Please introduce yourself in the chat by sharing your role/organization and your favorite cold weather activity.

Welcome & Introductions

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Today's Objectives

Participants will:

- Share their experiences with reviewing, selecting, and implementing HQIM and learn best practices from their peers
- Review a sample adoption activities timeline and reflect on its use
- Explore a range of resources that can aid in review, selection, and implementation activities

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Agenda

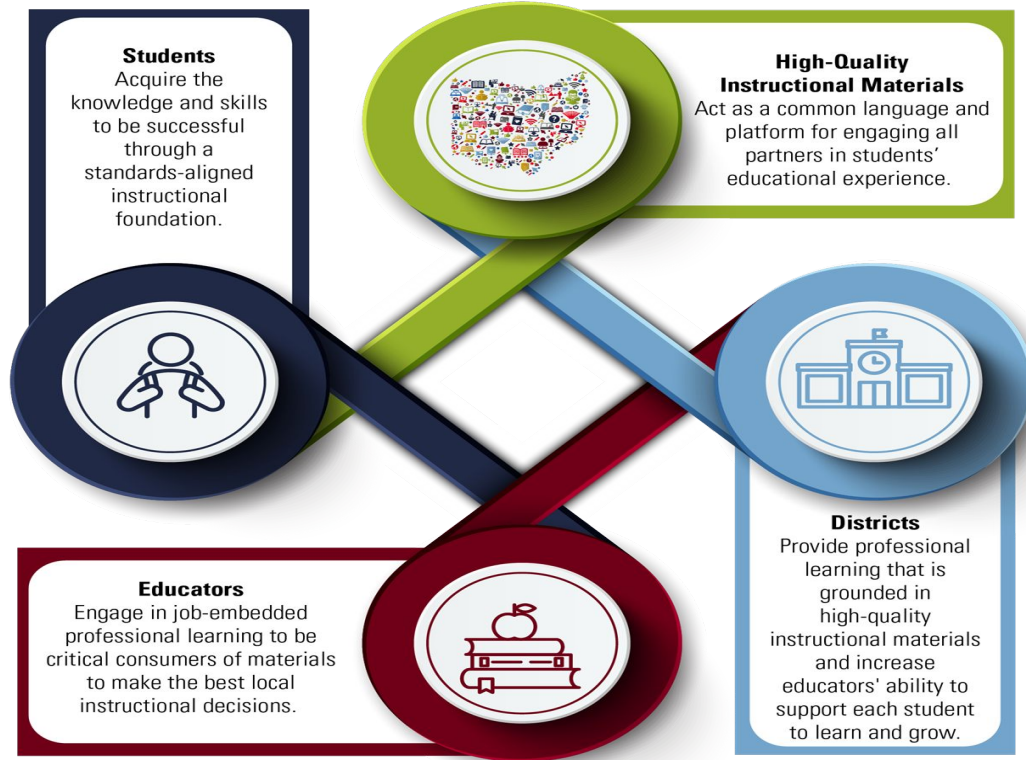|	
1	Welcome & Introductions
2	Review, Selection, & Implementation Overview
3	Sample Activities Timeline
4	Helpful Resources
5	Closing & Next Steps

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Virtual Norms

- When in large groups, please use your mute button to help provide a distraction-free experience

- When in breakout groups, please unmute so that you can engage in conversation

- Videos on make for the best interaction

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Review, Selection, & Implementation Overview

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High-Quality Instructional Materials Advance Student Learning

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.

Educators
Engage in job-embedded professional learning to be critical consumers of materials to make the best local instructional decisions.

Districts
Provide professional learning that is grounded in high-quality instructional materials and increase educators' ability to support each student to learn and grow.

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Poll

Which statement best describes where you are in your role/experience with HQIM?

- Here to **listen and learn** about HQIM

- Learning to **plan and prepare** an adoption process

- Currently **in the process**, learning as I go

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Poll

Which statement best describes your time and capacity-related HQIM experiences?

- Time and capacity have been a **significant** challenge when reviewing, selecting, and/or implementing HQIM

- Time and capacity have been **somewhat** of a challenge when reviewing, selecting, and/or implementing HQIM

- Time and capacity have **not been** a challenge when reviewing, selecting, and/or implementing HQIM

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What Educators are Saying About Review, Selection, and Implementation

"I love the steps for adoption. Any way to make it easier to find high-quality materials for teachers is beneficial."

