In the Chat: Whose voices are most important in making decisions about instructional materials?

Engaging Stakeholders with HQIM
Statewide Webinar #6

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Ohio THE HEART OF IT ALL

Collaboration Agreements

- Engage whole group and small group.

- Identify where your learning edge is and push it.

- Take space, make space.

Agenda

Learning Goals:
- Participants will understand the importance of stakeholder engagement.
- Participants will learn strategies for building trust through intentional, consistent and transparent two-way communication.
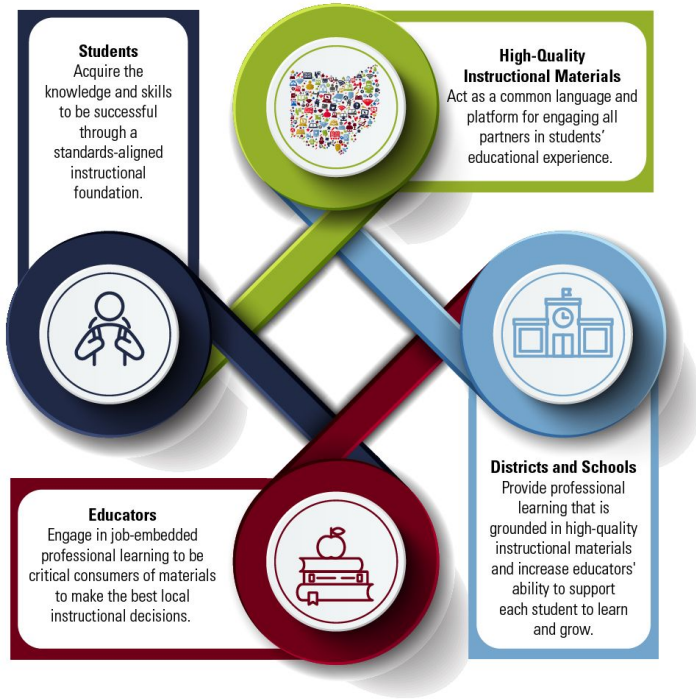
Welcome

Who are our stakeholders?

Redefining Engagement

Helpful Resources

Closing & Next Steps

Ohio High-Quality Instructional Materials

Students
Acquire the knowledge and skills to be successful through a standards-aligned instructional foundation.

High-Quality Instructional Materials
Act as a common language and platform for engaging all partners in students' educational experience.

Districts and Schools
Provide professional learning that is grounded in high-quality instructional materials and increase educators' ability to support each student to learn and grow.

Educators
Engage in job-embedded professional learning to be critical consumers of materials to make the best local instructional decisions.

Priority #1:

Increase student access to high-quality instructional materials that are aligned to Ohio's Learning Standards and promote grade level proficiency.

Priority #2:

Increase educator access to high-quality professional learning grounded in high-quality instructional materials.

Who are your stakeholders?

Who are your stakeholders?

- Educators
- Parents
- Students
- Community members

Why is it critical that we engage stakeholders throughout our adoption process?

- Provides insights into the needs and wants of the community, so that local priorities are reflected
- Increases buy-in when decisions are made, which encourages the use of those adopted high-quality instructional materials
- Efforts to improve teachers' understanding of what is standards-aligned and what is not may encourage wider usage of aligned materials
- Fosters connections and relationship building
- Identifies and sets a foundation for providing supports for use of HQIM

💡 **In the Chat:**

What most resonates with you from this list?

Is there anything you would like to add to this list?

Who are your stakeholders?

- Educators
- Parents
- Students
- Community members

> 💡 **In the Chat:**
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> From your experience:
> - Who has been historically included?
> - Who has been historically excluded?

