

# Best Practices for Instructional Leaders in Supporting Teachers with HQIM

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# Purpose

Participants will:

- Gain an understanding of the role instructional leaders can and should play involving high-quality instructional materials and supporting teachers with HQIM
- Learn how to plan for teacher voice and influence in decision-making, and consider strategies for building teacher investment and capacity.

Welcome

Engaging Teachers in HQIM

Leveraging Instructional Leaders

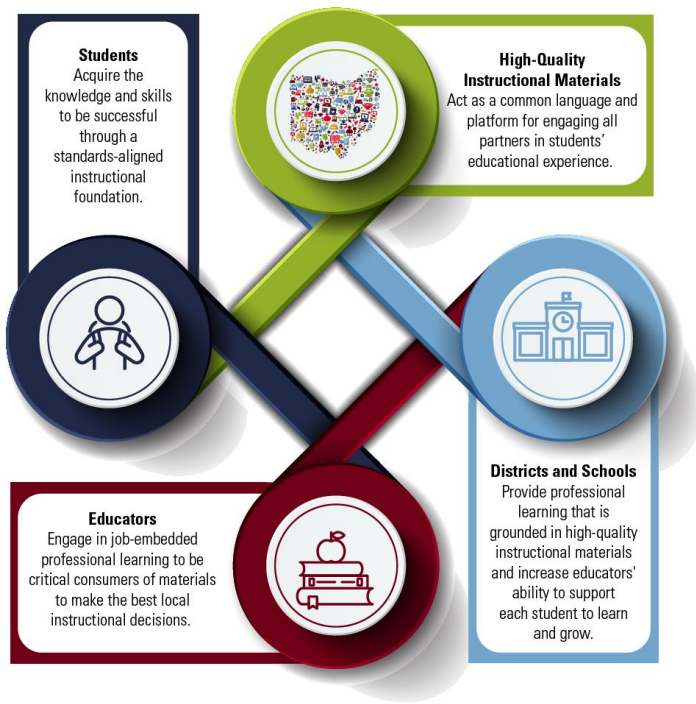
Helpful Resources

Next Steps

# Collaboration Agreements

- Be an active and engaged collaborator.
- Keep students centered in our conversations.
- Go all in and lean into your learning edge.

# Ohio High-Quality Instructional Materials



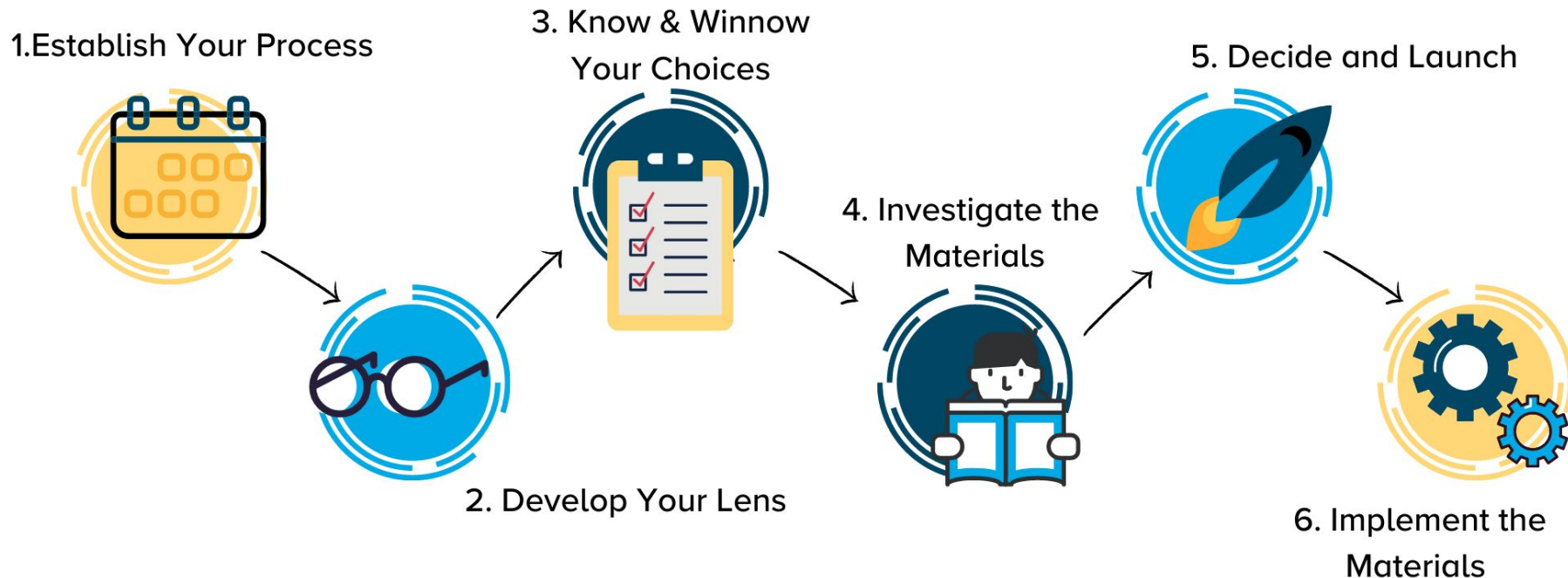
## Priority #1:

