



Department of
Education &
Workforce

HIGH-QUALITY INSTRUCTIONAL MATERIALS AND LITERACY

Selection, Training, & Implementation

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Department of Education & Workforce

October 1, 2024



AGENDA

- Review HQIM
- Stages of the Process
- Implementation
- Professional Learning
- Additional Resources Available



**Department of
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HIGH-QUALITY INSTRUCTIONAL MATERIALS (HQIM)

WHAT ARE HQIM?

- Standards-aligned (Ohio's Learning Standards in English Language Arts)
- Scope and Sequence
- Evidence-based instructional strategies
- Embedded formative assessments
- Data-driven instruction

CORE CURRICULUM AND INSTRUCTIONAL MATERIALS APPROVED LIST (PREK-GRADE 5)

Prekindergarten

- Comprehensive Language and Literacy: **8**

Grades K-2

- Core Comprehensive English Language Arts: **15**
- Core No Foundational Skills: **2**
- **Core Foundational Skills: 17**

Grades 3-5

- Core Comprehensive English Language Arts: **15**

CORE CURRICULUM AND INSTRUCTIONAL MATERIALS APPROVED LIST (KINDERGARTEN-GRADE 5)

	Grade Band	Description
Grades K-2	Core Comprehensive English Language Arts	Provide comprehensive instruction in K-2 English language arts, aligned with standards, grade-level content and strategies for effective literacy instruction.
	Core No Foundational Skills	Provide instruction in K-2 English language arts, except for foundational skills, aligned with standards and strategies for effective literacy instruction. <i>(Programs must be paired with a foundational skills program.)</i>
	Core Foundational Skills	Provide foundational skills instruction, aligned to K-2 English language arts standards and research-based practices. Programs must provide comprehensive instruction in standards for foundational skills, including phonological awareness, phonics, fluency and spelling to be eligible for this list. <i>(Must be paired with a core comprehensive program or a core no foundational skills program.)</i>
Grades 3-5	English Language Arts	Provide comprehensive instruction in grades 3-5 English language arts, aligned with standards, grade-level content and strategies for effective literacy instruction.

EVIDENCE-BASED READING INTERVENTION PROGRAMS (PREK- GRADE 12)

Prekindergarten-Grade 12

- 60 evidence-based reading intervention programs

2024-2025 REVIEW PROCESS

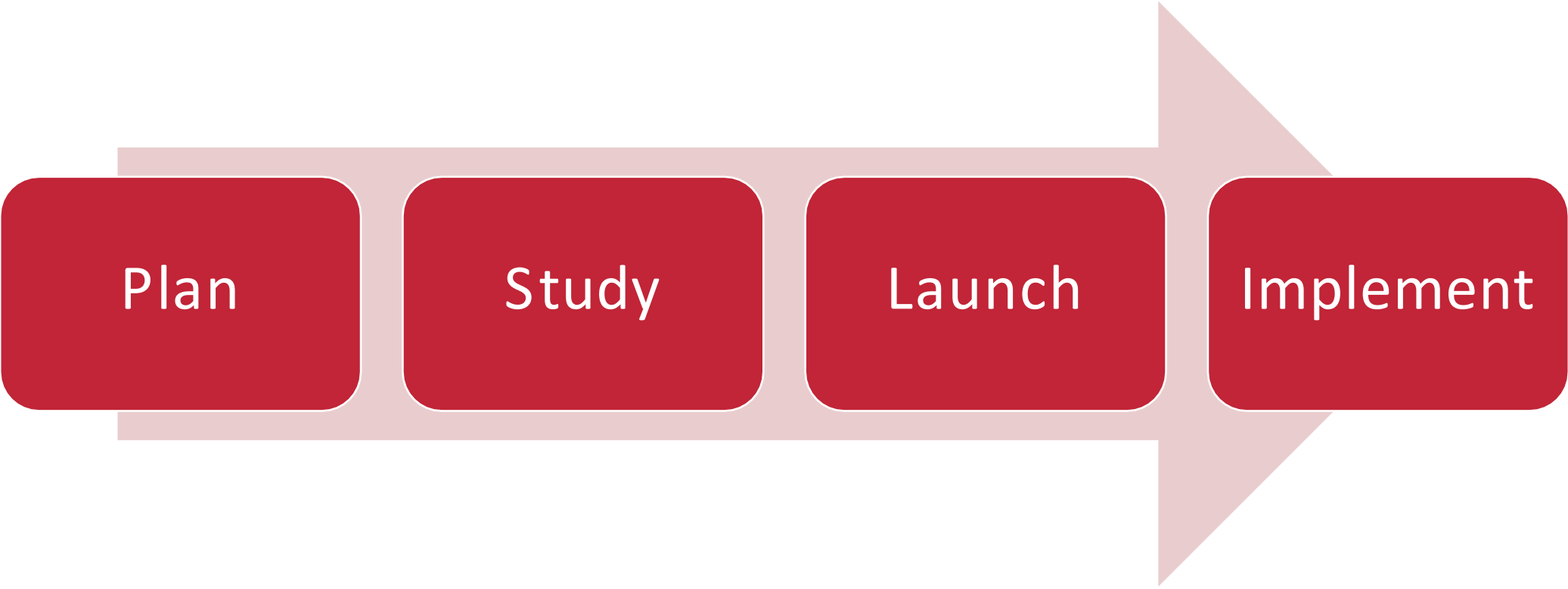
- Application window is now open for reviewing materials and programs to update the approved list
 - Running review of high-quality instructional materials and core curriculum in English language arts concurrently with review of evidence-based reading intervention programs.
 - Intent to Apply due by October 18, 2024 at 4:00 p.m. Eastern
 - Application materials due by November 1, 2024 at 4:00 p.m. Eastern