"Many districts do not have the capacity."

"Districts don't devote enough time to implementing the entire process from A-Z."

"EdReports and Instruction Partners have great resources for curriculum adoption."
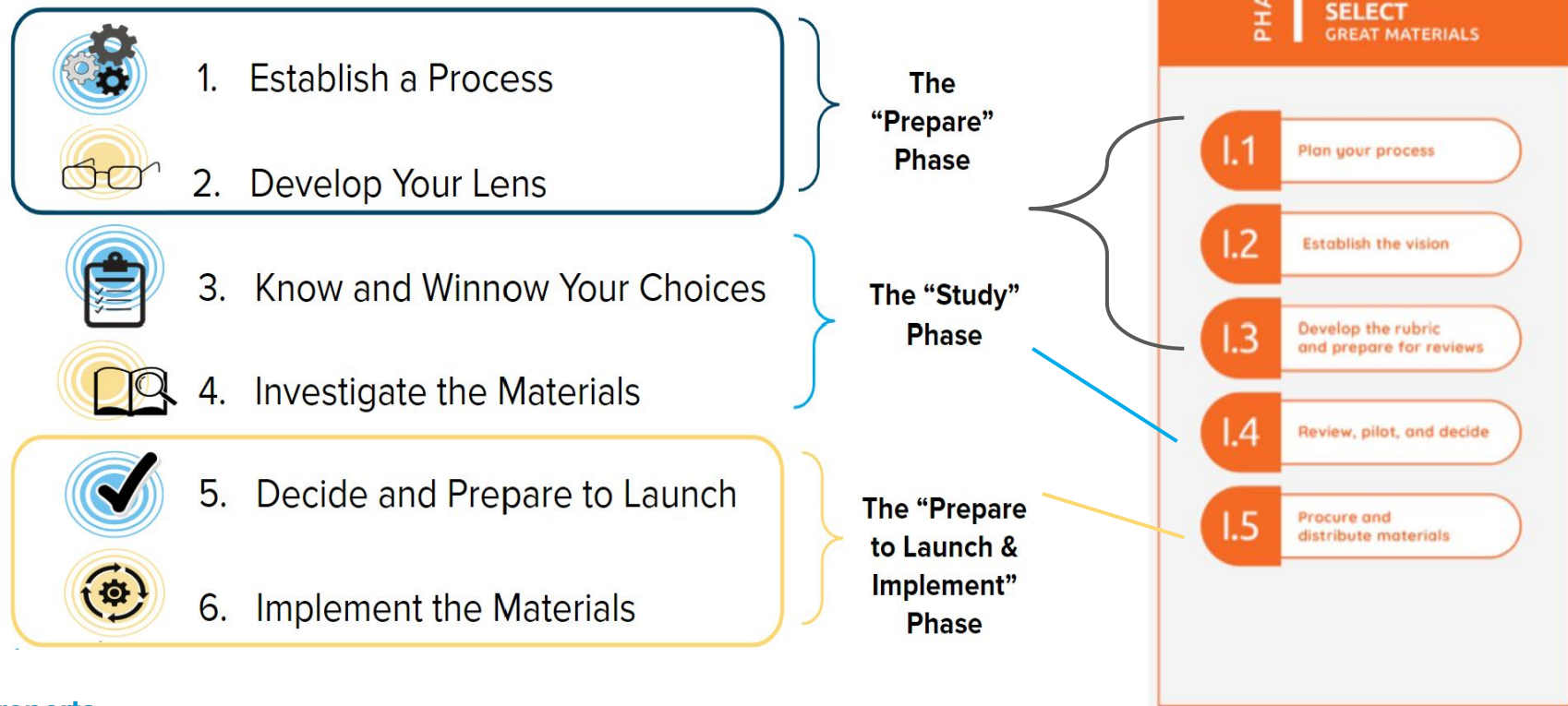
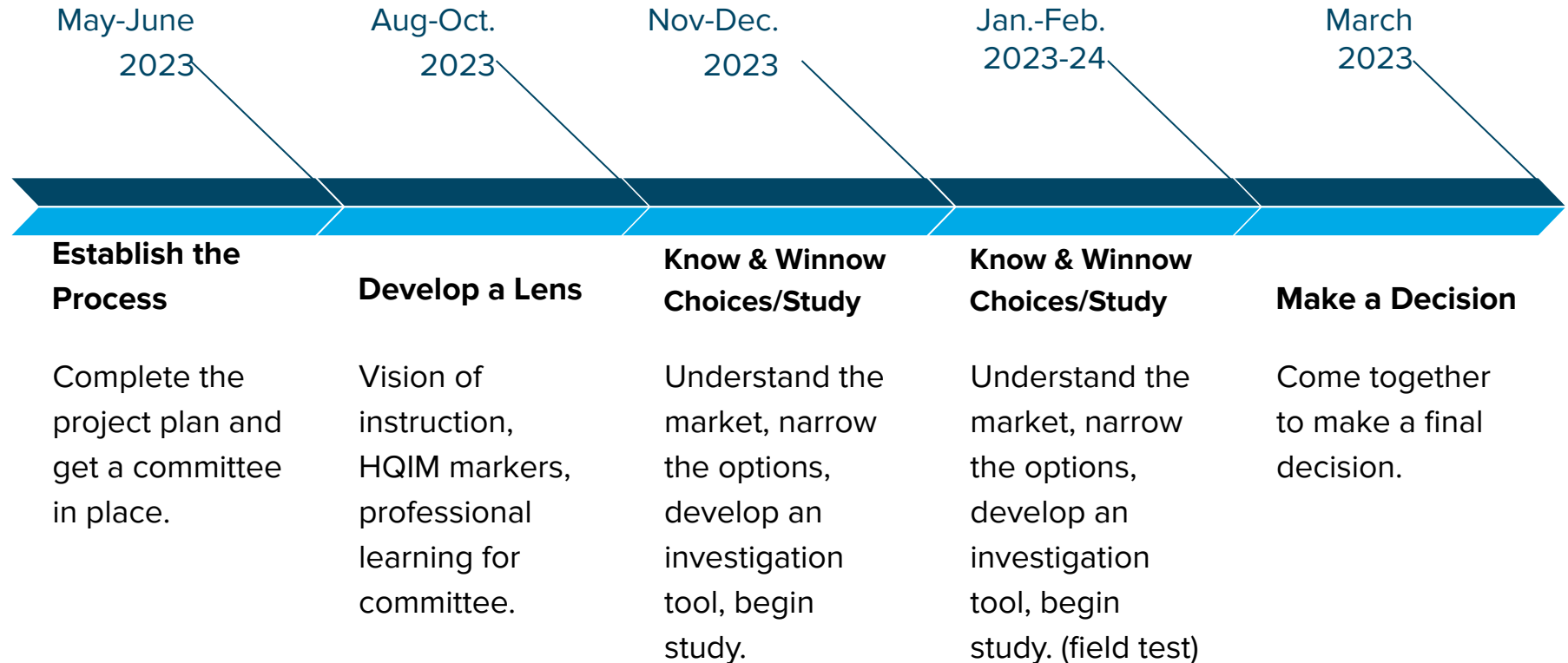edreports.org

