Department of Education & Workforce

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We Have the Right Curriculum: Now What?

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June 3, 2026

Vision

Ohio students are prepared for success in the real world.

Mission

The Ohio Department of Education and Workforce supports Ohio's students, families, and educators to ensure every student gains the knowledge and life skills needed for the future.

Education priorities

Literacy: Building a foundation for lifelong success by ensuring every student is reading at or above grade level.

Accelerating Learning: Advancing academic achievement for all students through statewide implementation of high-quality instruction, assessments, and supports.

Student Wellness: Fostering safe and supportive environments where students feel engaged and equipped to reach their full potential.

Workforce Readiness: Preparing students for success in life and careers through real-world knowledge, skills, and experiences.

Organization Effectiveness: Delivery high-quality services and resources to strengthen Ohio's education community.

Literacy

Building a foundation for lifelong success by ensuring every student is reading at or above grade level.

Department of Education & Workforce

Ohio's Integrated Multi-Tiered System of Supports

Providing effective instruction for all students through academic and non-academic supports.

Student Learning Components

Universal Screening

The proactive, systematic process of collecting academic and non-academic data of all students to identify areas of need.

Data-Based Decision-Making

The proactive and systematic process of collecting, analyzing and using forms of data to inform student needs and allocate resources.

Continuum of Supports

The organization of evidence-based academic and non-academic instruction and supports across three tiers that include core, targeted, and intensive instruction and supports.

Progress Monitoring

The ongoing and frequent collection and use of data for assessing students' performance and evaluating the effectiveness of instruction and supports.

Team-Based Problem Solving

The collaborative, responsive, and systematic process for understanding and addressing complex problems that are impacting students.

Adult Implementation Components

Shared Leadership

The collaborative approach to providing strong, ongoing leadership for the implementation of an integrated multi-tiered system of supports, including infrastructure, professional development, and monitoring for effective instruction within the continuum of supports.

Professional Capacity

The professional knowledge, skills, and practices that ensure staff members are knowledgeable, organized, and equipped to deliver effective instruction using an integrated multi-tiered system of supports.

Communication and Collaboration

The essential processes to promote and support engagement and shared responsibility for creating the conditions for effective instruction for all students through a strengths-based lens among all teaching and non-teaching staff, administrators, families, caregivers, and students.

Session Agenda

What:	Why:	How:
Framing the Why 5 minutes	Adoption is an event. Implementation is a process.	Facilitator Presentation
Reflection by Role 15 minutes	Ground conversation in real implementation challenges.	Individual Reflection
Implementation Journey 10 minutes	Introduce a practical implementation framework aligned to HQIM work.	Small Group Discussion
Reflection by Role 15 minutes	Ground conversation in real implementation challenges.	Individual Reflection
System and Intentionality 10 minutes	Implementation won't improve scores unless systems move together.	Large Group Discussion
Closing Reflection and Q&A 5 minutes	To share additional tools for implementation support.	Facilitator Presentation

Session Norms

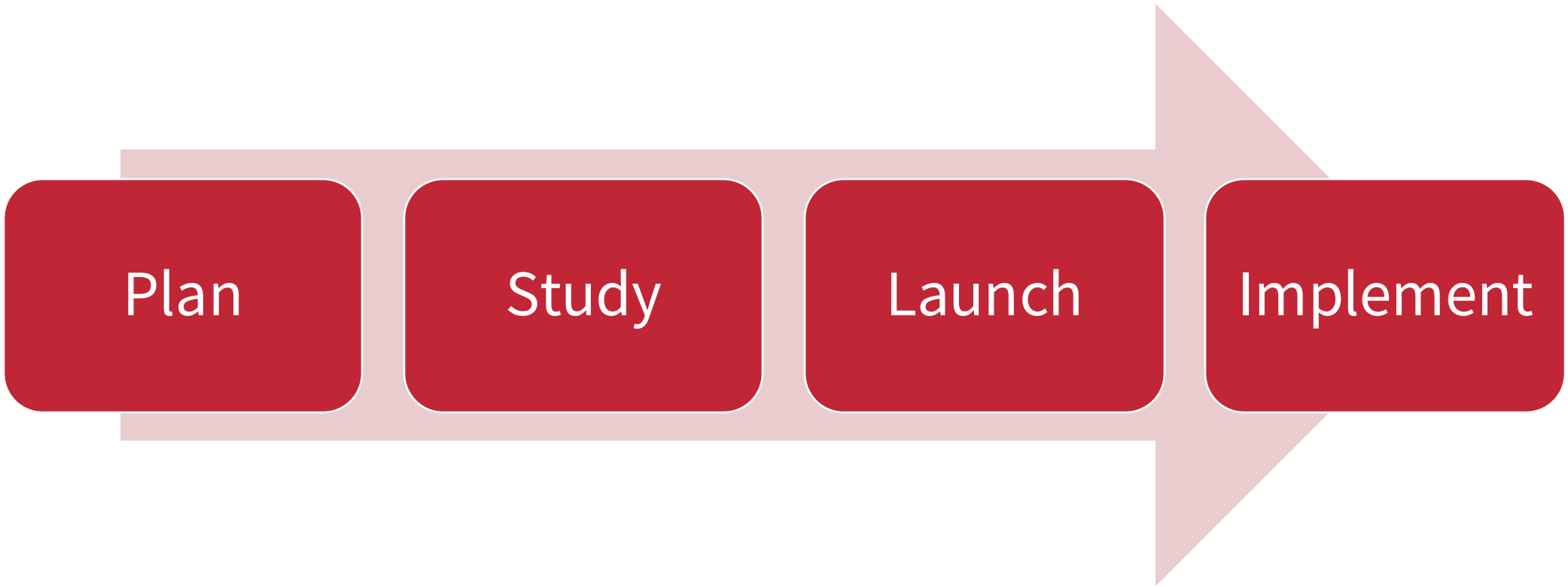
Listen	Listen with the intent to understand. Ask questions!
Focus	Focus on how this applies to your daily work. Imagine the possibilities!
Create	Create a safe place to air confusion and raise questions.
Support	Support ideas with evidence. Bring your vast experience to the table. Support participation of all.

