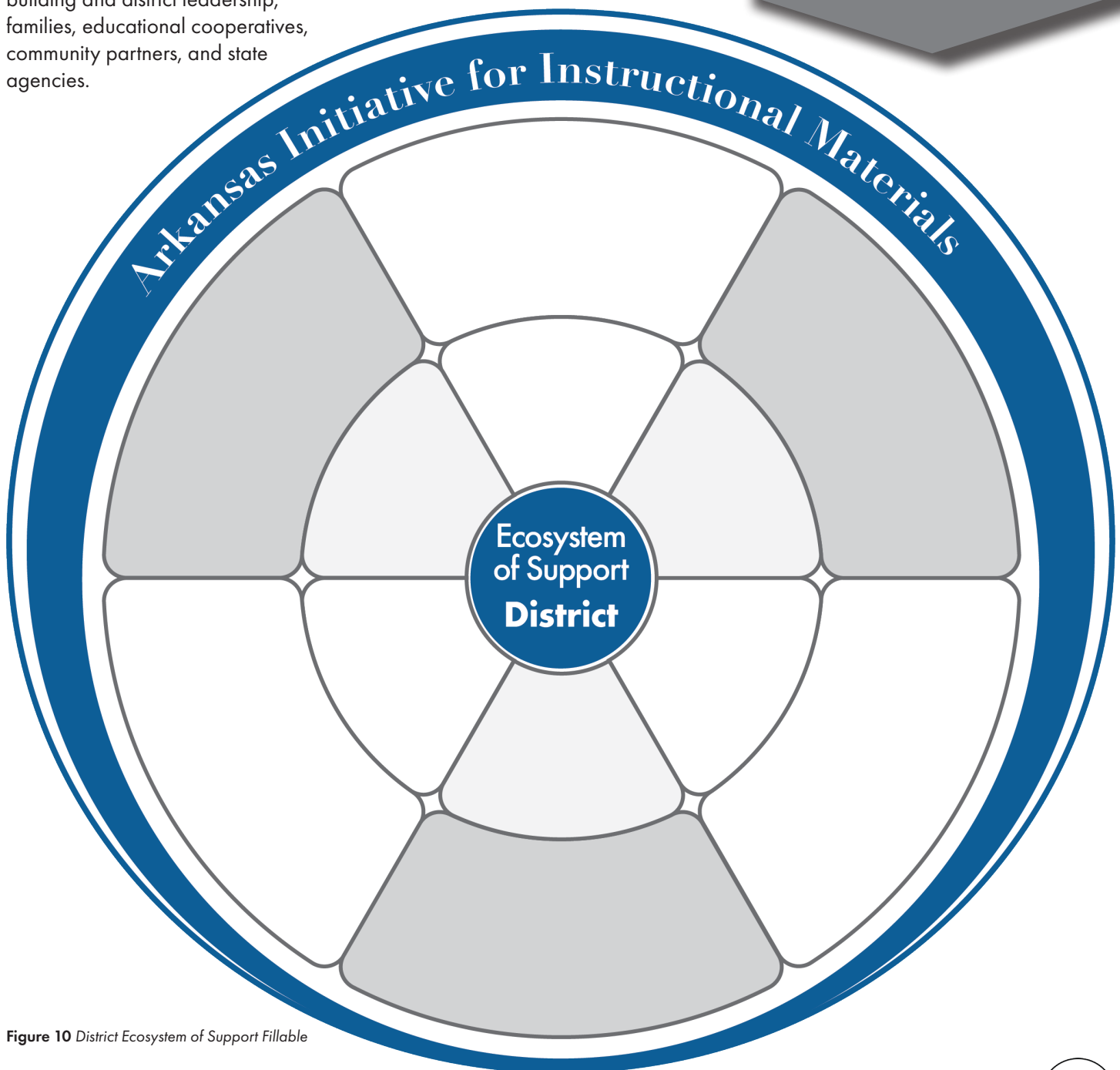


Figure 10 District Ecosystem of Support Fillable



HQIM REFLECTION



On Making the Case for HQIM



HQIM Continuum:

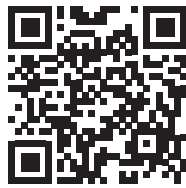
First: Indicate where your district was on the HQIM Continuum **prior** to COVID-19.

Next: Indicate where your district is now.

No Conversations
about HQIM

Implementing HQIM
with Integrity

Complete:
[HQIM Interest & Knowledge Survey](#)



[HQIM Interest & Knowledge Survey](#): After taking the survey, discuss responses and determine how you might use this survey by administering it to your faculty.

This document provides the questions so it can be recreated.



How do the attitudes and interests of your district toward HQIM compare to the national and state data?

Has your district experienced a change in attitudes toward and interest in HQIM since COVID-19?

Record key discussion points in the space provided.



DESE has developed communication tools for various audiences: parent/guardians, teachers, administrators, and higher education. These tools are designed to communicate the benefits of HQIM and what they will mean for Arkansas students. These communication tools can be found on the DESE AIIM webpage.



In what ways will your district strategically communicate the message of HQIM?

What audiences will be targeted?

Record key discussion points in the space provided.



In considering the AIIM Strategy, what are the priorities that your district needs to communicate in order to build awareness of and make the case for HQIM?



Figure 11 Communication Stem

Record your responses in the space provided below.





Priority II: Signaling Quality

Signaling Quality of HQIM in Arkansas



EXPAND Knowledge of HQIM

It is Arkansas's vision that every student has equitable access to high-quality instructional materials (HQIM), grade-level instruction, and responsive practices leading to opportunities to reach college, career, and life goals. Additionally, all Arkansas educators will have strong foundations in pedagogical content knowledge and readiness to identify and skillfully implement HQIM. This section is designed to signal quality of HQIM.



With your Ready for Learning Team, choose one of the linked publications about the importance of HQIM to read and discuss.

The Opportunity Myth: What Students Can Show Us About How School Is Letting Them Down and How to Fix It

Published by TNTP



Hiding in Plain Sight: Leveraging Curriculum to Improve Student Learning

Published by Chiefs for Change



After reading, discuss new learning, connections, and wonderings, use the chart to record big ideas from discussions.

New Learning

Connections

Wonderings





SELECTING HQIM

As part of AIIM, DESE has partnered with EdReports to develop a catalog to identify HQIM for English Language Arts (ELA) and Mathematics. EdReports is a national leader in the field of reviewing instructional programs through a rigorous and unbiased process. Curricula that appear in the Arkansas EdReports Catalog have progressed through the EdReports review process **and** have met Arkansas-specific criteria.

ELA and Mathematics instructional programs must progress through three different gateways as identified in Figures 13 and 14. Through a rigorous review process at each gateway, programs earn the distinction of *Meets Expectations*, *Partially Meets Expectations*, or *Does Not Meet Expectations*. In order for a program to advance to Gateway 3, the program must *Meet Expectations* in both Gateways 1 and 2.

To be included in the Arkansas EdReports Catalog, instructional programs must achieve the distinction of *Meets Expectations* in Gateways 1 and 2 **and** *Meets Expectations* **or** *Partially Meets Expectations* in Gateway 3 (Figure 12).

The Arkansas EdReports Catalog (Linked in Figure 12) is a resource for school districts to use when making decisions about the local adoption and implementation of curricular materials for ELA and Mathematics.



Figure 12 Arkansas EdReports Catalog Criteria



With your Ready for Learning Teams, examine the EdReports Gateways.

Discuss key takeaways with your team.



With your Ready for Learning Team, locate your district's curriculum in the Arkansas EdReports Catalog using the QR code above. If your district has not adopted a curriculum, select a program that you would like to learn more about. If you do not find your district's curriculum listed, the program has either not been reviewed or did not meet the minimum requirements for the Arkansas EdReports Catalog.

