

Best Practices for HQIM Implementation



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Please introduce yourself in the chat by sharing your role/organization and the best thing about spring.

Welcome & Introductions



Sherry Birchem
Director
Office of Learning
and Instructional
Strategies



Kerry Martinez
Assistant Director
Office of Learning
and Instructional
Strategies



Teresa Castellaneta
HQIM Specialist
Office of Learning
and Instructional
Strategies



Jessica Faith Carter
Senior Specialist,
Partnerships
EdReports



Amanda Bikowski
Manager,
Partnerships ELA
EdReports

Objectives

Participants will:

- Explore common pitfalls and challenges districts face when implementing newly selected materials.
- Review a set of resources that can help with planning for successful implementation.

Agenda

1	Opening
2	Review Adoption Process
3	Common Pitfalls & Challenges
4	Implementation Action Steps
5	Helpful Resources
6	Closing & Next Steps

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 :)

6 steps 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**



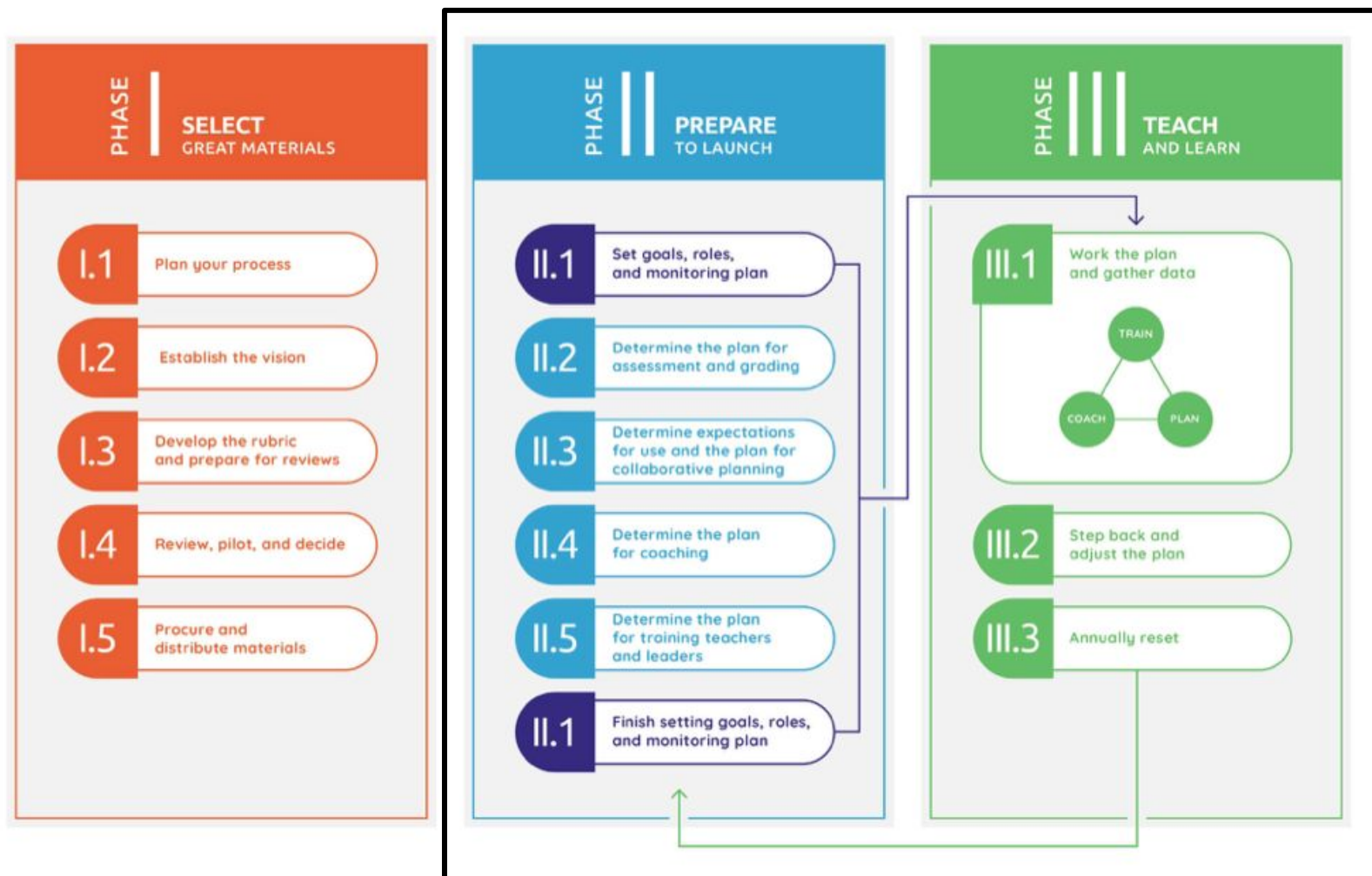
5. Decide and Prepare to Launch



6. Implement the Materials

**The “Prepare
to Launch &
Implement”
Phase**

Ohio Curriculum Support Guide





Stop & Share

What **successes** have you encountered with materials implementation?

What key steps contributed to that success?

What **pitfalls or challenges** have you encountered in your role (or a previous role) with materials implementation?

How were those pitfalls or challenges handled?

Common Pitfalls and Challenges

“

Nobody asked me.

”

“

You are telling me to
do different things.

”

“

I feel like a robot.

”

“

I use it as a resource.

”

“

This too shall pass.

”

Helpful Action Steps & Resources





Develop an Implementation Plan

- Create an ongoing professional learning plan
- Develop short-term and long-term goals and activities
- Establish feedback systems
- Ensure there is a structure and adequate time for the district staff to learn the materials themselves.
- Include the specific training site leaders will need

Common Pitfalls and Challenges

- 'Nobody asked me.'
- 'You are telling me to do different things.'
- 'I feel like a robot.'
- 'I use it as a resource.'
- 'This too shall pass.'



Create an ongoing professional learning plan

- Plan for opportunities for teachers to 'get to know' the materials before launch
- Include a plan for sustained professional learning that focuses on how teachers will teach using the materials
 - Initial implementation
 - Responsive training to teacher needs throughout the year and following years
 - Plan for teachers who are hired after the initial launch training