Stop & Share

Discuss the questions below in your breakout room:

- What is one HQIM-related success you experienced this year?

- What best practice could you share with your peers that allowed you to experience this success?

- What is one time-related challenge you have faced this year with reviewing, seleciting, or implementing HQIM?

- How did you address or overcome this challenge?

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Approaches to selecting high-quality materials

1. Establish a Process
2. Develop Your Lens

The "Prepare" Phase

3. Know and Winnow Your Choices
4. Investigate the Materials

The "Study" Phase

5. Decide and Prepare to Launch
6. Implement the Materials

The "Prepare to Launch & Implement" Phase

PHASE | SELECT GREAT MATERIALS

I.1 Plan your process
I.2 Establish the vision
I.3 Develop the rubric and prepare for reviews
I.4 Review, pilot, and decide
I.5 Procure and distribute materials

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Sample Activities Timeline

May-June 2023	Aug-Oct. 2023	Nov-Dec. 2023	Jan.-Feb. 2023-24	March 2023
Establish the Process	**Develop a Lens**	**Know & Winnow Choices/Study**	**Know & Winnow Choices/Study**	**Make a Decision**
Complete the project plan and get a committee in place.	Vision of instruction, HQIM markers, professional learning for committee.	Understand the market, narrow the options, develop an investigation tool, begin study.	Understand the market, narrow the options, develop an investigation tool, begin study. (field test)	Come together to make a final decision.