Using the evaluation provided through the Arkansas EdReports or the full report provided by EdReports.org, review and discuss the strengths and weaknesses of the curricula.

Additional notetaking space is available on pages 24 and 25.



EdReports Gateways: Use of EdReports Gateways 1, 2, & 3 to Signal Quality of HQIM

Mathematics

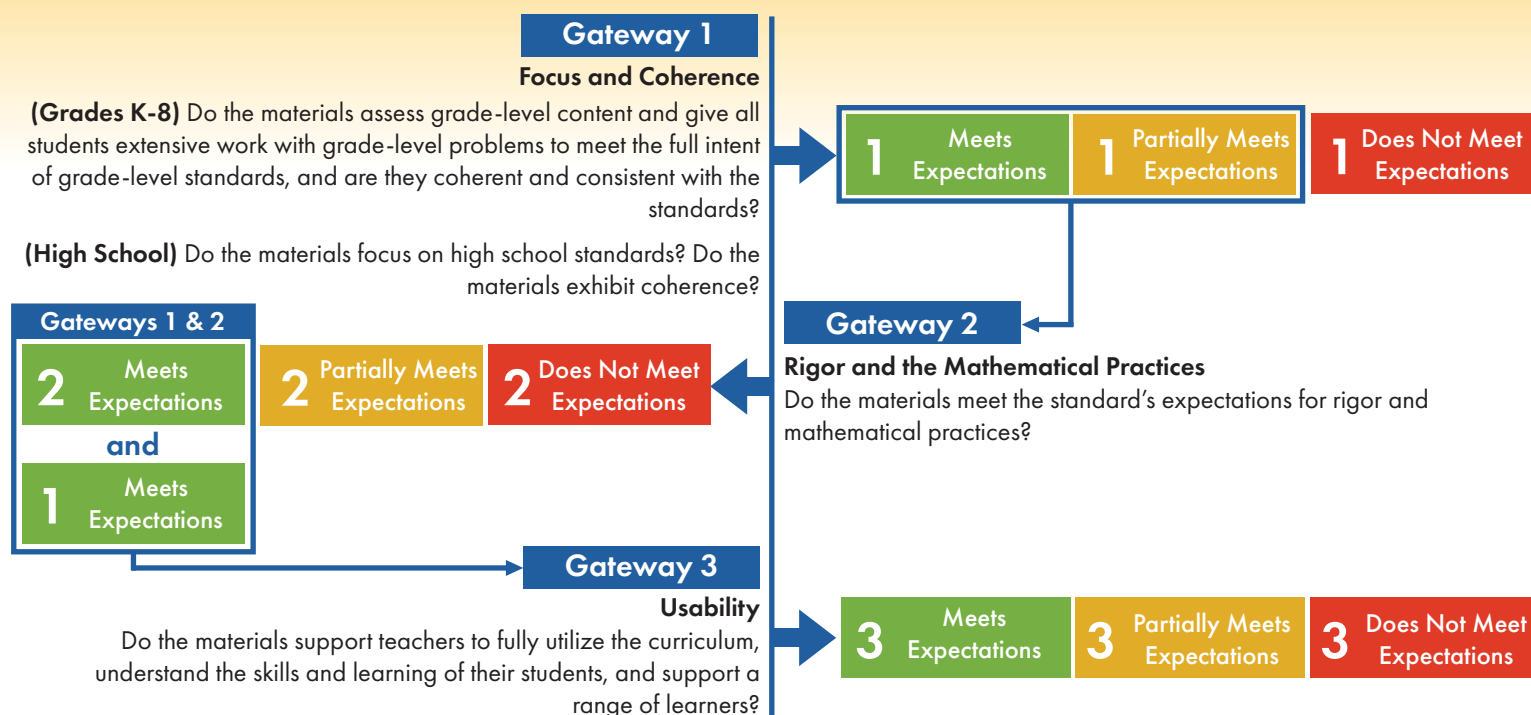


Figure 13 Mathematics EdReports Gateway Evaluation Review Process, adapted from EdReports Review Criteria (Math K-8 & Math High School)

English Language Arts

NOTE: There is a different Gateway Evaluation Process for ELA Foundational Skills Materials. Please see EdReports.org for more information.

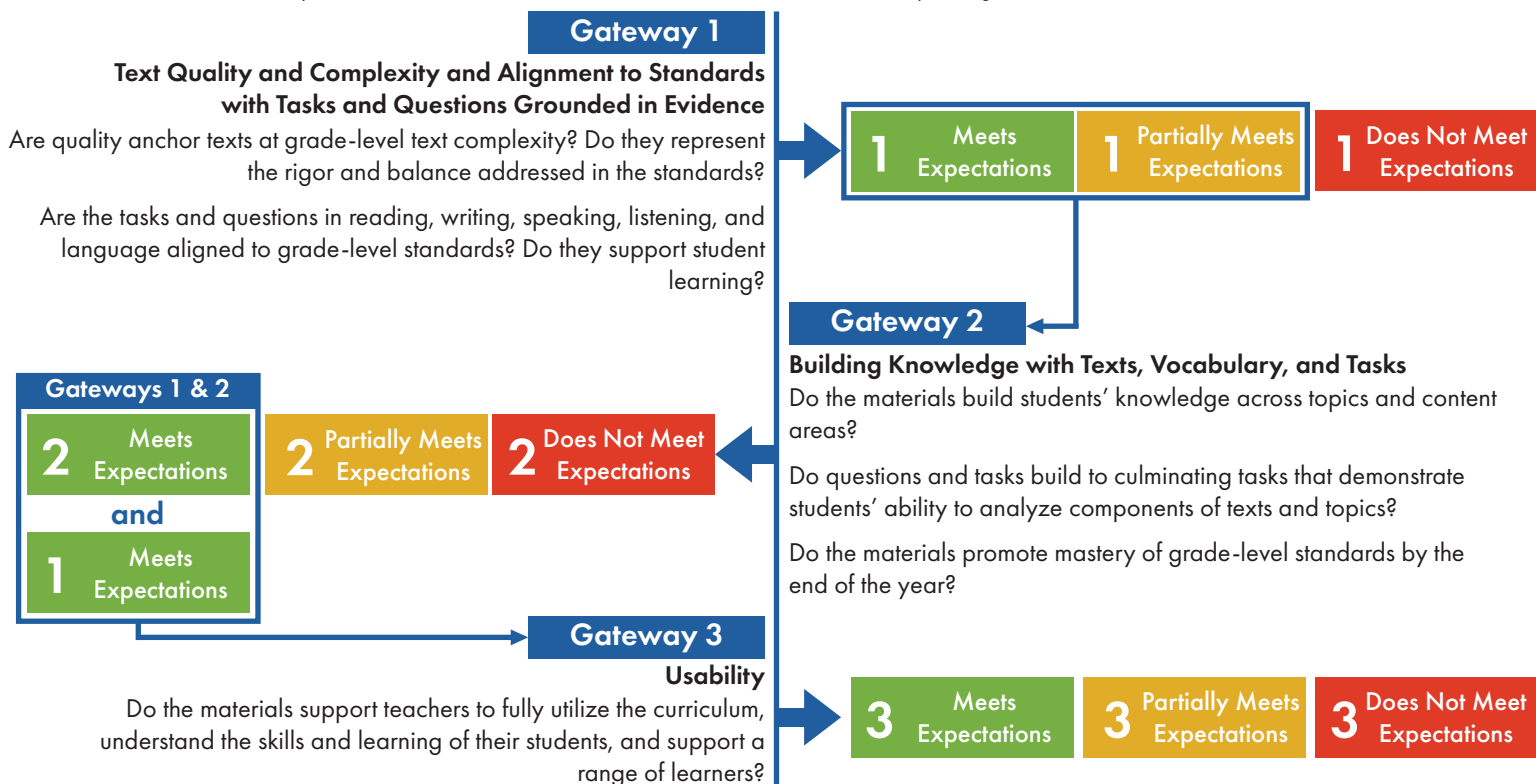


Figure 14 AR English Language Arts EdReports Gateway Evaluation Review Process, adapted from EdReports Review Criteria [ELA K-2 (No Foundational Skills), ELA K-2, ELA 3-8, & ELA High School].



define equity, identify needs, & build capacity

CLOSER LOOK

DESE defines equity as creating conditions where individual learners and groups receive personalized supports and opportunities they need at the right time to achieve their fullest educational potential. HQIM help to ensure students have equitable access to grade-level and responsive practices.



