In the Chat: What inspires you most in your HQIM journey?

Developing Your Lens for High-Quality Instructional Materials

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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 learn best practices for developing a lens for HQIM, including analyzing your current state, examining student data, and learning from teachers and other instructional staff on experiences, wants and needs.
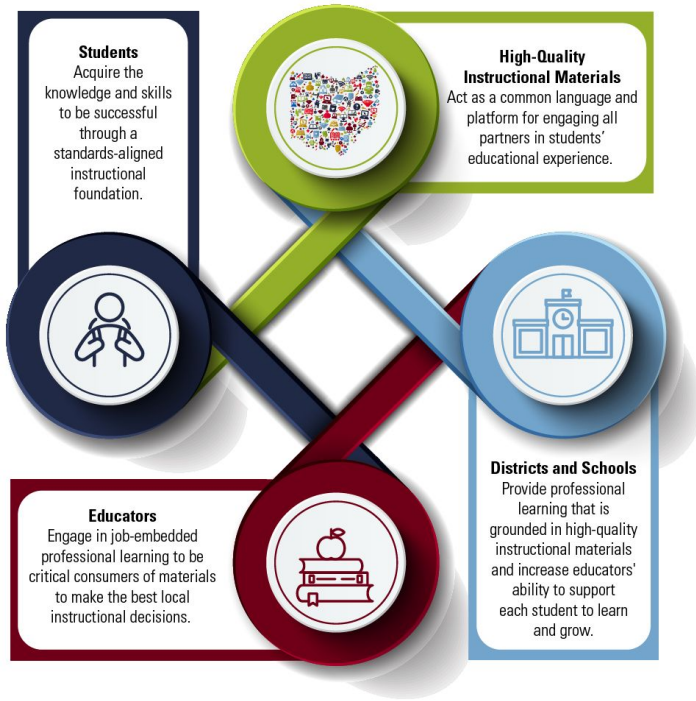
Welcome

Developing a Local Lens

Case Study: 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.
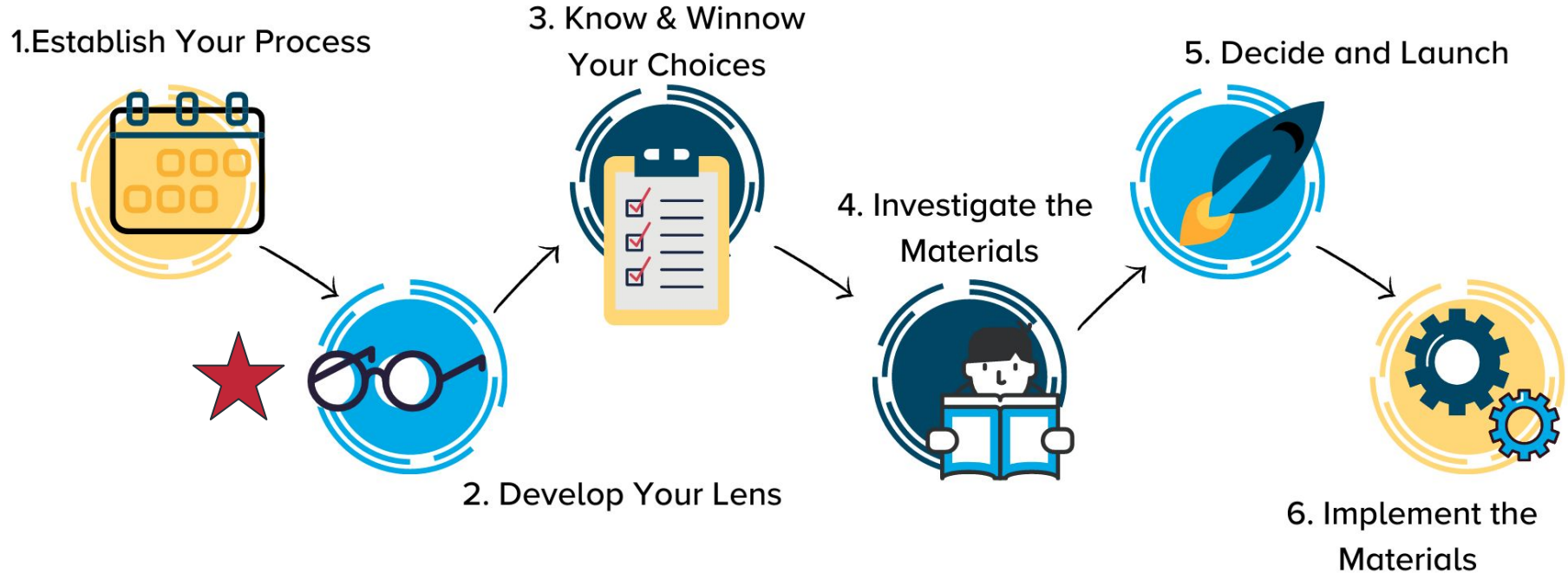
Priority #1:

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.