Quick Poll

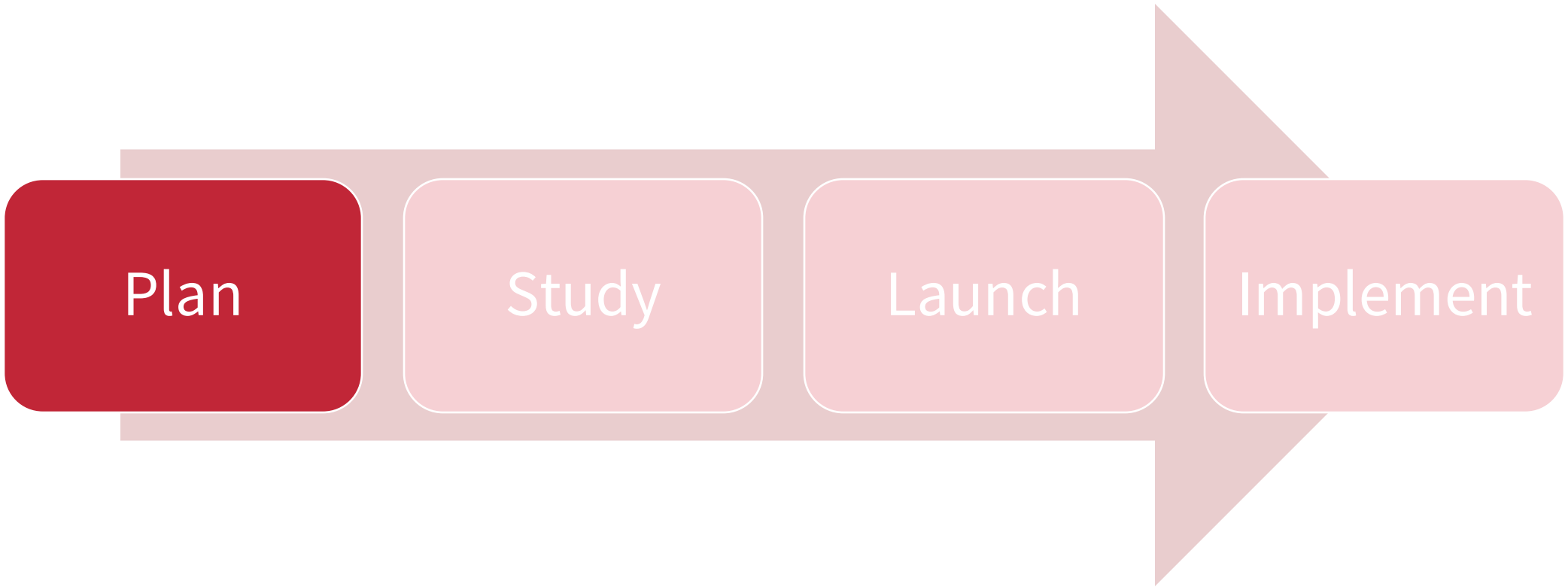
- Where is your district in the implementation journey?
  - Year 0 (Planning)
  - Year 1 (Initial rollout)
  - Year 2 (Refinement)
  - Established but recalibrating