With your Ready for Learning Team, discuss the unique needs of each of your students. Examples include but are not limited to:

- General Population
- Students with Disabilities and Exceptionalities (e.g., Gifted & Talented)
- English for Speakers of Other Languages (ESOL)
- Culture
- Poverty
- Homelessness

What process do you have in place to ensure equity through established guidelines?



With your Ready for Learning Team, consider the questions below when selecting HQIM. Utilize feedback provided in *Gateway 3: Usability* (referenced on page 17) to determine to what extent a program takes into account the diverse learning needs and backgrounds of your students in particular.

Teacher Supports

Does the program include opportunities for teachers to effectively plan and utilize materials with integrity?

Does the program further develop teachers' understanding of the content?

Assessment

Does the program identify how materials provide tools, guidance, and support for assessments?

Do the supports help teachers collect, interpret, and act on data about student progress towards the Standards?

Student Supports

Does the program include materials designed for each child's regular and active participation in grade-level content and skills?

Intentional Design

Does the program include a visual design that is engaging and references or integrates digital technology with guidance for teachers?



"This curriculum is different from others in the fact that it teaches kids more about the concepts of math, why you multiply two times three not just memorization of rote facts. They explain the distributive property rather than saying, 'Here's the distributive property.' We talk about groups and how many groups and how to put them together. Students have a better working knowledge of how everything works and how the math goes together so that the students can figure out problems on their own and are more effective at applying the math."

*Dana Davis, 7th Grade Mathematics Instructor
Little Rock School District*



"The specific attributes that I find most useful for our students is grade-level instruction and a variety of assessments. Each of our curricula (Benchmark Workshop, Wonders, & MyPerspectives) provides whole-group grade-level instruction, as well as differentiated small-group instruction using grade-level skills/standards. This type of intentional instruction is what impacts student growth on classroom and standardized assessments. Students have multiple opportunities to express their understanding via formative, ongoing, and summative assessments based on our specific curricula. Teachers are able to adjust/provide for students' specific needs based on how they respond during the whole-group instruction. The small-group instruction is based on students' achievement levels (Below-Level, Approaching Level, or Beyond Level)."

*Terry Flowers, District Literacy/Curriculum Specialist
Trumann School District*

"The issue with our Tier 1 [instruction] was that we had been trying to develop with teachers this culture of student-centered teaching and learning, and yet the only resources we were giving them were teacher-centered."

*Nancy Rhodes, Math/Science Curriculum Director
Alma School District*



"This program (Foundations) has given us a systematic and rigorous approach in teaching phonics skills to our students. It has helped increase our students' ability to decode and encode, which transfers to all subjects and skills. By having this supplemental phonics program, we are able to really see our students firming up the Word Recognition piece of Scarborough's Rope.

This program has extensive resources. We love that other schools around us are using this program as well, so we can call and troubleshoot with them. The program's help desk is also amazing. They have literacy specialists online and ready to help if something is needed. It has just been very nice to have something so closely aligned to the Science of Reading."

*Emily Kerksieck, Instructional Facilitator
Benton School District*

|| VOICES of Educator Implementation

Many school districts across Arkansas have already adopted and are implementing HQIM. DESE is leveraging grants and partnerships with national non-profits to support these districts and has curated feedback from local stakeholders to share district experiences around HQIM.



A Key Strategy to SUPPORTING

equitable access & building capacity

LEAs

Through the support of state and federal grants, DESE has been able to support districts in the purchase and implementation of HQIM and high-quality professional learning (HQPL)¹.



The AR Tier 1 Mathematics Curriculum Grant was made possible through a 4.6 million dollar grant from the Walton Family Foundation for funding of high-quality Tier 1 mathematics curriculum (T1MC) in schools across the state.

The Comprehensive State Development Grant (CLSD) is a 38 million dollar federal grant that was awarded to DESE in 2019. In Arkansas, the CLSD Grant is referred to as the Successful Outcomes for Arkansas Readers (SOAR) Grant and is designed to support preliteracy skills, reading, and writing for all children birth through grade 12.

In addition to the grants, DESE has been working in collaboration with TNTP² as they pilot HQIM in some Arkansas schools. The pilot includes targeted support for the implementation of HQIM that addresses the specific needs of teachers as they implement HQIM.

¹ HQPL will be addressed in Priority IV.
² Formerly known as The New Teacher Project



Figure 15 SOAR Logo

\$12,000,000.00 Awarded
74 Schools
51 Districts

For information about future grant opportunities please visit the [DESE SOAR Grant Webpage](#).

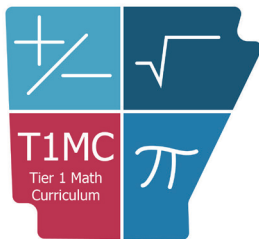


Figure 16 T1MC Logo

\$3,500,000.00 Awarded
83 Schools
44 Districts

For information about future grant opportunities please visit the [AR Tier 1 Mathematics Curriculum Grant Webpage](#).



“The grant (T1MC) has been a lifesaver. Being able to give teachers the time to learn together has been a game changer. They come for the stipend, but *they stay for the collaboration and support*. Time is the one thing teachers always need, and ours are getting it.”



Judy Dunmire, Math Coach
 Camden-Fairview School District

AIMM Pilot School Q&A



Josh Wingo, Principal
Intermediate School
Wynne School District

Pilot School & SOAR Grantee

How has working with a national partner on the implementation process helped teachers and/or instructional facilitators?

Wil Redmond and his team (from TNTP) have been amazing. They have given us the outside perspective and leadership needed to fully implement a very complicated and thorough curriculum. He has broken the Wit & Wisdom curriculum into a Scope and Sequence that our teachers can understand, and it lessens the overwhelming feeling that comes along with any new curriculum.

What do you like about your selected HQIM?

We love Wit & Wisdom's rigor and how rich the vocabulary is. We love how each grade level builds on each other like a building block, and you can really see this when you go around to each grade level. Also, student engagement and student collaboration are key. The teachers have end-of-module celebrations, and the content and unit style of learning have many fun and engaging learning opportunities for students.

What lessons learned would you like to share with other districts regarding the implementation of HQIM?

I would highly recommend **through-year professional learning**. Working with TNTP has allowed us to be able to work through curriculum implementation with an outside perspective. He (Wil Redmond) has the time to show teachers ways to insert more of their own learning styles into the curriculum. Wil Redmond and his team are there as a resource to not only my leadership team but to all of my literacy teachers as well. He does weekly PD sessions or Zooms, sends encouraging emails to us, and makes learning a new curriculum easier because he unpacks all of the modules for us. The material is handed out in smaller doses so that teachers and students can understand each component.

*The views expressed are not intended to be an endorsement by DESE.



With your Ready for Learning Team, discuss key takeaways from the Voices of Educator Implementation?

Record key discussion points in the space provided.



With your Ready for Learning Team, discuss how your district could leverage some of the supports that DESE offers?

Record key discussion points in the space provided.



Signaling Quality: the BIG picture

District Reflection: With your Arkansas Ready for Learning Team, reflect on The BIG Picture Tool below (Figure 17) to identify needs when implementing HQIM into current school improvement processes.

