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EMPOWERING DISTRICTS THROUGH HQIM LABS: A HANDS-ON APPROACH TO CURRICULUM EXCELLENCE

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Demographics

- Clarksville
- Rural
- 1700 Students
- Three Buildings
 - PreK-5
 - 6-8
 - 9-12
- 21% Free and Reduced
- 13 % Special Education
- 27% Gifted
- 97% White, 1% Hispanic, 0.2% Asian, 0.1% Black

OVERVIEW OF THE PROCESS

Implementation Plan

Phase I:

- 4 HQIM Labs
- Reviewing Curriculum and Winnowing Choices
- Voting and Consensus Conversation
- Curriculum Study
- Engaging Stakeholders

Phase 2:

- Setting Curriculum Expectations for Implementation
- Determining the Plan for Assessments
- Determining the Plan for Training

Phase 3:

- Launch and Ongoing Implementation
- Gather Data, Step Back, and Adjust

Phase I: Adoption Process

Goal:

Plan a collaborative, cohesive, transparent process.

Resources:

- [Instruction Partners](#)
 - **Phase I:** Select Materials
 - **Phase II:** Prepare to Launch
 - **Phase III:** Teach and Learn

Phase I: Adoption Process

Fall

CMLS PK-12 ELA Vision Statement:

In our literacy classrooms, we strive to build readers, writers, and communicators prepared to meet the demands of career or college and to engage as productive citizens of the world.

Resources:

- [Plan Your Process](#)
 - [Selection Team and Review Committee](#)/Final Decision-Making Process
 - [Process Checklist](#)
- Establish the Vision
 - HQIM Lab Team

Phase I: Adoption Process

Winter

CMLS PK-12 ELA Vision Statement

In our literacy classrooms, we strive to build readers, writers, and communicators prepared to meet the demands of career or college and to engage as productive citizens of the world.

Resources:

- Selection Team: Narrow and Winnow Choices
- Review Committee Feedback and Review
- [Curriculum Study](#)
- Communicate [Decision](#)
- [Curriculum Night](#)

KICKSTARTING THE SELECTION PROCESS: STRATEGIC PLANNING

With the Selection Team (agenda):

- Discuss how the final selection will be made:
 - Single decision maker, plurality, majority, Consensus, unanimous
- Communicate when the final decision will need to be made
- Share the purpose of a review committee and select members.
- Remember to continue to check in with your team to ensure they are comfortable moving forward.

HQIM LABS

(Timeline)

As an ESC, we facilitated four different “Labs” for 4 districts, using Instruction Partners and EdReports as our guiding framework. Our goal was to offer both meaningful learning experiences and dedicated time for districts to actively engage in the work.

Prior to the Labs:

- We provided a short PL on the Science of Reading and state mandates for MS/HS.

HQIM LAB #1

- Provided an overview of why materials matter: [Myths and Opportunities Activity](#)
- Learned about [Core Beliefs](#)

Teams Worked On:

- Where Are We Now? Filled in the [Data Collection Tool](#)
- Brainstormed questions to ask their treasurer about budget
- Established their [ELA Core Beliefs](#)
- A survey to send to staff for their input on core beliefs.

HQIM LAB #2

- Reviewed the purpose and components of a [vision statement](#).
- Discussed strategies for [engaging district stakeholders](#), including parents and community members.

Teams Worked On:

- Used core beliefs, staff survey, and the data collection tool to develop a draft vision statement
- Using [surveys](#), vision statement and core beliefs the teams determined their [Local Priorities](#) and came up with 2-3 [non-negotiables](#) that the curriculum must have.
- Had deeper discussions about [budget](#).

HQIM LAB #3

- Provided an overview of EdReports and its role in guiding the team through curriculum selection.
- Helped the selection team formulate a plan to evaluate materials using a rubric ([Elementary](#), MS/HS used core beliefs).
- Guided discussions, addressed questions, and assisted the team in completing the rubric while reviewing the curriculum.