IMPLEMENTATION

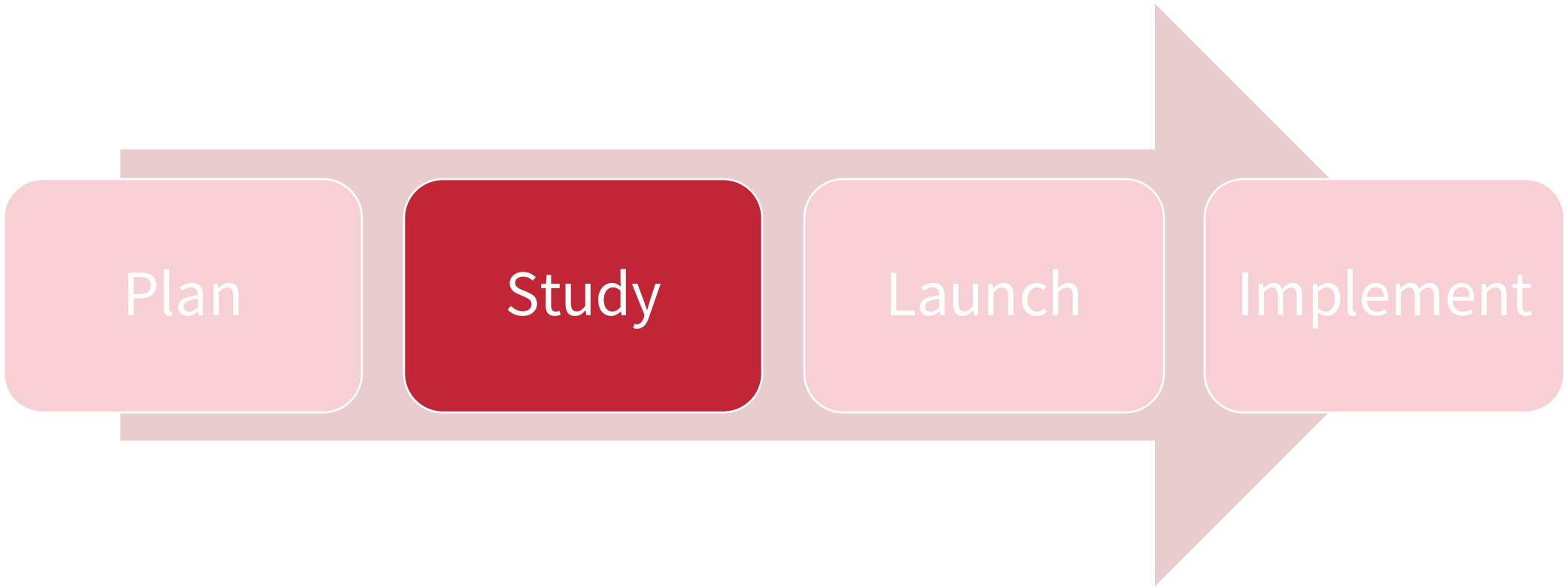
Continuum of Supports



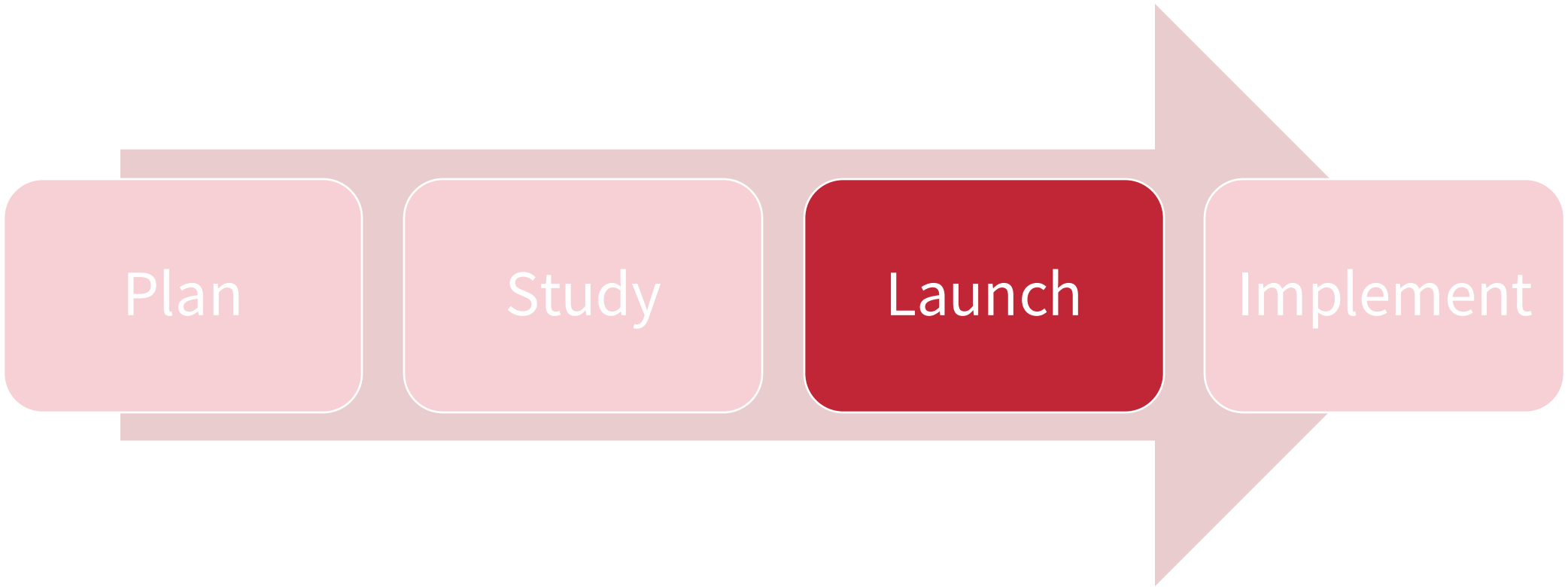
PLAN



STUDY



LAUNCH



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

CURRICULUM-BASED PROFESSIONAL LEARNING

- Focuses on the implementation of high-quality instructional materials and evidence-based practices.
- Provides educators with the knowledge, skills, and confidence needed to implement the curriculum with integrity.
- Offers immediate and sustained support for implementation.
    - Offered by Vendor of materials, as well as provider, such as those listed in Rivet Education's Professional Learning Partner Guide

Short & Hirsh, 2023

PROFESSIONAL LEARNING DURING INSTALLATION

Initial Training

- In-depth workshops to introduce educators to the curriculum.

Resource Development

- Providing teaching materials, guides, and assessment tools.

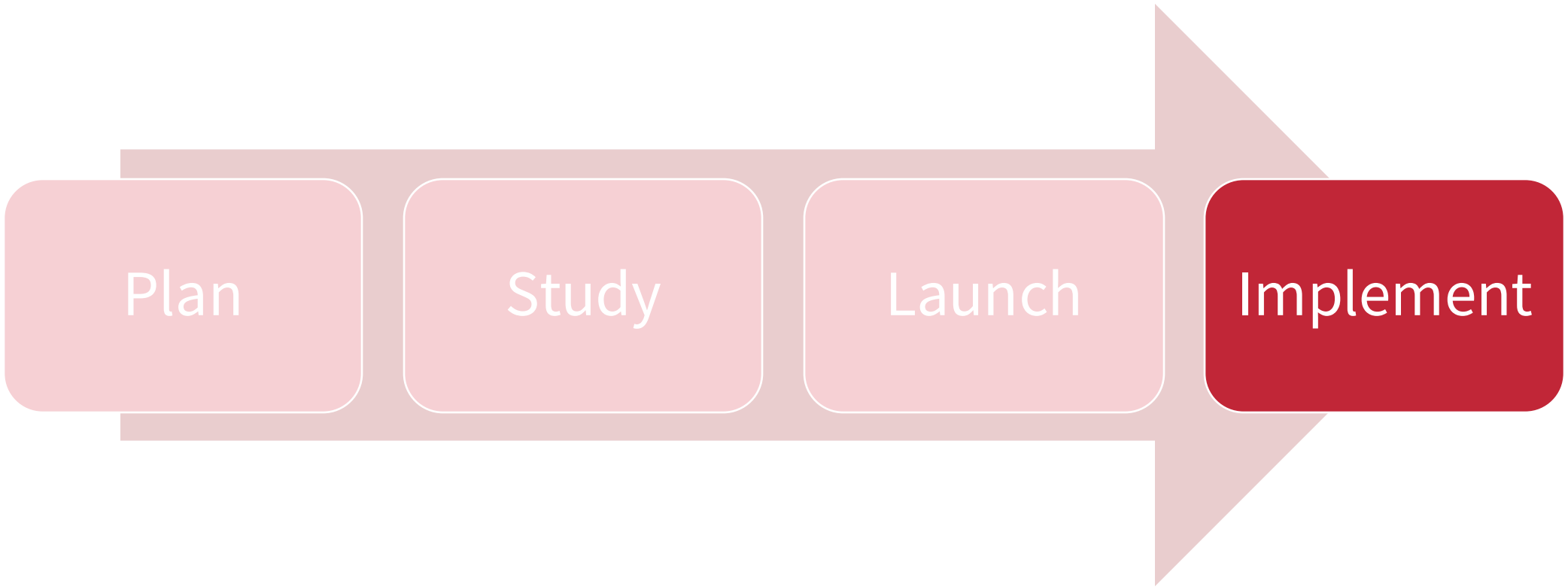
Classroom Preparation

- Setting up classroom environments to support curriculum delivery.

Coaching and Mentoring

- Early support to answer questions and address concerns.

IMPLEMENT



IMPLEMENT

Allocate time to **refine** the structures necessary for ongoing training and coaching on the use of the materials

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

PROFESSIONAL LEARNING DURING IMPLEMENTATION

Responsive Professional Development

- Targeted based on teachers' experiences, student outcomes, and challenges encountered.

Instructional Coaching

- Direct, classroom-based support and modeling to help teachers refine delivery.

Peer Coaching and Mentorship

- Ongoing support through peer collaboration, mentoring, and informal feedback.

Teacher-Based Teams (TBTs)

- Structured collaboration for teachers to share experiences, discuss challenges, and co-develop data-driven adjustments.