How will the implementation of HQIM be monitored and evaluated?

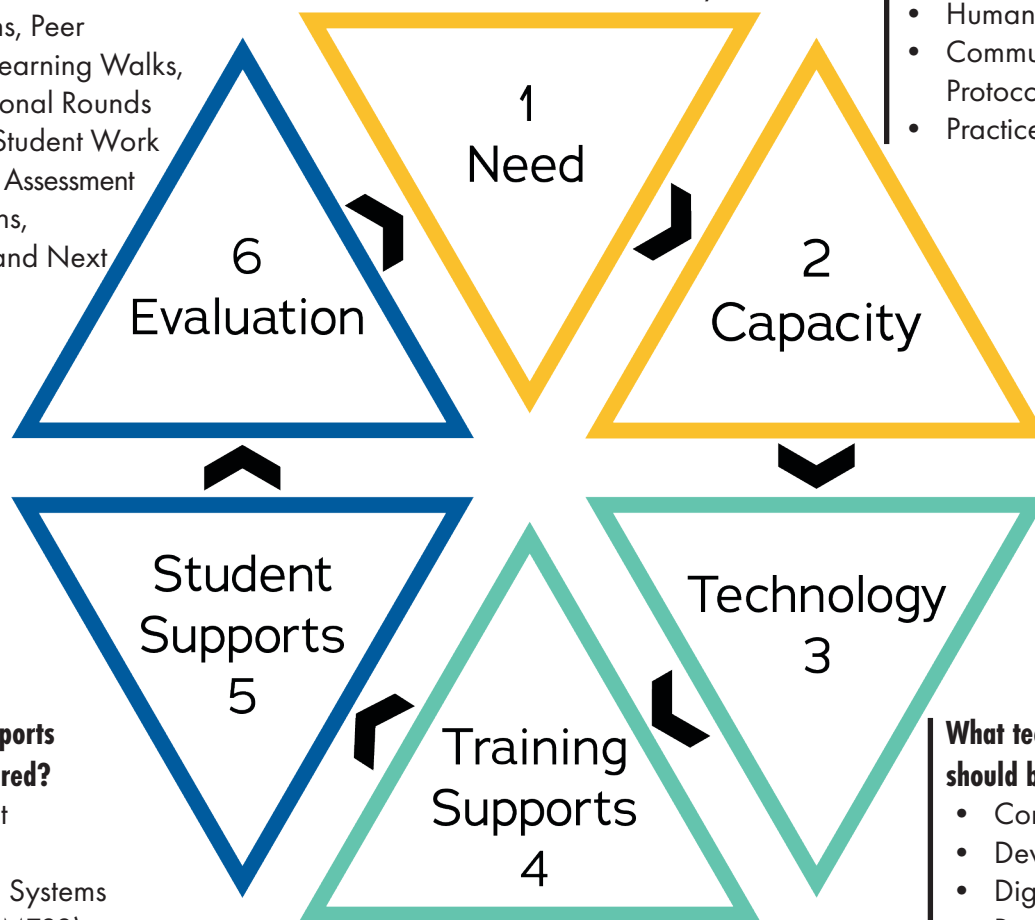
- Observations, Peer Coaching, Learning Walks, and Instructional Rounds
- Analysis of Student Work
- Reflection on Assessment Data: Patterns, Inferences, and Next Steps

What are your current needs for HQIM in literacy and math?

- *Building Pathways to HQIM* Guidebook
- Needs Assessment Survey

What is your capacity to implement HQIM?

- Budget
- Human Resources
- Communication Protocols
- Practices



What student supports should be considered?

- Engagement Strategies
- Multi-Tiered Systems of Support (MTSS)
- Continuum of Assessments
- Considerations for Inclusive and Culturally Responsive Practices

What training supports are available to build capacity?

- Professional Learning
- Embedded Coaching for Teachers
- Network of Districts Implementing HQIM
- Administrative Support
- Parent Engagement
- Student Voice

What technology needs should be considered?

- Connectivity
- Devices
- Digital Curriculum Resources
- Software

Figure 17 The BIG Picture Tool





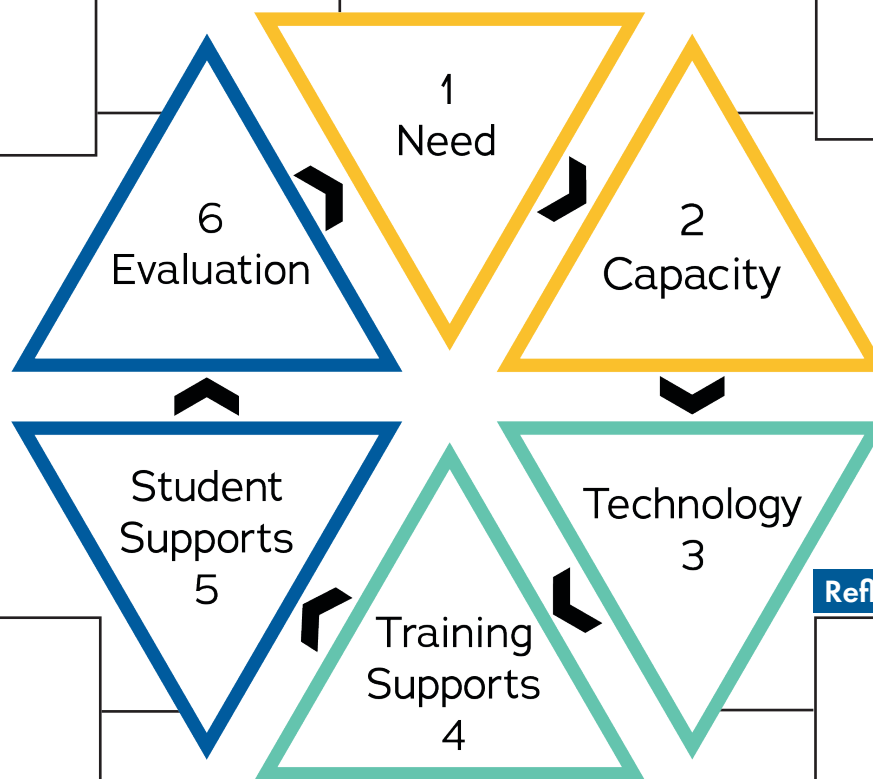
In reflecting on The BIG Picture Tool (Figure 17), what needs are identified for each stage of implementation of HQIM?

Record key discussion points in the spaces provided in The BIG Picture Tool Fillable (Figure 18).

Reflection

Reflection

Reflection



Reflection

Reflection

Reflection

Figure 18 The BIG Picture Tool Fillable



ADDITIONAL notetaking

The following activity is repeated from page 16 for your convenience.



With your Ready for Learning Team, locate your district's curriculum in the Arkansas EdReports Catalog using the QR code above. If your district has not adopted a curriculum, select a program that you would like to learn more about. If you do not find your district's curriculum listed, the program has either not been reviewed or did not meet the minimum requirements for the Arkansas EdReports Catalog.

[Link to the Arkansas EdReports Catalog](#)



Using the evaluation provided through the Arkansas EdReports or the full report provided by EdReports.org, review and discuss the **strengths and weaknesses** of the curriculum(s).

Elementary Math

Middle Math

Secondary Math

Elementary ELA

Middle ELA

Secondary ELA





Based on the review of the curricula, what are your team's next steps to successfully implement math and/or ELA program(s) so that you are signaling quality?

Record key discussion points in the space provided.

DESE has provided information on Open Educational Resources (OERs) that could be used to help with the selection process of HQIM.