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

Developing a Lens with Data

Develop Your Lens

- ❏ Engage the committee in discipline-specific professional learning in the markers of quality.

- ❏ Collectively understand or establish an instructional vision for the content area of your adoption to guide the process.

- ❏ Analyze your current state using qualitative and quantitative data.

- ❏ Use your instructional vision and current state analysis to establish additional review criteria that will inform investigation of instructional materials.

Develop Your Lens

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Attributes of HQIM
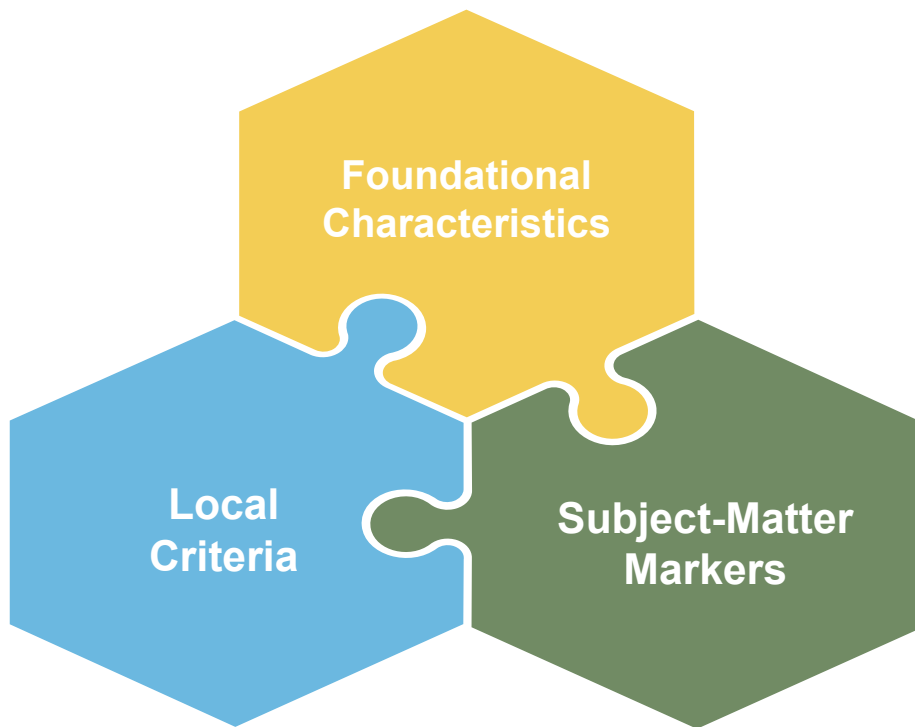
Foundational Characteristics

- Clear articulation of learning goals **aligned to standards and instructional shifts.**

- **Adult-level explanations** of the content to support content knowledge and practices for teaching.

- **Insights into how students might think** and how students' knowledge and experience **might interact** with the content.

- A set of **instructional activities and tasks** well-aligned to the learning goals, with **assessments** that show evidence of student growth toward those goals.

- A **comprehensive**, **coherent** (lessons connected to one another day-to-day, unit-to-unit), **sequenced** learning path to prepare students for grade-level mastery.

Local Criteria & Subject Matter Markers

- Feature opportunities to engage **diverse learners** in the content.

- Work toward making teaching and learning more **reflective of learners'** experiences and assets.

- Meet the **specific needs of your community**, including families, students and teachers.

- Identify those components specific to each subject area (rigor, standards-alignment, high-quality texts, etc).

- These are additionally reflected in the **instructional vision**.

In the Chat

Why is it important that the review and selection committee has a shared understanding of HQIM and the instructional vision?

Develop Your Lens

✓ Engage the committee in discipline-specific professional learning in the markers of quality.

✓ Collectively understand or establish an instructional vision for the content area of your adoption to guide the process.

❏ **Analyze your current state using qualitative and quantitative data.**

❏ **Use your instructional vision and current state analysis to establish additional review criteria that will inform investigation of instructional materials.**

Why do you need priorities for adoption?