BENEFITS OF CURRICULUM-BASED PROFESSIONAL LEARNING

Increased Teacher Capacity

- Educators feel prepared and confident.

Improved Curriculum Fidelity/Integrity

- Teachers are better able to implement the curriculum as designed.

Collaborative Culture

- Schools foster a culture of continuous learning and collaboration among educators.

Enhanced Student Learning

- Well-prepared educators lead to improved student outcomes.

INSTRUCTIONAL INTEGRITY

Promotes Equity

- Teachers use data to scaffold, extend, and differentiate the curriculum to meet the needs of diverse learners, while delivering instructional non-negotiables with fidelity.

Maximizes the Impact of Effective Practices

- Teachers use evidence-based practices and data to decide whether instruction is delivered to the whole class, small groups, or individuals, based on strengths/needs.

Prevents Dilution of Effective Practices

- By preventing the unintentional introduction of ineffective strategies, effective strategies remain strong and consistent, increasing the likelihood that they will produce intended student outcomes.

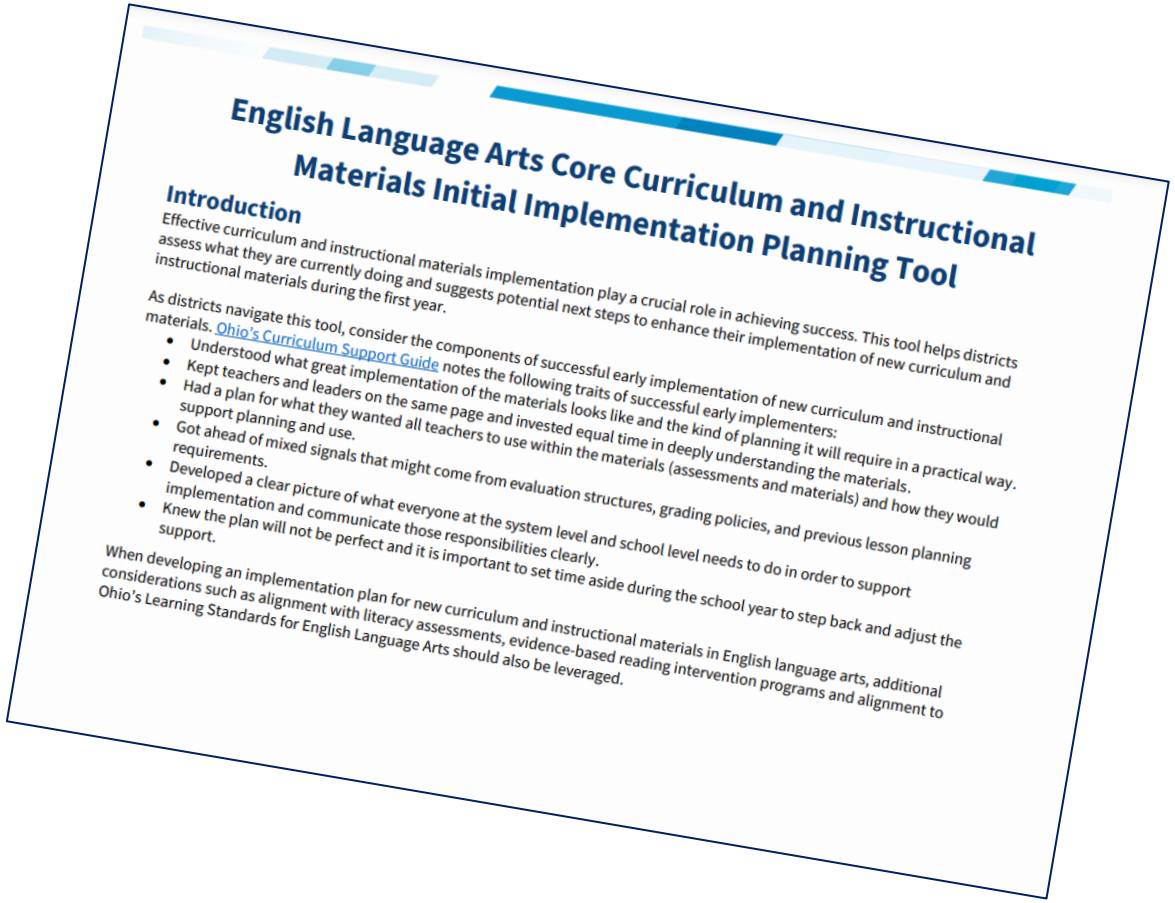
COACHING AROUND IMPLEMENTATION

- What does **implementation** look like now?
- Are we satisfied with how **implementation** looks?
- What would we like **implementation** to look like?
- What would we need to do to make **implementation** look like that?
- How would we know if we've been successful with **implementation**?
- What can we do to keep **implementation** like that?
- What can we do to make **implementation** more efficient & durable?