DESE OER One-Pager



Additional Resources Provided by EdReports:

[Establish an Instructional Vision](#)



[Analyze Your Current State](#)



[Codify Your District Priorities](#)



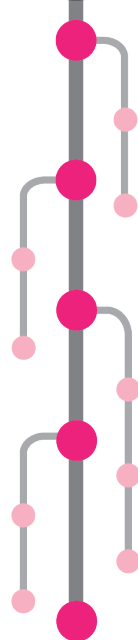
Signaling Quality



In considering the AIM Strategy, what are the priorities your district needs to highlight regarding evaluating needs and signaling quality HQIM?

Record your responses in the space provided below.

Figure 19 Signaling Quality Stem





Priority III: Professional Learning

Providing High-Quality Opportunities for Skillful Use of HQIM





The adoption of HQIM is one step to ensuring every student has access to grade-level content and strategic supports. In order to skillfully use HQIM, teachers also need professional learning and job-embedded supports specific to the adopted curriculum. Districts may choose to partner with a third party to provide curriculum-specific training and coaching or High-Quality Professional Learning (HQPL). The characteristics of HQPL are listed below.

“A primary role of school systems is to create the conditions in schools through which teachers can become experts at teaching the curriculum they are using and adapting instruction to the needs of their particular students.”¹

¹ Wiener, R. & Pimentel, S. (2017) *Practice What You Teach: Connecting Curriculum & Professional Learning in Schools*.

Characteristics of High-Quality Professional Learning (HQPL)

Specific

HQPL deepens educators' understanding of what to teach (content) and how to teach it (content pedagogy, instructional strategies) the HQIM that teachers are expected to use in their classrooms.

Relevant

HQPL is customized to teachers' subject areas, grade levels, teaching experience, and cultural experiences.

Ongoing

HQPL provides teachers and school leaders with regular support on their curriculum.

Equitable

HQPL equips teachers to ensure that all of their students have the opportunity to thrive academically and personally.

Engaging

HQPL creates an engaging space in which educators can develop and discuss ideas, practice new skills, receive feedback from others, and reflect on their learning.¹

¹ Adapted from: Rivet Education. (2021). About: What is high-quality professional learning? <https://plpartnerguide.org/about/>



EXPAND Knowledge of HQPL

What does the research say about professional learning for curriculum implementation?



With your Ready for Learning Team, choose one of the linked publications about the importance of HQPL to read and discuss.

The Elements: Transforming Teaching through Curriculum-Based Professional Learning (pages 1-10)

Published by Carnegie Corporation of New York



Practice What You Teach: Connecting Curriculum & Professional Learning in Schools

Published by The ASPEN Institute: Education & Society Program

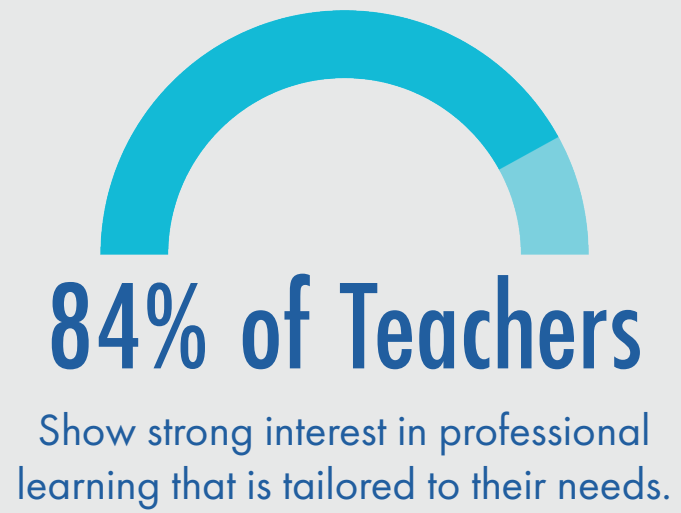
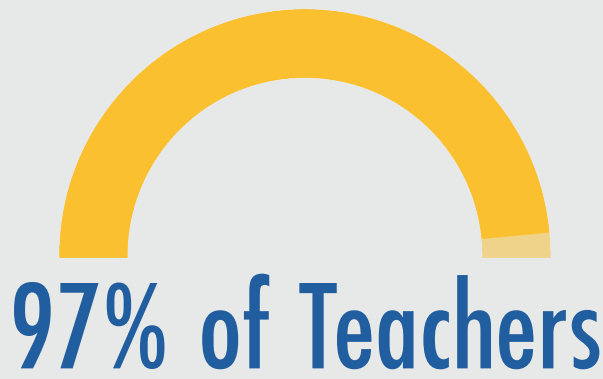


After reading, discuss new learning, connections, and wonderings, use the chart below to record big ideas from discussions.

New Learning

Connections

Wonderings



Source: Short, J. and Hirsh, S. (2020). The Elements: Transforming Teaching through Curriculum-Based Professional Learning. Carnegie Corporation of New York.

Figure 20 National Teacher Data on Professional Learning



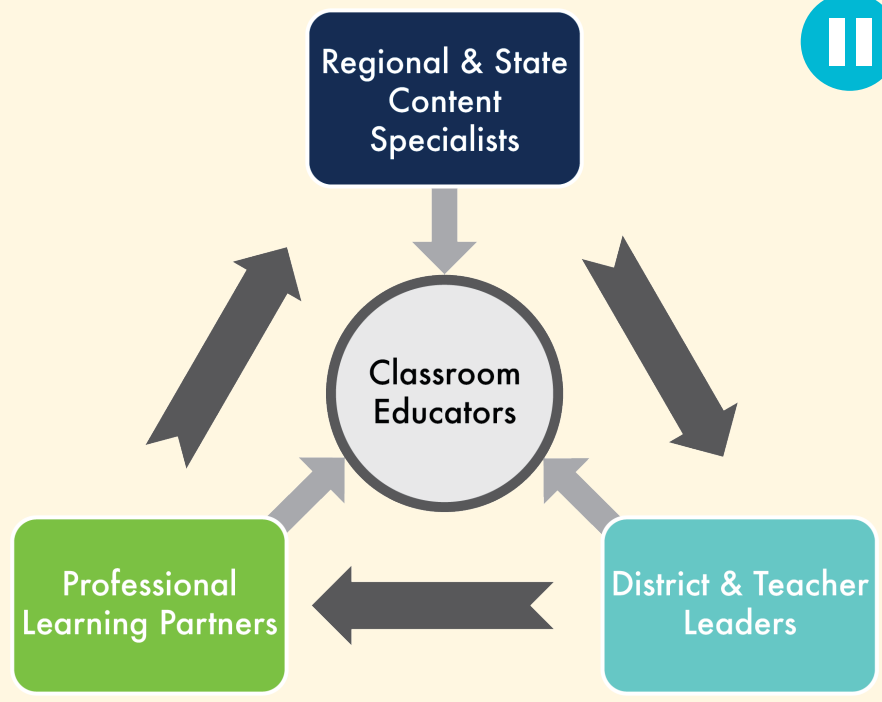
Identify where you are in learning about the research on curriculum-based professional learning, on the learning disposition continuum below?



Expanding Your Knowledge of HQPL Through the Ecosystem of Support

High-quality professional learning and job-embedded support to deepen educators' understanding of what to teach (content) and how to teach it (content pedagogy) with the adopted HQIM will be provided by:

- Professional Learning Partners
- Trained Regional and State Content Specialists
- Trained District and Teacher Leaders



In looking back at your district's Ecosystem of Support (page 11), how could your district leverage your network of support to provide HQPL?

Record key discussion points in the space provided.

Figure 21 Arkansas Network of Support

SELECTING

a professional learning partner



Karl Romain,
Lead Secondary Math
Teacher
Little Rock School District

Selecting a high-quality professional learning partner will help ensure HQIM is implemented with integrity. Consider what the school and/or district has done in the past that has been effective and/or ineffective. How can the district use this information to inform future decisions regarding professional learning?