Teams Worked On:

- Use their vision and non-negotiables to look deeply into EdReports to review [possible curriculum](#).
- Began evaluating curriculum.

HQIM Lab #4

- Guided the team through curriculum selection.
- Provided an overview of investigation strategies: [Curriculum Study](#), [Pilot](#), [Publisher Presentation](#), [Grade Level Unpacking](#)
- [Guided](#) and supported districts to go see the curriculum “in action” (site visits to other districts).
- Instructed the team on best practices for vendor engagement.

Teams Worked On:

- Continued to evaluate the curriculum. Compiled a list of up to 3 curricula for the rest of the ELA staff to explore.
- Chose an investigation strategy and made a plan.

Reviewing Curriculum- Facilitated by the ESC

All Teachers were invited to come to this session. It was on a voluntary basis.

- Teachers received a summary of the process the selection team had completed.
- Teachers broke into building level teams (elementary, middle school, high school)
- Teachers reviewed the narrowed down curriculum for their building and had meaningful conversations.
- The facilitator was available to answer questions and guide the group through a simplified rubric

The Vote and Consensus Conversation- Facilitated by the ESC

ALL Teachers were invited to vote.

- Majority vote required at least 80% to adopt
 - There would be a consensus conversation if 80% was not reached.
- This framework was established at the beginning of phase one with the selection team.

Curriculum Study

- Each grade-level team explored the curriculum like a guided [book study](#), significantly deepening their understanding.
- Prior to TBTs they would have reviewed parts of the curriculum on their own.
- At TBT they would discuss as a group and fill out a [form](#) together.
 - Curriculum Structure and Instructional Minutes
 - Pacing
 - Use Guidance and Planning
 - Coaching

Engaging Families: Curriculum Night

- Station 1: Building knowledge around HQIM
- Station 2: Building knowledge around the Science of Reading
- Stations 3-5: Reviewing selected curriculum
- Each station was facilitated by a member of the ESC Team
- If families attended all stations they could enter to win a gift card.

Phase II: Intentional Implementation Plan

Goal:

Translating Great Materials
Into Great Instruction

Resources:

[Implementation Plan](#)

[Successful Implementers](#)

1. Plan for Assessment and Grading
2. Determine Expectations for Use and Collaborative Planning
3. Determine Plan for Professional Development

Phase II: Intentional Implementation Plan

Goal:

Translating Great Materials
Into Great Instruction

Resources:

Teacher Created Expectations

- [Phase II Expectations](#)
- [Prepare to Launch Email](#)
- Distribute Materials

Creating Expectations- Facilitated by the ESC

Leveraging the Curriculum Study Data with the Selection Team:

- **Determine Pacing and Schedule Expectations**
 - Elementary
 - High School
 - Middle School

Phase III: Launch and Learn

Goal:

Work Collectively to Inspire
Great Teaching and Learning

Resources:

Curriculum Launch

1. Work the Plan and Gather Data
 - a. Staff and Student Survey Data
 - b. [HQIM Assessment Inventory](#)
 - i. Aligned to One Plan
2. Step Back and Adjust
3. Continuous Improvement Journey

Phase III: Launch and Learn

Goal:

Work Collectively to Inspire
Great Teaching and Learning

Resources:

Vertical Alignment

- [Alignment Agenda](#)
- [Curriculum Adoption and Implementation Summary](#)
- [Professional Portfolio Resources](#)

Time To Explore: Where Will Your Curiosity Take You?

Take time to ask specific questions and do a deep dive into some of the resources.

- **HQIM Labs-** format, what is HQIM, core beliefs, and setting a vision
- **Curriculum Adoption-** selecting materials, EdReports, reviewing, voting
- **Curriculum Study and Family Curriculum Night**
- **Creating Expectations-** curriculum and assessment

QUESTIONS?

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Department of
Education &
Workforce



Literacy Academy
2025

How can we help?

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