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May - June:
Establish the Process

- Complete the Project Plan

- Engage Stakeholders Early

- Get a Committee in Place

Why Now?
Make use of the down time at the end of the school year to reflect on student and teacher needs and think deeply about how the adoption process can address those needs

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August - October: Develop a Lens

- Establish a vision of instruction

- Identify markers of HQIM

- Provide professional learning for committee members

Why Now?
Summer and beginning of year professional learning can be a great time to dive into instructional vision setting and deep learning around markers of HQIM

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November - December:
Know & Winnow Choices/Study

- Learn/Understand the Market

- Narrow the Options

- Develop an Investigation Tool

- Begin Study

Why Now?
Although this may be a busy time of year, using existing EdReports and Ohio tools can help streamline the steps to narrow options and study materials

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January - February:
Know & Winnow Choices/Study

- Continue November-December Activities

- Begin Study (Field Test)

Why Now?
The start of a new semester can be a beneficial time to field test materials without too much disruption caused by transitioning

March:
Make a Decision

- Bring together stakeholders

- Review data and trends from winnowing process

- Make a final decision

Why Now?
Making a decision before the school year is over enables more opportunities for stakeholder engagement as well as more time to prepare for implementation with staff

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March and Beyond: Prepare to Launch & Implement

- Create an ongoing professional learning plan

- Establish feedback systems to encourage responsive professional learning

- Ensure there is a structure and adequate time for training

Why Now?
Starting implementation activities prior to the end of the school year will provide more time to support teachers over the summer and prior to the beginning of the school year

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Stop & Share

Discuss the questions below in your breakout room:

- Which of these steps seem most feasible for you to complete in the recommended time?

- Which of these steps may be challenging to complete in the recommended time?

- What questions do you have about adoption timelines?

A Few Reminders*

- Every district is different

- Timelines can be adjusted to fit unique needs and conditions

- There are no "quick fixes"

- Make use of resources that can make the process more manageable

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Helpful Resources

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# Curriculum Support Guide Resources

Redefining Engagement

Read one district's story about the power and lasting impact that comes with involving educators and the community at every step of the materials selection process.

REDEFINING ENGAGEMENT:

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

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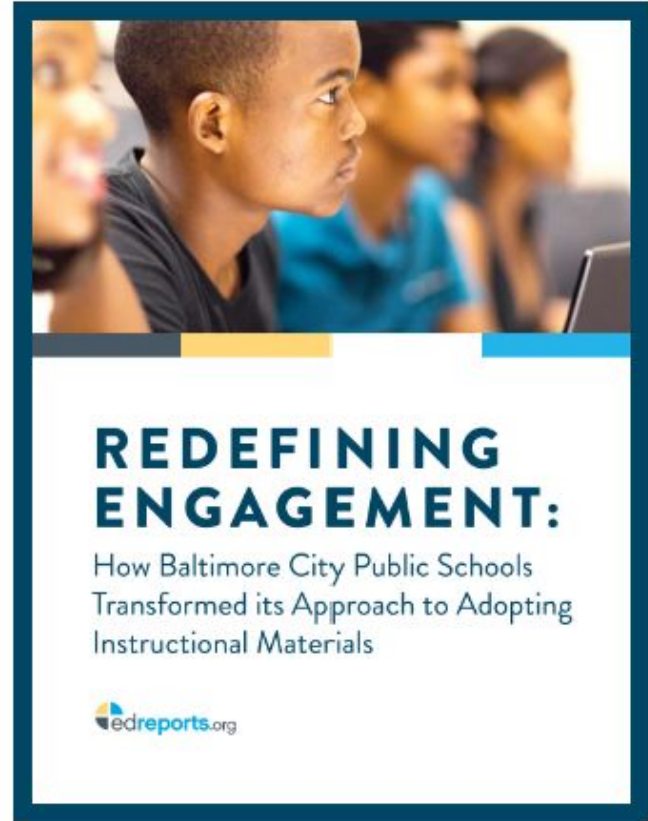
Improving the Instructional Materials Selection Process

Read the story of a group of rural districts in Wisconsin that came together to strategically engage publishers and develop a new materials adoption culture.