(Adapted from Sugai, 2004)

ELA CURRICULUM AND INSTRUCTIONAL MATERIALS INITIAL IMPLEMENTATION TOOL

- Used to assess and plan for key priorities and action steps in first year of implementing new materials.
- May be collaboratively completed by district and building administrators, and district or building coaches and teacher leaders.
- Aligns with the Curriculum Support Guide.



English Language Arts Core Curriculum and Instructional Materials Initial Implementation Planning Tool

Introduction

Effective curriculum and instructional materials implementation play a crucial role in achieving success. This tool helps districts assess what they are currently doing and suggests potential next steps to enhance their implementation of new curriculum and instructional materials during the first year.

As districts navigate this tool, consider the components of successful early implementation of new curriculum and instructional materials. Ohio's Curriculum Support Guide notes the following traits of successful early implementers:

- Understood what great implementation of the materials looks like and the kind of planning it will require in a practical way.
- Kept teachers and leaders on the same page and invested equal time in deeply understanding the materials.
- Had a plan for what they wanted all teachers to use within the materials (assessments and materials) and how they would support planning and use.
- Got ahead of mixed signals that might come from evaluation structures, grading policies, and previous lesson planning requirements.
- Developed a clear picture of what everyone at the system level and school level needs to do in order to support implementation and communicate those responsibilities clearly.
- Knew the plan will not be perfect and it is important to set time aside during the school year to step back and adjust the support.

When developing an implementation plan for new curriculum and instructional materials in English language arts, additional considerations such as alignment with literacy assessments, evidence-based reading intervention programs and alignment to Ohio's Learning Standards for English Language Arts should also be leveraged.

DETERMINING NEED FOR SUPPLEMENTARY MATERIALS IN ELA AND LITERACY

DETERMINING NEED FOR SUPPLEMENTARY MATERIALS

Using high-quality core instructional materials should reduce the need to introduce supplements or “patch together” a set of materials that are not coherent and aligned.

LOCAL AUDIT AND ASSESSMENT OF CORE CURRICULUM AND INSTRUCTIONAL MATERIALS TOOL (APPENDIX A)

- Districts should audit and assess core curriculum and instructional materials currently in place.
- Consider key questions and document responses.
- Key questions cover three categories: *Materials*, *Instructional Design*, and *Time*.

Appendix A: Local Audit and Assessment of Core Curriculum and Instructional Materials Tool

Instructions: Use this table to document responses when completing an audit and assessment of core curriculum and instructional materials currently in place.

Local Audit		
	Key Question	Notes
1	What materials are currently in place for core instruction?	
2	What data has been collected on the implementation or effectiveness of materials in place?	
3	To what degree do current materials explicitly and systematically address phonemic awareness, phonics, fluency, vocabulary, reading comprehension and writing?	
4	Do the selected core curriculum and instructional materials have gaps that need to be filled?	
5	If gaps have been identified, do these gaps match what is observed in the classroom?	
6	Is there more than one gap needing support? If yes, is there a prioritization?	

SCHOOL AND DISTRICT SUPPORT QUESTIONS

ELA Core Curriculum & Reading Intervention Program Accessibility Information Form

- Description of accessible reading materials, handouts and presentations
- Evidence-based curriculum access for students with complex cognitive, communication, motor and sensory challenges

ELA Core Curriculum and Reading Intervention Program Multilingual Learner Information Form

- Connections to primary languages and new language
- Description of strategies to support understanding content and language expectation(s) of lessons

SCHOOL AND DISTRICT SUPPORT QUESTIONS (CONTINUED)