Engaging Stakeholders throughout the Process

EdReports Adoption Steps

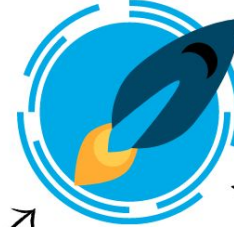1. Establish Your Process

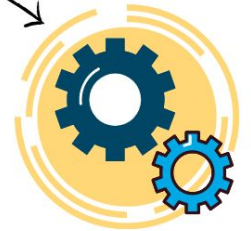2. Develop Your Lens

3. Know & Winnow Your Choices

4. Investigate the Materials

5. Decide and Launch

6. Implement the Materials

Opportunities for stakeholder engagement

EdReports & Curriculum Support Guide

EdReports Key Adoption Steps		Ohio Curriculum Support Guide: Phase I
PREPARE	• Establish a Process • Develop your Lens	I.1. Plan your process I.2. Establish the vision I.3. Develop the rubric and prepare for reviews
STUDY	• Know & Winnow Your choices • Investigate the Materials	I.4. Review, pilot, and decide
DECIDE & LAUNCH	• Decide & Prepare to Launch • Implement the Materials	I.5. Procure and distribute materials

The "Prepare" Phase

- **Assemble a diverse adoption committee**
  - Teachers
  - Content experts
  - District curriculum leader
  - Other stakeholders

- **Provide the committee with a clear charge**
  - Responsibilities
  - Commitment

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The "Study" Phase

- Establish a clear purpose and goals for investigating materials

- Field test with stakeholders, especially teachers

- Be mindful of the lift on teachers

The "Prepare to Launch & Implement" Phase

- Develop and execute a plan

- Consider adding new stakeholders to the committee

- Consider long-term and short-term goals

- Reflect on needs of each stakeholder group

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What Educators are Saying About Engaging Stakeholders

"In my experience, the best input always derived from the inclusive process of the experts at the table (the teachers)."

"Teachers should be key players in the conversation on high-quality instructional materials"

"Inviting multiple perspectives can increase complexity but we feel that it's worth the effort!."

"This is a shift to focusing more on 'students'"

💡 In the Chat!

Which group/s most resonate with you when you think about the opportunity for their participation and insights during this process?

- Educators

- Parents

- Students

- Community members

REDEFINING ENGAGEMENT:
How Baltimore City Public Schools Transformed its Approach to Adopting Instructional Materials

- Stakeholder engagement from the very beginning to inform decisions, priorities, and process.
- Building trust with transparency, inclusion, and authentic use of feedback.
- Follow-through implementation

Materials Adoption Stakeholder Engagement

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PUBLIC SCHOOLS

Before

- Curriculum audit and teacher survey
- Range of educators included on committee
- Public feedback sessions to inform the process

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During

- Stakeholder meetings and focus groups
- Digital engagement session for feedback
- Student-led Facebook Live session on adoption
- Community sessions to interact with materials

After

- Outreach to teachers for professional learning
- Extensive training
- Shared final decisions with the community
- Opportunities to share feedback with new materials

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Stakeholder Engagement Best Practices:

Choose one of the best practices demonstrated by Baltimore City Public Schools.
- Building investment in the decision
- True stakeholder engagement
- Responsiveness and innovation
- Engagement through implementation

Go into the case study and identify the strategies they used in implementing that best practice, and the key learnings they took away from those strategies.

Post your thoughts on the Jamboard slide for the best practice you chose.

Building investment in the decision

Strategy

- Curriculum audit
  - Analyzed student performance data
  - District-wide teacher survey (with plenty of time to collect responses!)

Learning

- The power of teacher voice
  - Materials weren't supporting teachers
  - Wanted a process grounded in evidence, data, and standards alignment
  - Develop professional learning

*"...The feedback we received in the audit was invaluable, and **the responses became a rich source of data that was used to inform our work and decision-making process**. The focus was not 'I hate the curriculum,' or 'We need to replace it.' Instead, teachers seized the opportunity to share where they saw holes, where students struggled, and how the challenges might be addressed."*

True Stakeholder Engagement

Strategy

- Instructional review committee includes teachers and principals
- Developed a rubric before looking at materials
- Provided multiple opportunities and pathways for feedback that was shared with the committee and directly used to craft rubric
- Gave stakeholders opportunities to engage with the materials

Learning

- Transparency and genuine use of direct feedback was important in building trust, which is critical in engaging stakeholders
- The committee needed feedback from stakeholders so that all voices were represented
- They needed multiple ways to engage stakeholders and collect feedback

*"We put together a series of stakeholder meetings and focus groups so that we could talk to educators about what they wanted to see in the curriculum and what they wanted in a process. **We made all of this feedback available to the adoption committee**."*