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



# EdReports & Curriculum Support Guide

EdReports Key Adoption Steps		Ohio Curriculum Support Guide: Phase I
PREPARE	<ul style="list-style-type: none"><li>• Establish a Process</li><li>• Develop your Lens</li></ul>	I.1. Plan your process I.2. Establish the vision I.3. Develop the rubric and prepare for reviews
STUDY	<ul style="list-style-type: none"><li>• Know &amp; Winnow Your choices</li><li>• Investigate the Materials</li></ul>	I.4. Review, pilot, and decide
DECIDE & LAUNCH	<ul style="list-style-type: none"><li>• Decide &amp; Prepare to Launch</li><li>• Implement the Materials</li></ul>	I.5. Procure and distribute materials

# 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.

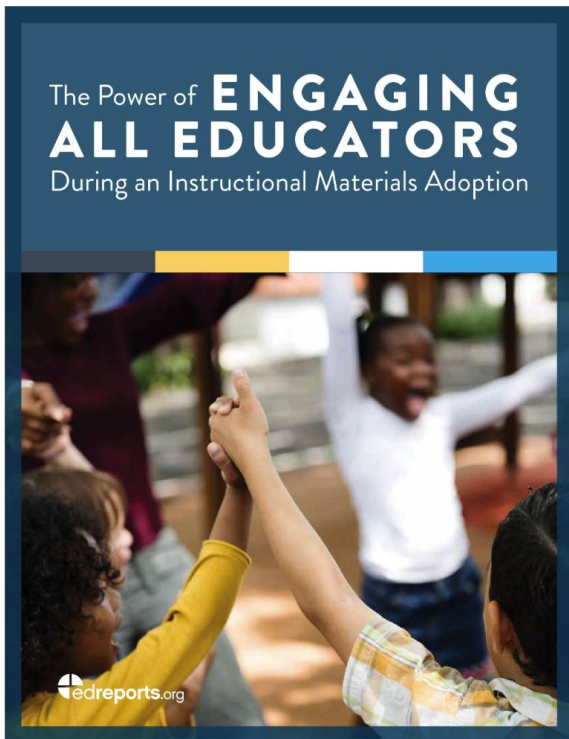
# The Role of Teachers in HQIM



# Teacher voice is essential throughout the process

*“Bringing those educators into the process **early on, with many opportunities to fully participate** in the decision-making, can help guarantee a successful rollout and further support the implementation of those materials. What’s more, including educator voices will **ensure that the needs of students stay front and center** and that the content kids learn in school will truly prepare them for college and career.”*

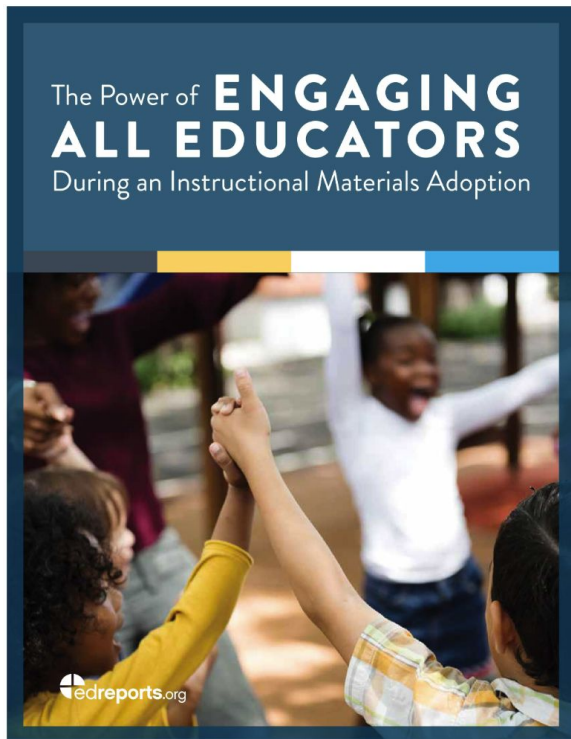
# Engage Educators Upfront



“We didn’t want a situation where new materials just showed up at schools out of nowhere.