Data-Based Decision-Making

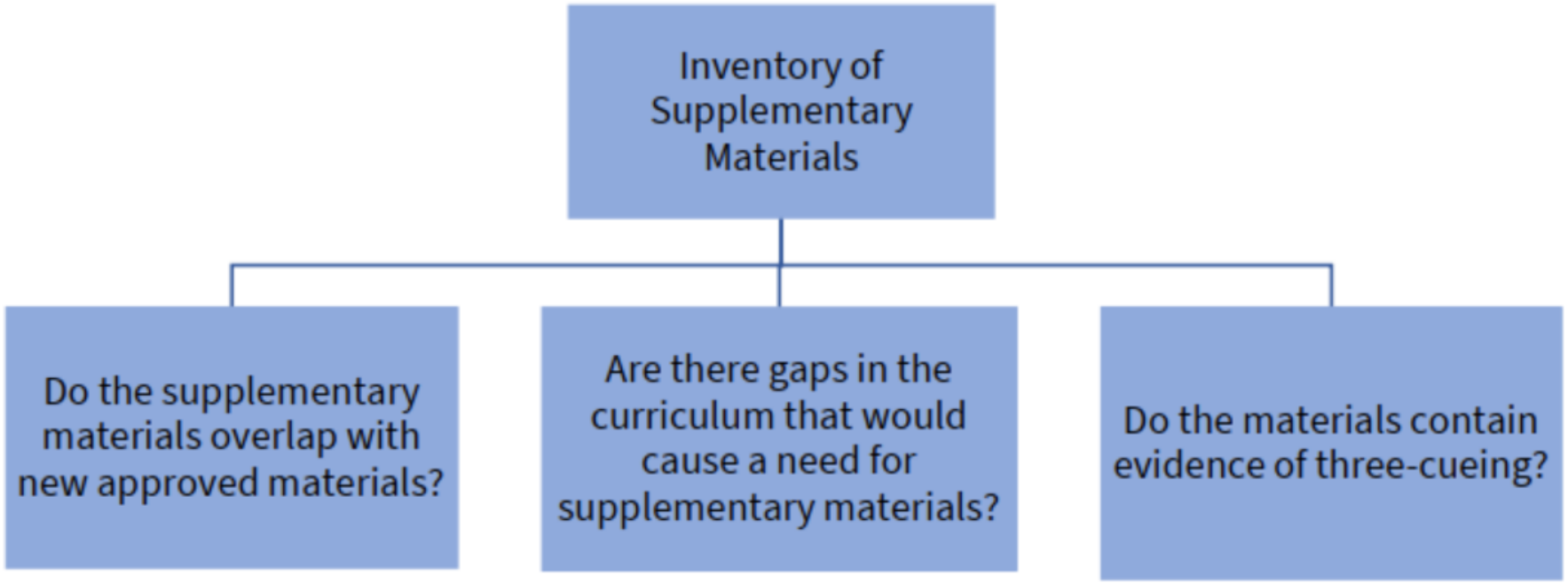
ELA Core Curriculum and Reading Intervention Program High-Dosage Tutoring Information Form

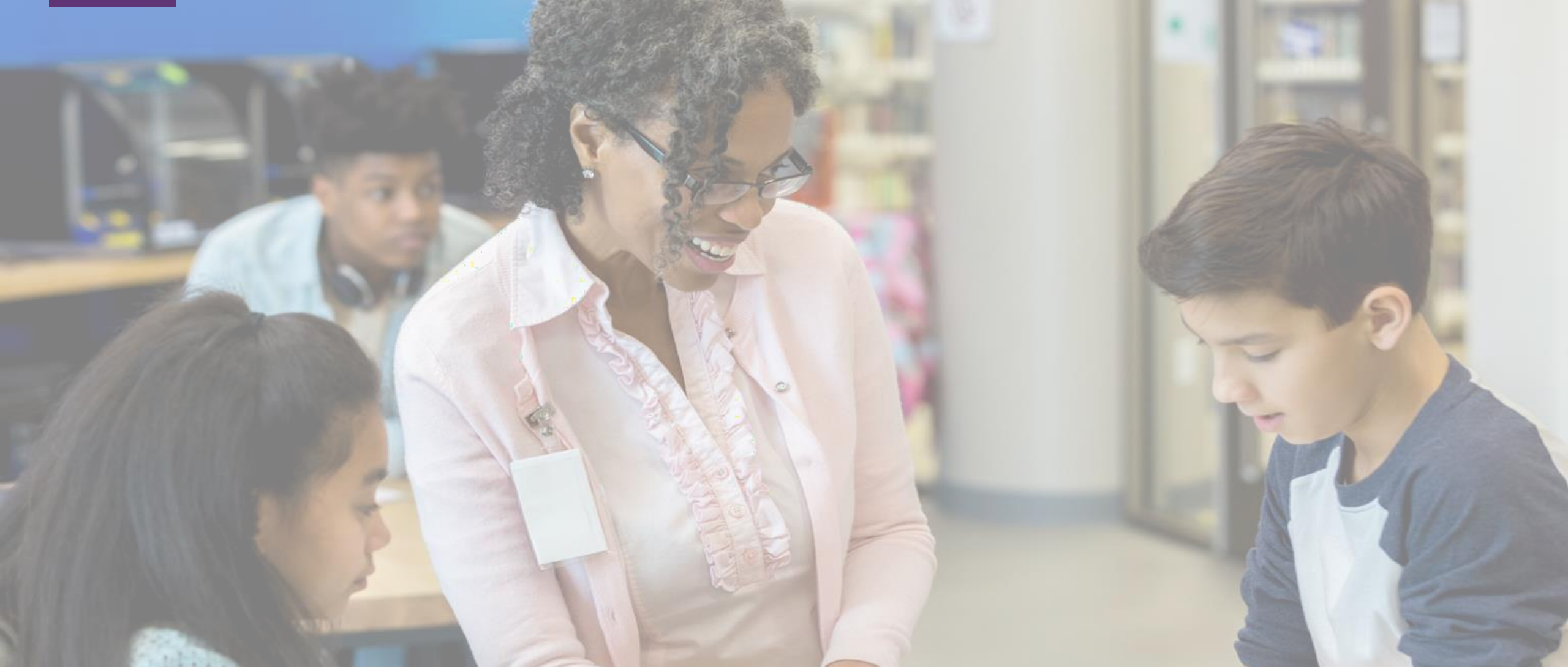
- Vendor-provided guidance or support in using programs/materials in a high-dosage tutoring context
- Description of data tracking or monitoring available to inform tutors on students' learning progress

DESELECTING SUPPLEMENTARY INSTRUCTIONAL MATERIALS

DESELECTING SUPPLEMENTARY MATERIALS

- Conduct a thorough inventory of all supplementary instructional materials in use.
- Determine if materials are needed, or if they are no longer necessary due to the selected core curriculum and instructional materials.