WHERE ARE DISTRICTS AND SCHOOLS?

- 2024-2025 is a transition year
 - ORC 3313.6028(C): “Beginning not later than the 2024-2025 school year, each school district, community school established under Chapter 3314. of the Revised Code, and STEM school established under Chapter 3326. of the Revised Code, shall use core curriculum and instructional materials in English language arts and evidence-based reading intervention programs only from the lists established under division (B) of this section.”
- EMIS reporting

IMPLEMENTATION

OVERVIEW OF THE PROCESS



LAUNCH

Determine next steps for ongoing professional learning

Communicate what makes the materials high-quality and aligned to the science of reading and standards

Plan for coaching to support teachers in using the materials

LAUNCH

- Initial roll out of materials
- Initiate practices with integrity
- Monitoring how implementation is going
- Using data to improve supports
 - Do not have to wait until full implementation to make these changes

IMPLEMENT

Allocate time to set up the structures necessary for training and coaching on the use of materials

Develop an implementation plan for common planning, team meetings, and data analysis of student and adult fidelity implementation data

FULL IMPLEMENTATION

- What did you learn, and what can we adjust?
- What did our data show us initially, and where are the students now?
- What routines do we need more support in?
- Continuing to utilize instructional or peer coaching and ongoing professional learning

PROFESSIONAL LEARNING

WHO IS INVOLVED?

- Vendor professional learning specialists
 - May provide the implementation directly, or may provide as a train-the-trainer model
- Implementation Team
 - Do you have an implementation team?
 - Curriculum Director
 - Superintendent
 - Building Principals
 - Instructional coaches
 - Teachers and other faculty who will directly be working with these materials

CONTINUOUS PROCESS

- Professional Learning is not a “one and done”
 - This is a continuous process
 - Curriculum implementation is more of a continuum where:
 - A team may go back a step;
 - A team may continue forward; or
 - A team may decide to start the cycle over, depending on what the needs are in the district or school

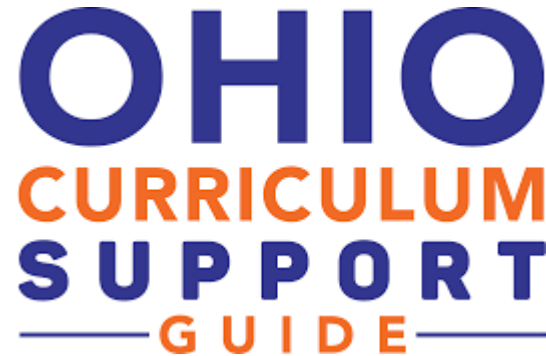
ADDITIONAL RESOURCES

SUPPLEMENTARY MATERIALS GUIDANCE

- The Department is working on a supplementary materials guidance document to support information on whether these materials are needed and how to select or de-select if using.
 - Anticipated publication in Fall 2024.

CURRICULUM SUPPORT GUIDE


- [Ohio Curriculum Support Guide](#) in partnership with Instruction Partners
 - [Overview on HQIM website](#)



RESOURCES TO SUPPORT IMPLEMENTATION

#EachChildOurFuture


OHIO'S PLAN TO RAISE LITERACY ACHIEVEMENT



January 2020



Ohio Department of Education

Ohio's Dyslexia Guidebook




Best practices and methods for assessing, identifying, and supporting the children with dyslexia or children displaying other characteristics and conditions using a structured literacy program pursuant to Ohio Revised Code Section 3313.2201.

January 2024





Ohio Department of Education & Workforce

Guidance for High-Quality Instructional Materials and Core Curriculum in English Language Arts and Reading Intervention Materials Requirements



February 2024



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QUESTIONS?

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