Take some time to assess the needs of the district and/or school's stakeholders. What model(s) of professional learning would be most effective in addressing the needs of teaching aids, teachers, instructional facilitators, and administrators?

Be prepared to reassess throughout the professional learning process to identify additional areas of HQIM implementation that need support.

District Perspective

"A 2017 study showed that high-quality instructional materials could move an average performing teacher to the 80th percentile. I wholeheartedly agree with this study except for one caveat, support. In my district, I have seen brand new teachers grow tremendously using the Illustrative Mathematics Resource. However, the professional learning and support from district math coaches and our learning partner were the key to their success. The teachers and coaches used the materials to grow in their understanding of mathematics. The lesson guide allowed the planning to be seamless. The focus was not on completing the activity/task but on making sure that the mathematics remained at the

“However, the professional learning and support from our math coaches and our learning partner were the key to their success.”

center of the lesson; this not only allowed teachers to have security in what was taught, but many of them became excited because of the increased excitement and engagement level in the students.

HQIM and HQPL go hand-in-hand. The materials force teachers to grapple with the teaching and the deep understanding needed for effective instruction. Professional learning and coaching support are necessary to make the use of the materials effective for teachers and for students to grow."



Steps to Identifying a Professional Learning Partner¹

¹ Adapted from: Rivet Education. (2021). About: What is high-quality professional learning? <https://plpartnerguide.org/about/>



With your Ready for Learning Teams, discuss the selection of a high-quality professional learning partner that meets the district's current and/or anticipated needs.

Record key discussion points in the spaces provided.

1 Define district and/or school needs.

2 Prioritize needs.

3 Identify professional learning partner(s) that meet priority needs.

4 Determine which professional learning partner(s) will best address priority needs.

5 Determine time frame and schedule services.



What questions should we ask?

Questions to Consider for a HQPL Partner When Implementing HQIM



Review the [Professional Learning Partner Interview Guide](#) and select key questions that are most relevant to the needs of your district/school.



Record key discussion points in the spaces provided.

Professional Learning Stage of Support

Key Questions for My District/School to Ask Professional Learning Providers

1

General Questions

2

Adoption Phase

3

Launch Phase

4

Ongoing Phase



Professional Learning Partner Guide: A National Tool to Support HQIM Implementation



The [Professional Learning Partner Guide: A National Tool to Support HQIM Implementation](#)* provides a list of recommended HQPL partners based on a thorough review by national experts. Applicants must show evidence of providing high-quality, curriculum-aligned training and support to educators. Districts/schools should consider their unique needs when selecting a professional learning partner.

*The views expressed are not intended to be an endorsement by DESE.



Moving forward, discuss with your Ready for Learning Team how you can use the *Professional Learning Partner Guide* (page 29) to select a professional learning partner to ensure specific, relevant, equitable, ongoing, and engaging HQPL for your district/school.

Record key discussion points in the space provided.

Professional Learning

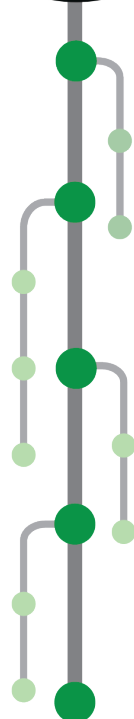


In considering the AIIM Strategy, what are the priorities your district needs to highlight to provide HQPL while implementing HQIM?



Record your responses in the space provided below.

Figure 22 Professional Learning Stem





Priority IV: Educator Preparation

Integrating Practices for
Selecting & Using HQIM in
EPPs



PREPARING future teachers



Arkansas Educator Preparation Programs (EPPs) are essential partners in providing training to aspiring teachers. As a part of the ecosystem of support and based on the AIIM Theory of Action (Figure 24), EPPs are aligning competencies to prepare teachers in the skillful use of HQIM. As an advisory group, EPP faculty will help frame and lead this work in institutions of higher education. Throughout their preparation, aspiring teachers will develop the competencies needed to identify and use these materials from the first day they enter the classroom.

Additional opportunities to build pathways and strengthen the partnership between EPPs and districts are available through:

- Cohorts in which stakeholders receive training and support in the adoption, implementation, and skillful use of HQIM;
- Pilots in methods courses and teacher internships;
- Training on the use of the Arkansas-specific review tools created in collaboration with EdReports;
- Participation in Learning Walks;
- Professional learning opportunities during the pilot year; and
- Pilot opportunities for training and support available in the future.



Figure 23 DESE Educator Preparation Programs Logo

AIIM Theory of Action

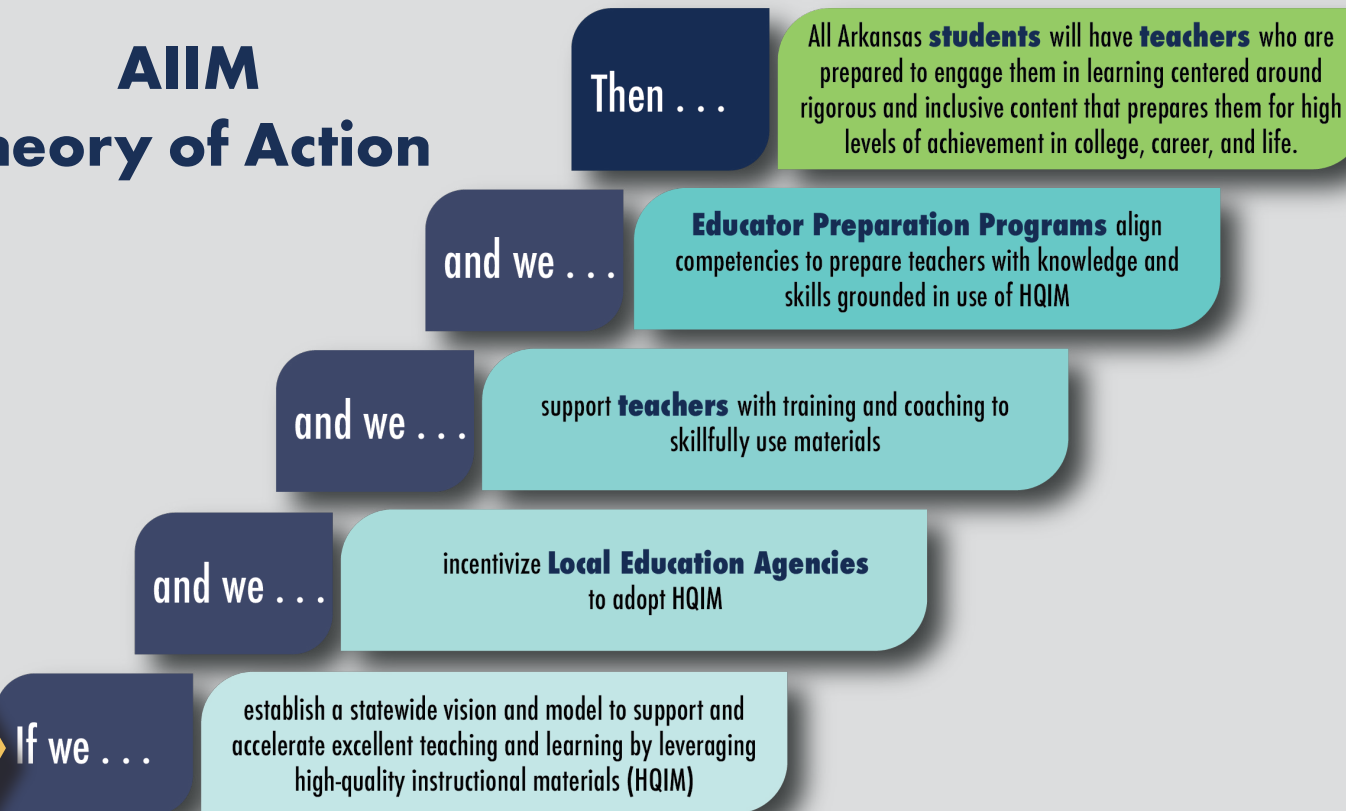


Figure 24 AIIM Theory of Action

EPPs:

Fill out the linked [HQIM Survey](#) for DESE support.