Resources

For More Information

ReadOhio

The Science of Reading

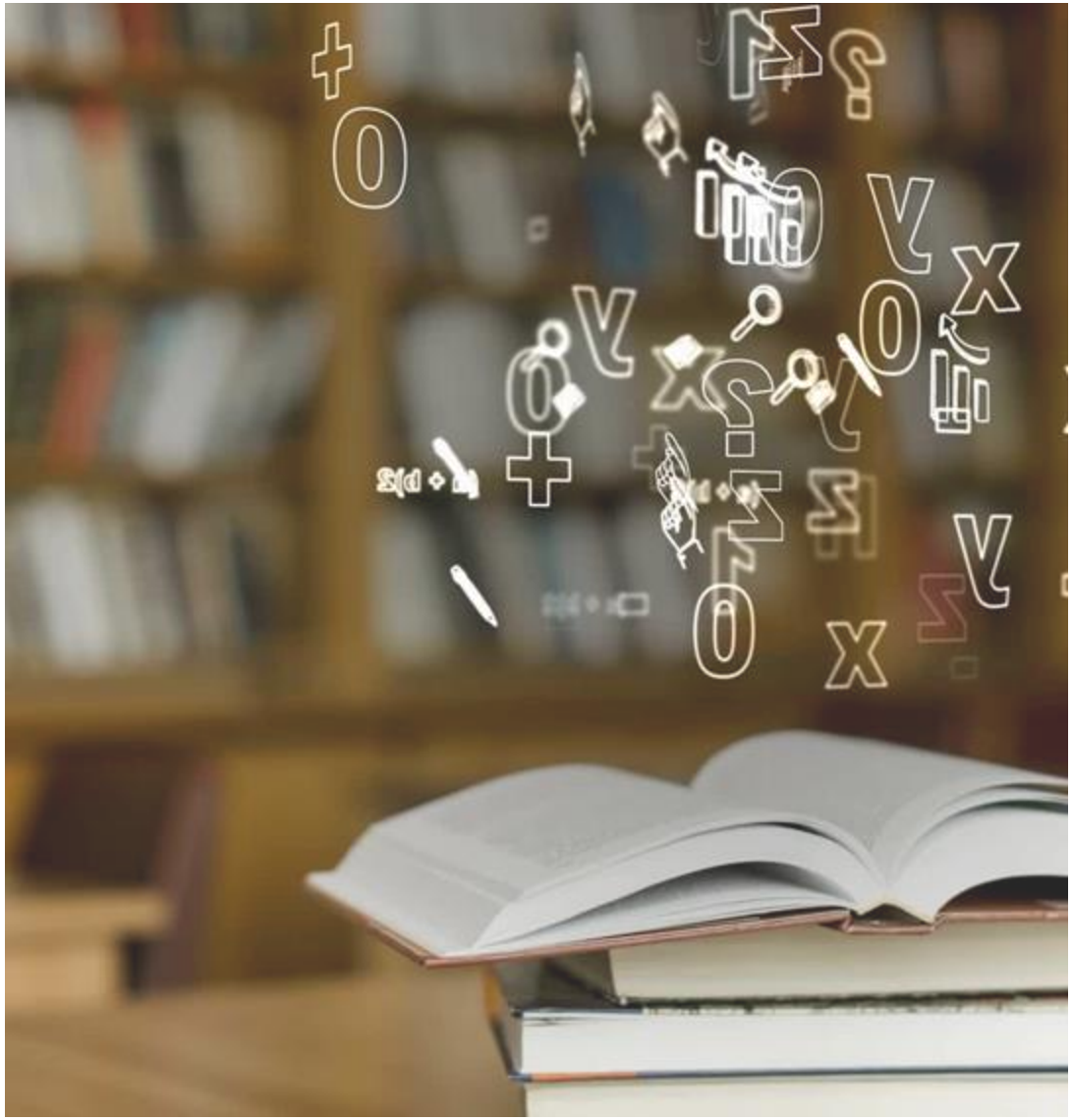
Implementing Ohio's Plan to Raise Literacy Achievement: Resources for School Leaders

HQIM in English Language Arts

- Approved List of Core Curriculum and Instructional Materials
- Approved List of Reading Intervention Programs

Questions:

- ReadOhio@education.ohio.gov
- Sign Up for English Language Arts updates



QUESTIONS?

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