BIG CHANGES in RURAL WISCONSIN

Improving the Instructional Materials Selection Process

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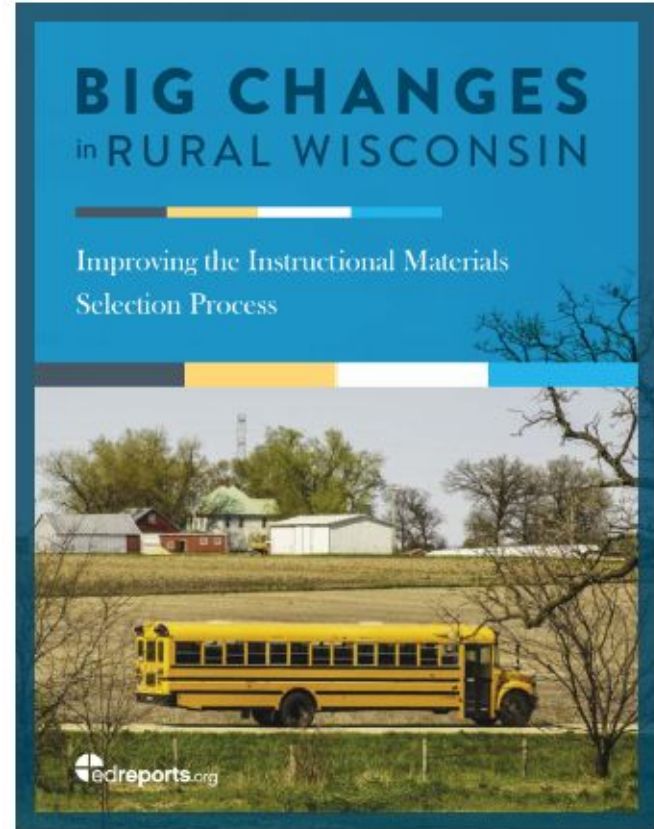
Closing & Next Steps

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?

Statewide Webinar Dates

Tentative Topics	Date
Stakeholder Engagement and HQIM	2/9/23
ESC & District HQIM Panel	3/9/23
Best Practices for HQIM Implementation	4/6/23
State of the Instructional Materials Market	5/11/23
Promoting HQIM Advocacy	6/15/23

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Ohio Materials Matter Ambassadors

The Ohio Materials Matter Ambassadors Program is an opportunity for Ohio educators to:

- Increase awareness of why high-quality instructional materials matter for Ohio students and educators

- Inform educators on smart adoption practices that are intentional

- Celebrate and share how strong materials help teachers to inspire students to learn and grow

Applications close on 1/13/23

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Technical Assistance and Coaching Overview

- The Department has a significant amount of HQIM-related technical assistance hours from EdReports that are available to ESCs at **no cost**

- Technical assistance can include support with:
  - Access to resources to support districts with adoption and/or implementation of HQIM
  - Coaching on how to support districts with HQIM related needs
  - Training on how to access, use, or train on EdReports HQIM resources and/or tools
  - Training on HQIM and special populations
  - Additional topics as requested

- Complete the [form](#) to request support

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Technical Assistance Examples

Technical Assistance Request Type	Example of EdReports Support
Access to resources to support districts with adoption and/or implementation of HQIM	• Support locating tools and templates to meet specific needs around HQIM • Feedback on adapting resources for local use
Coaching on how to support districts with HQIM related needs	• Advising on strategies for helping districts set instructional visions
Training on how to access, use, or train on EdReports HQIM resources and/or tools	• Repeat of previous webinars and trainings for individual ESCs • 1:1 or small group walkthroughs of EdReports tools
Training on HQIM and special populations	• Support locating resources that address HQIM and special populations
Additional topics as requested	• Ask for what you need! We are happy to help!

Next Steps

- Register for upcoming webinars

- Reach out and share feedback and ways we can support

- Connect with your local ESCs for additional support

- Complete today's exit ticket

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High-Quality Instructional Materials Questions (HQIM)

ohmaterialsmatter@education.ohio.gov

Visit education.ohio.gov

Keyword Search: *Ohio Materials Matter*

Reach out to EdReports with questions

jcarter@edreports.org

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THANK YOU!

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