- Ensures alignment to standards **(#1 priority)**

- Meets the specific needs of your community

- Includes the use of a lens for equitable access to guide the selection process

- Ensures districts select materials that better serve <u>all students</u> with rigorous, grade-level content.

Develop Your Lens: Data Gathering

- Start by knowing your district data and policies

- Review district data (both quantitative and qualitative) to ground the upcoming work in your district's unique context which will inform the decision-making for all of your stakeholders.

- Identify the specific needs of your local community, including students and teachers.

Data Collection Tool: A Resource to Support Your Materials Adoption Process

By reviewing district data, you are grounding the upcoming work in your district's unique context which will inform the decision-making for all of your stakeholders.

Develop Your Lens

REDEFINING ENGAGEMENT:

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

1. Gather and analyze student data.

2. Gather anecdotal data from stakeholders.

   - Current experience

   - Needs in materials

   - Needs in professional learning

REDEFINING ENGAGEMENT:

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

- 10 min: Silent & Solo

- 7 minutes: Breakout Room

- 3 minutes: Share Out

- What resonates with you?

- What is powerful about the way they used data?

Understanding Local Context

Collect, review, and analyze key data sources to reflect on your current state compared to your ultimate vision.

- Student Achievement Data
- Classroom Observations
- Teacher Experience

Breakout Rooms

In thinking about these buckets of data sources. What specific data points could your district and/or adoption committee utilize to get the clearest possible picture of "the current" state and surface needs?

Student Achievement Data

Classroom Observations

Teacher Experience

Establishing Local Priorities

Local Context:
- Who are your students? Which students have been least well served by your system? What would you see in materials to best meet their needs?
- Who are your teachers? What do they need from materials to be successful?

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Instructional Vision:
- What needs to be true of materials to align with your vision for instruction?

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2-4 priorities for materials beyond alignment to standards.

Using Local Priorities

Winnow choices: there are many aligned programs; use evidence from EdReports reviews to identify 3-4 programs that reflect local priorities

Investigate materials: determine how your committee will further investigate materials for evidence of local priorities

Make a decision: use the evidence collected during investigation to make a decision

Build investment: share how local priorities show up in materials with teachers, leaders, students, and other community members

Helpful Resources

EdReports & Ohio 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**

# Resources to Develop Your Lens

Data Gathering Tool

This data collection tool is designed for the district leader responsible for guiding the adoption committee as well as the committee members tasked with investigating materials.
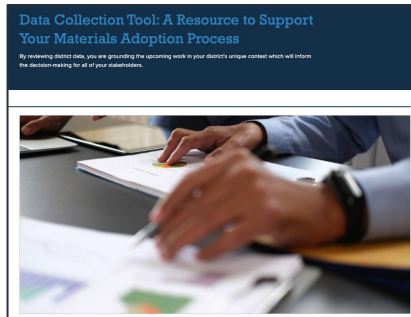
Questions for Naming Curriculum Criteria

This resource is a starting point for the kinds of questions you can ask stakeholders in a survey or focus group. The responses to these questions should help generate curriculum criteria.
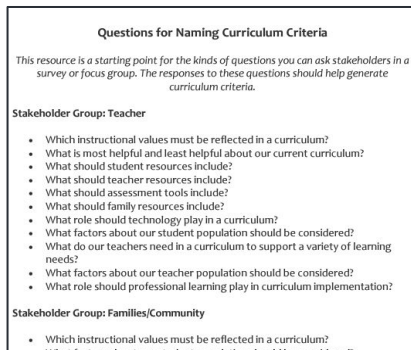
In the Chat

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

- What are you excited to continue learning about?

Closing & Next Steps

Upcoming Statewide Webinar

3:30 - 4:30 pm	Session Topic
December 14	Best Practices for Instructional Leaders with HQIM

Ohio HQIM Rubrics Soft Launch

The Ohio Department of Education and Office of Learning and Instructional Strategies has partnered with EdReports to produce **high-quality instructional rubrics** aligned to Ohio's Learning Standards.

We are seeking educators to preview the rubrics before their release and provide feedback on content, clarity, and consistency.

Learn more **here** and please complete this **survey** if you are interested in participating.

Next Steps

- Register for upcoming webinars.

- Share feedback and ways we can support you.

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Visit **education.ohio.gov**

Keyword Search: *Ohio Materials Matter*

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