Consider what specific roles districts and EPPs will take while working collaboratively to support the selection and implementation of HQIM.





Q&A

Dr. Celya Taylor,
Dean of Teachers College
Henderson State University

DAY 1 READY

What does it mean for a teacher to be Day One Ready?

Being Day One Ready means that teachers are able to persist through those first challenges that will surely arise--not because they have all the answers, but they are not afraid of not knowing because they have a wealth of support and resources from their preparation programs, collaborative colleagues, and their own inquisitive and creative minds.

Why are partnerships important to EPPs?

Partnerships help preparation programs form a circle around prospective teachers to embrace continuous change and engage in dialogue about student needs, learning strategies, and ultimately, teacher longevity.



Watch the *Making the Case: HQIM & EPPs* video.



Reflection for Leadership Teams:

- What are the EPPs in my region?
- To what degree does my team have a working relationship with the EPPs in my region?
- To what degree does my team partner with the EPPs in my region to support aspiring teachers?
- To what degree does my team provide support to aspiring teachers with the use of HQIM in the classroom?
- What are my next steps for increasing my team's support for aspiring teachers through partnerships with the EPPs in my region?

Record key discussion points in the space provided.



Reflection for EPPs:

- To what degree does our institution's courses include the use of HQIM?
- What does our institution know about the use of HQIM in our region?
- To what degree does our institution or organization have a working relationship with the districts in my region?
- To what degree does our institution partner with districts to support aspiring teachers?
- What are the institution's next steps for increasing support for aspiring teachers through partnerships with the districts in my region?

Record key discussion points in the space provided.

Educator Preparation



In considering the AIIM Strategy, what are the priorities your district needs to highlight when selecting & using HQIM while partnering with EPPs?

Record your responses in the space provided below.

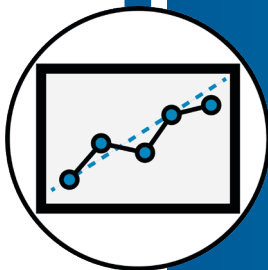
Figure 25 Educator Preparation Stem





Priority V: Data & Analysis

Gathering, Reflecting On, and
Analyzing LEA Data for Successful
Implementation of HQIM



GATHERING DATA



Gathering and analyzing data is an ongoing, interwoven process throughout the adoption and implementation of HQIM. Districts can utilize the Plan-Do-Check Model (page 40) to engage in this process. When planning, it must begin with analyzing comprehensive needs assessment data completed by key stakeholders. The data can consist of surveys and Likert scales to understand curricular values as reported by educators, students, and families. In addition, to understand the needs of stakeholders, districts must identify the most appropriate timeline for the adoption and implementation continuum. The following checklist can assist with determining the district's readiness to adopt and implement HQIM.



With your Ready for Learning Team, read each statement and determine if it describes your district. Then, check the box(s) to indicate it represents the district's status.

- Teachers can articulate our instructional model.
- Teachers, students, and the community recognize our core beliefs.

K-12 Mathematics

- We have a common understanding of the characteristics of HQIM.
- We have reviewed HQIM.
- We have identified HQIM options that meet the needs of our district.
- We have narrowed options and selected HQIM.
- We have adopted HQIM.
- We have provided professional learning opportunities for the implementation of HQIM.
- Teachers have the professional capacity to undertake the implementation of HQIM with integrity.
- We have implemented HQIM.
- Classroom observations indicate the implementation of HQIM with integrity.




Record key discussion points in the space provided.

K-12 Literacy

- We have a common understanding of the characteristics of HQIM.
- We have reviewed HQIM.
- We have identified HQIM options that meet the needs of our district.
- We have narrowed options and selected HQIM.
- We have adopted HQIM.
- We have provided professional learning opportunities for the implementation of HQIM.
- Teachers have the professional capacity to undertake the implementation of HQIM with integrity.
- We have implemented HQIM.
- Classroom observations indicate the implementation of HQIM with integrity.



Record key discussion points in the space provided.



CYCLE

of reflection & evaluation



The Plan-Do-Check Model is a guide for districts' implementation of HQIM. Quality support and professional learning are critical components in the skillful use of these materials. In addition, the implementation process provides opportunities for districts to build relationships and synergy with other partners in the ecosystem of support, such as state teams, EPPs, and constituency groups. For additional information on partnership opportunities with EPPs, see Priority IV.

Districts must consistently integrate data checks into this process to ensure that implementation occurs with integrity. The data collection may include questionnaires and surveys to teachers and students, classroom observations by building administrators, and student work samples. As districts implement HQIM, continued collection and analysis of data can identify adjustments needed. These data can also identify additional supports and professional learning opportunities as well as highlight successes to promote continued ownership, by all stakeholders, during the implementation process.

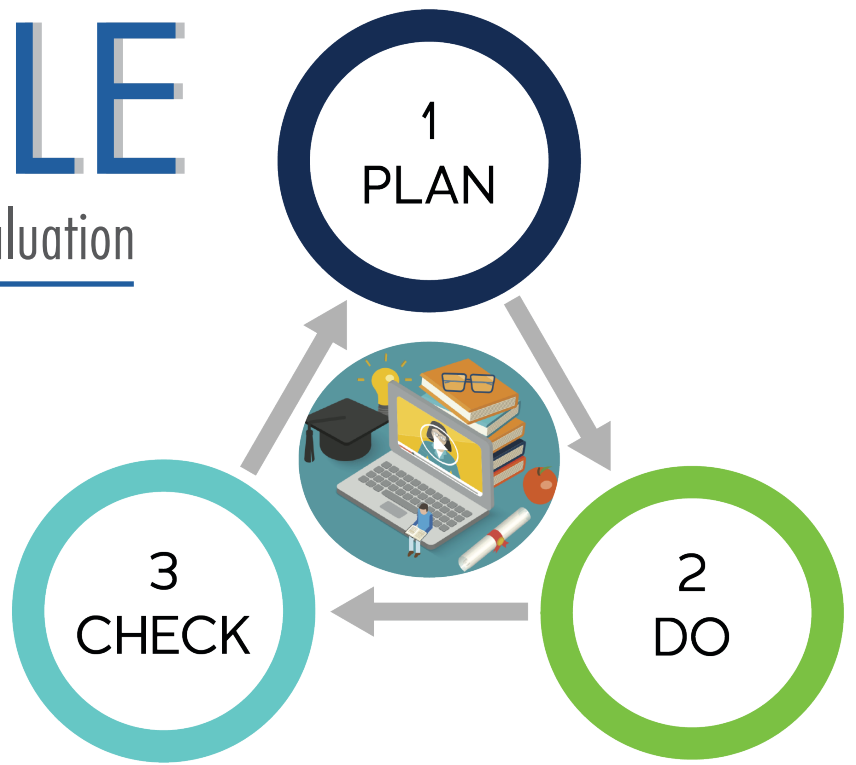


Figure 26 Plan, Do, Check Model (For reference only, identical to Figure 1)



With your Ready for Learning Team, discuss what ways you can build from your existing data collection systems to include information related to HQIM.

Record key discussion points in the space provided.



Example Data Sets

- Walkthroughs
- Classroom Observations
- Teacher & Student Interviews
- Common Formative Assessments
- Interim Assessments
- Teacher Surveys
- Building & District Level Surveys



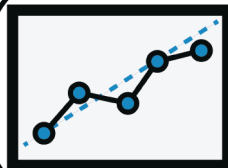
With your Ready for Learning Team, discuss the following.