We wanted to ensure that we not only chose the best materials for our students but that the teachers who would be using those materials had a **real say** in what was chosen.”

# Engage Educators Upfront: Read & Reflect



- **Who** was included in the process of selection and implementation?
- What was the **value** of including each of those voices in the process?



# In the Chat

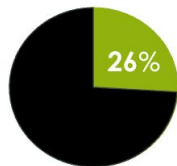
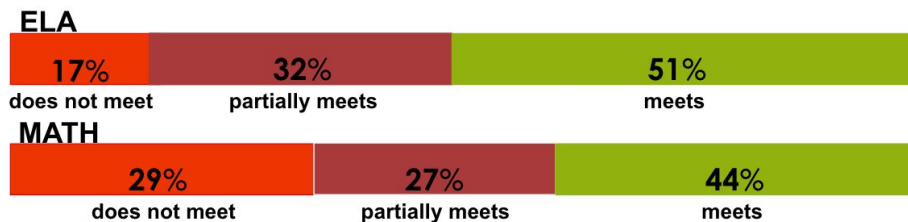
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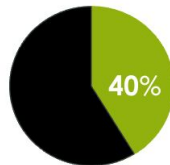
# Leveraging Instructional Leaders to Support HQIM

# Instructional coaches and principals are integral in creating a **supportive environment** that can be the difference between quality content in the hands of students or new materials that sit unopened on a shelf.

## Aligned materials exist, but use of these materials is low.



While 51% of ELA materials that EdReports reviewed meet expectations for alignment only **26%** of materials used by teachers nationwide are aligned.



While 44% of math materials that EdReports reviewed meet expectations for alignment only **40%** of materials used by teachers nationwide are aligned.

2020 State of the Market: The Use of Aligned Materials, EdReports

Priority #1: Increase student access to high-quality instructional materials.

# 3 Ways Effective Instructional Leaders Support Teachers to Use HQIM

- 1) Prioritize the voices and needs of educators.**
- 2) Leverage instructional leadership roles to support coherence.
- 3) Support teachers to problem-solve and address gaps through data, collaboration, and professional learning communities

# Engage Educators Upfront

## Include educators on the review and selection committee

- Know who needs to be at the table
- Ensure Diverse Perspectives

## Survey Teachers

- Get Input Upfront
- Surveys in Action

### HAVE A GAME PLAN

Establishing roles, responsibilities, and clear expectations for educators on the adoption committee is critical.



What will the group be doing together?



How can you develop a shared vocabulary and understanding of the characteristics of quality instructional materials?



How will you encourage active participation?



How can you ensure that the educators on the committee will actively communicate with their school sites?



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# Goals, Progress Monitoring, and Supports

- What is the vision for how materials are used?
- How are we monitoring implementation?
- How are teachers developing their practice to meet the vision?
- How are educators aligned on the vision?
- Professional Learning Plans
- Short-Term and Long-Term Goals & Activities
- Observation & Feedback Systems
- Leadership training

# 3 Ways Effective Instructional Leaders Support Teachers to Use HQIM

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# Responsive Support Structures

- ‘Survey’ teachers (and listen to what they tell you!)
- Classroom walkthroughs
- Progress monitoring plans
- Ongoing professional learning
- Professional learning communities
- Data-analysis meetings

# Making the Most of Your Materials

Using EdReports to...

- Pinpoint the **strengths** and **gaps** in your materials
- Develop **guidance tools** and **curricular supports**
- Highlight **areas of need** for **professional learning** opportunities
- **Plan** for **professional learning communities**
- **Consider** where/when **supplements** might be needed

When you know your materials deeply, you can better identify the best strategies for how to improve them for students without jeopardizing quality.





# In the Chat

How can we set up our instructional leaders to effectively support the use of high-quality instructional materials?

# Planning for Engaging and Supporting Teachers

What would we want to see instructional leaders **SAY** and **DO** to:

Prioritize Teacher Voices and Needs	Support Coherence	Support Use of HQIM

# Closing & Next Steps





# Stop and Think

- What do you **want to share** with someone or **start doing** based on what has been shared?
- What do you **hope to learn** more about in the future?

# Upcoming Statewide Webinars

Date	Session Topic
February 15, 2024	Engaging Stakeholders through HQIM
March 7, 2024	Studying and Winnowing Options for HQIM
April 11, 2024	Supporting Diverse Learners through HQIM

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# Next Steps

- Register for upcoming webinars.
- Reach out to your ESC for support.
- Complete today's [exit ticket](#).

# Contact Us

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Visit [education.ohio.gov](http://education.ohio.gov)

Keyword Search: *Ohio Materials Matter*

Reach out to EdReports with questions

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**THANK YOU!**