Common Pitfalls and Challenges

- 'Nobody asked me.'
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Articulate plans: short-term and long-term activities

- Establish short-term and long-term goals for implementation at the teacher and leader level (+ monitoring progress)
- Create a plan for activities to support implementation
 - Teacher professional learning
 - Leader professional learning
 - Assessments and grading
- Classroom walkthroughs to monitor implementation

Common Pitfalls and Challenges

- 'Nobody asked me.'
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Establishing Feedback Systems

- Timely
- Appropriate
- Professional learning is responsive to teachers' needs
 - Individual coaching
 - Professional learning communities, grade-level, subject-matter teachers
 - School/district-wide professional learning

Common Pitfalls and Challenges

- 'Nobody asked me.'
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District & Leadership Staff Training

- Structure and time for district staff to be trained
- Plans for site leader training
- Training for how to support teachers
 - Walkthroughs
 - Feedback
 - Professional learning

Common Pitfalls and Challenges

- 'Nobody asked me.'
- 'You are telling me to do different things.'
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Stop & Share

Pick 2-3 of the challenges you identified earlier or one that resonated with you from our session. What action steps could help mitigate potential pitfalls?

Common Pitfalls and Challenges

- 'Nobody asked me.'
- 'You are telling me to do different things.'
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- 'I use it as a resource.'
- 'This too shall pass.'

Develop an Implementation Plan

- Create an ongoing professional learning plan.
- Articulate short-term and long-term activities.
- Establish feedback systems.
- District and leadership staff training.

Helpful Resources



EdReports Resources



Launch and Implementation Planning

- Use this guide to help you with planning
 - Goals, Milestones, Metrics
 - Guiding Questions

Determine the goals for the implementation of the new materials, including the expectations for use. What are realistic outcomes and what is your timeframe?		
What are your goals for each phase of the implementation of the new materials? 1. Launch (include "getting to know" the materials) 2. Implementation Year 1 3. Implementation Years 2-5		
Goals:	Timing:	
1. Launch		
2. Implementation Year 1		
3. Implementation Years 2-5		
Additional Guiding Questions		
What are the expectations of use for the new materials (e.g., all teachers will use materials for their core instruction)?		
How will you communicate the expectations and goals? How does this impact your timeline?		