- Which of these examples is a priority to monitor?
- What additional data sets could we collect?
- What should we consider when collecting, analyzing, and acting on collected data (e.g., responsible party, timing, format, storage, access)?
- What stakeholders will we include in our Plan, Do, Check Model?

Data & Analysis

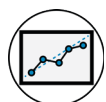


In considering the AIM Strategy, what are the priorities your district needs to highlight in order to gather, reflect on, and analyze HQIM data?



Record your responses in the space provided below.

Figure 27 Data & Analysis Stem





Closing

- HQIM: Supporting the PLC & HRS Process
- PLC & HRS Key Messages



Building Pathways to HQIM

Our vision at the Arkansas Department of Education (ADE) is to transform Arkansas to lead the nation in student-focused education. ADE provides leadership, support, and service to schools, districts, and communities so every student graduates prepared for college, career, and community engagement. AllM is one way ADE is working towards fulfilling this vision and mission. The five priorities highlight the various avenues by which AllM will be achieved through partnerships with stakeholders, developed resources, and other state initiatives.



With your Ready for Learning Team, determine your immediate next steps to support each of these priorities within your district.





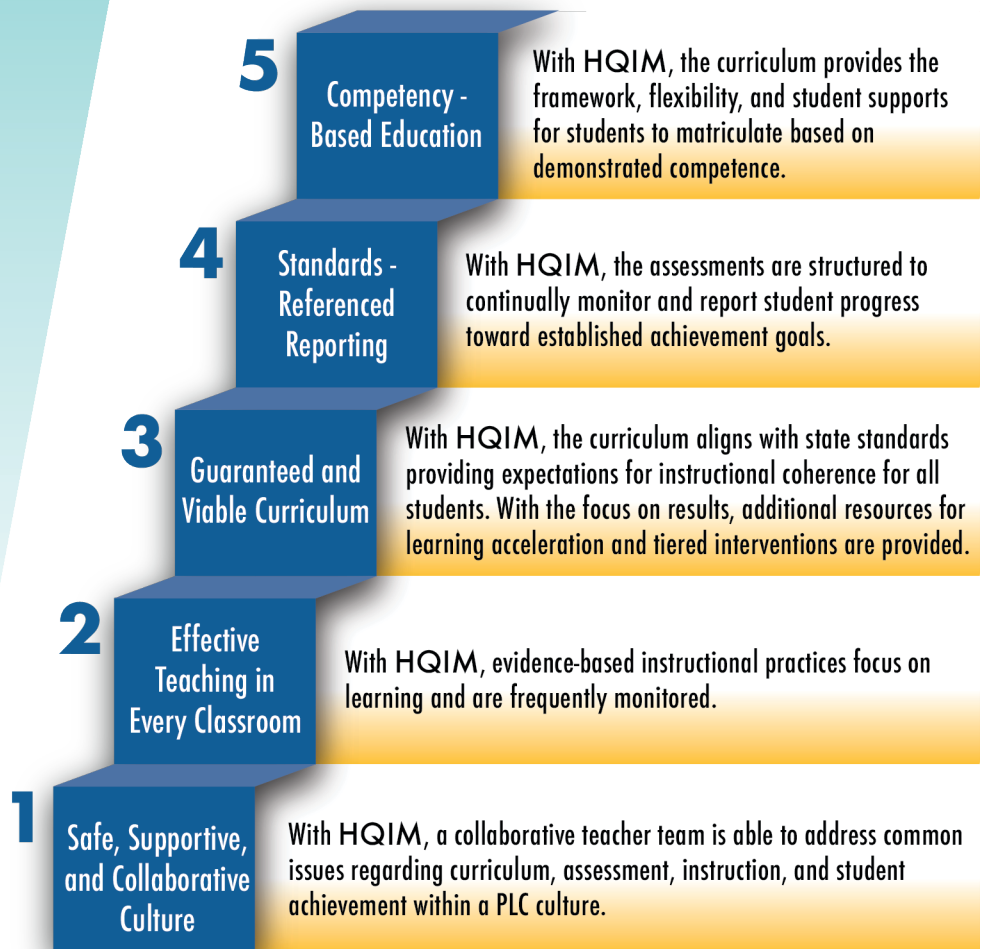
HQIM: Supporting the PLC & HRS Process



**Focus on Learning
Build a Collaborative Culture
Focus on Results**

4 Critical Questions of PLC

- What do we want all students to know and be able to do?
- How will we know if they learn it?
- How will we respond when some students do not learn?
- How will we extend learning for students who are already proficient?



PLC **HRS** **HQIM**

HQIM: PLC & HRS Key Messages



Commitment to the use of HQIM as the primary curriculum resource supports effective teaching in every classroom and a guaranteed and viable curriculum through a collaborative culture.

Connection to HRS Level 1 Safe, Supportive and Collaborative Culture

HRS Leading Indicator 1.4

- Once teams have determined essential standards, HQIM provide a common resource for teams to be intentional and focused on engaging students in learning experiences.
- This saves time¹ and eliminates the need for researching evidence-based practices² and provides a starting place for development of common formative assessments.

¹ Goldberg, M. (2016). Classroom Trends: Teachers as Buyers of Instructional Materials and Users of Technology (pp. 2-3, Rep.) Shelton, CT: MDR a D&B Company.

² Arkansas Division of Elementary and Secondary Education, Educator Effectiveness, Survey of over 10,000 Arkansas teachers

Connection to HRS Level 2 Effective Teaching in Every Classroom

HRS Leading Indicators 2.3 & 2.6

- HQIM are a starting place for teachers to craft lessons at the rigor of the grade-level standards for all students.
- Resources and tools are embedded in HQIM to meet the needs of all learners through a multi-tiered system of support (MTSS).
- HQIM have embedded teacher support to address guiding questions 3 and 4 of the PLC process. (How will we respond when students do not learn and how to respond when they already know it?)

Connection to HRS Level 3 Guaranteed and Viable Curriculum

HRS Leading Indicators 3.2, 3.3, & 3.6

- HQIM are aligned to Arkansas Academic Standards and ensure that all students are learning at grade-level.
- District Leadership Teams have a starting place to design curriculum/pacing to support the process of design at the school level. This leads to common understandings and shared vocabulary.

FAQs

How do high-quality instructional materials fit into the process of PLCs or HRSs?

High-quality instructional materials serve as a resource for your collaborative teams. They should be your “starting point” for teaching your essential standards. If additional support is needed, then utilize researched and evidence-based strategies, high-leverage practices, and/or high-quality supplemental materials.

How do I know if Instructional Materials are considered “high-quality”?

HQIM include resources that are aligned to Arkansas Academic Standards.

They include:

- evidence-based strategies which are proven instructional approaches that engage learners,
- embedded teacher supports which help to grow teacher’s knowledge and understanding of the skills and content, and
- inclusive practices so that the needs of each learner is taken into consideration.

DESE has created a rubric with EdReports highlighting Arkansas-specific criteria that will aid in the selection of resources that meet the requirements as defined above.

If we are actively engaged as a professional learning community, is it necessary to create our own common formative assessments from scratch?

HQIM are a starting place for collaborative teams when developing common formative assessments. Suggested options:

- If the HQIM have assessment tasks that are directly related to essential standards, teams may use those tasks.
- If assessment tasks to support the essential standards are limited, teams could select some available tasks and
 - develop their own tasks and/or
 - use other evidence-based resources to select additional tasks.

If our district adopts HQIM, do I need to follow the materials with fidelity?

Fidelity is defined as the commitment to use HQIM as the foundation for teaching essential standards. This may mean that the materials are used in the order presented, if the order presented has a logical progression for learning the content. This is determined at the local level. Your leadership and collaborative teams within your PLC culture will inform this decision.

Notes