Responsiveness & Innovation

Strategy

- Engagement sessions with digital forms
- Office hours
- Stakeholder meetings
- Focus groups
- Publisher presentations to principals
- Public school board meetings
- Social media (live + recorded)

Learning

- Reflect and adjust along the way
- Provide multiple opportunities on different days and at different times to accommodate as many schedules as possible
- Utilize various methods to engage stakeholders (ie social media)

*"District leaders asked themselves: **What can we do differently** to not only bring in diverse perspectives but to communicate back to our stakeholders why their expertise is so integral to student and district-wide success?"*

Engagement through implementation

Strategy

- Survey teachers about professional learning and use it to develop the plan
- 3-day learning institute
- Training from the publisher
- Training instructional coaches and literacy coaches
- Communicate the decision and the rationale for the decision

Learning

- Stick to the plan developed with stakeholder input
- Communicate the decision to all stakeholders
- Provide opportunities for stakeholders to engage with the selected materials
- Ongoing supports are important

" … without **extensive professional learning to support teachers in mastering the new program**, *the work that went into selecting new materials would matter very little.*"

Reflect

What strategies resonate most with you when you consider engaging stakeholders throughout the process of adopting high-quality instructional materials?

- Building investment in the decision
- True stakeholder engagement
- Responsiveness and innovation
- Engagement through implementation

Lessons Learned

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- Provide more **time** for engagement and feedback.
- Prioritize **communication** of the adoption process during and after selection.
- Increased participation requires building **trust**.
- Include more **teachers and principals** on the adoption committee.
- Implementation will always be challenging; the key is to provide **effective ongoing supports.**

Helpful Resources

Stakeholder Feedback Survey

Sample Questions for Teachers	
Teacher satisfaction with the curriculum	Scale-based questions: • The curriculum gives me resources that help me reach all students. • The curriculum has helped me build knowledge in my content area. • The curriculum is helping my students learn. Open-ended questions: • What do you like about the curriculum? Why? • What don't you like about the curriculum? Why?
Teacher knowledge and confidence with the curriculum	Scale-based questions: • I understand how to use the curriculum. • The curriculum is easy to use. • I understand where to find information in the curriculum when I need it. • I am confident in my ability to teach a full lesson with the curriculum.

- Scale-based questions + open-ended questions
- Experience with materials
- Priorities for materials
- Support needs for effective implementation

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Committee Makeup and Recruitment Resources

Equitable Committee Recruitment Guidance

This resource includes a set of key questions and considerations to think through in order to ensure a fair recruitment process.

Questions to Ask	Areas to Consider
What are key priority stakeholder groups to have involved in the selection of materials for our school/district?	Potential starting list - teachers, parents, students, and/or community members who are, or are parents/guardians of: • Students with disabilities • English learners • Specific cultural/ethnic groups • Students from low-income backgrounds • Advanced students • Students behind grade level • Other:
In the committee recruitment process, how are we recruiting stakeholders from these groups to engage in the committee process?	• Create recruitment and informational materials in English as well as other prevalent languages in your community • Create objective criteria to evaluate applications for the committee (if applicable) • Identify and empower opinion leaders who are members of prioritized groups to invite individuals from their networks to apply • Implement multiple, varied communications efforts to attract the interest of a diverse group of committee members

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Adoption Committee Recommendations

Bringing together a collaborative team of educators in an adoption committee is an essential component of your adoption process. An adoption committee that represents the voices of diverse stakeholders will build support for and investment in your work and ensure the perspectives of those affected by an adoption decision inform your process. Throughout the process, the committee will learn about the various products considered as well as share and consider the specific needs of the local community, including teachers and students, which can position them as advocates for the process and the final decision made.

The Power of Engaging All Educators During an Instructional Materials Adoption

Learn about how Fife Public Schools engaged educators and ensured teacher voice was integral to the district's instructional materials adoption.

Closing & Next Steps

In the Chat

- What is your biggest takeaway from today's session?

- What are you excited to continue learning about?

Upcoming Statewide Webinars

3:00 - 4:00 pm	Session Topic
March 7, 2024	Studying and Winnowing Options for HQIM
April 11, 2024	Supporting Diverse Learners through HQIM

Next Steps

- Complete today's exit ticket.

- Share feedback and ways we can support you.

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Visit **education.ohio.gov**

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