Selecting Great Materials is Not Enough

- Rollouts make a difference in successful implementation
- Connect selection to district priorities

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Phase II Decision-Making Template

This resource is a template you can use when finalizing your decision-making process for Phase II.

Responsible: The person who does the work to achieve the task. They have responsibility for getting the work done or the decision made. As a rule, this is one person; examples might be the system curriculum lead or the superintendent.

Accountable: The person who is accountable for the correct and thorough completion of the task. This must be one person or team and is often the project executive or project sponsor. This is the role that responsible is accountable to and approves their work.

Consulted: The people who provide information for the project and with whom there is two-way communication. This is usually several people, often subject matter experts like teachers and coaches.


Informed: The people kept informed of progress and with whom there is one-way communication. These are people that are affected by the outcome of the tasks, so they need to be kept up-to-date. You can use your stakeholder list to determine who is informed.

Key Action	Key Decision	Who's responsible?	Who's accountable?	Who's consulted?	Who's informed?
II.1	Defined the Implementation Support Team, Implementation Support Team Leader, and key roles and responsibilities				
	Mapped out the implementation planning process				

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System Stock Tool

This tool outlines the framework including the three phases, all key actions, and steps within each key action. There is also space to make notes on progress.

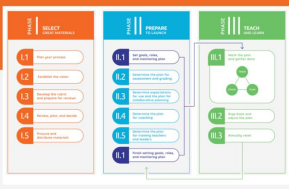
 Curriculum Support Guide System Stock Take This tool outlines the framework including the three phases, all key actions, and the steps within each key action. For each key action, you can indicate the extent to which you've implemented or accomplished the action. This will help you determine where to focus your efforts and where you should begin your work in supporting materials.					
Phase	Key Action	Not yet Implemented	Partially Implemented	Fully Implemented	Notes: Describe Progress
I. Select Materials	I.1 Plan Your Process <ul style="list-style-type: none"> • I.1.A Identify the Selection Team and Leader • I.1.B Determine how the Final Decision will be Made • I.1.C Map the Schedule of Events • I.1.D Establish a Vision of Excellent Instruction • I.1.E Organize Next Steps and Communicate a Plan 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	I.2 Establish the Vision <ul style="list-style-type: none"> • I.2.A Train the Selection Team and Review Committee • I.2.B Articulate the Vision of Instruction and Core Beliefs 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	I.3 Develop the Rubric and Prepare for Reviews <ul style="list-style-type: none"> • I.3.A Solicit Stakeholder Input • I.3.B Develop the Rubric • I.3.C Identify the Options You Will Review • I.3.D Train the Review Committee on the Rubric and Process 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Problem Analysis

This tool allows you to identify which challenge your team is struggling with, and look for the corresponding advice on where to dig in.

CURRICULUM SUPPORT GUIDE : PROBLEM ANALYSIS

Identify which challenge your team is struggling with, and look for the corresponding advice on where to dig in.



We haven't selected materials – where should we start?

Start at **Phase I, Key Action 1** to plan your selection process.

We have materials, but teachers are having a hard time using them and we're running into a lot of problems. Where should we start?

Oftentimes, challenges in implementation stem from our systems for supporting materials and teachers as well as the challenge of learning about new materials. Think through the below:

- Do you have a vision for excellent instruction to show all teachers and leaders what the materials should help us accomplish? If not, go to **Phase I, Key Action I.2 to Establish the Vision**

We've been using the materials but aren't really sure how it's going – where should we start?

Go to **Phase III, Key Action III.1** Work the Plan and Gather Data. This will help you figure out how things are going and what needs to be adjusted. You can also check **Phase II, Key Action II.1** to make sure you have all systems in place to support materials.

We've finished our first year of implementation and are trying to decide what needs to change next year. Where do we start?

Go to **Phase III, Key Action 3** to plan for next year.

We have materials, but we're not sure if they're good – where should we start?

Start at **Phase I, Key Action 4** to review your materials and see if they're aligned.

We have materials, but not a very clear plan for use. People aren't sure what their roles and responsibilities are or how to use them. Where should I start?

• Are there clear expectations for use (including peeing and modification) as well as clear expectations for individual and common planning? If not, go to **Phase II, Key Action II.3 to Determine Expectations for Use and the Plan for Collaborative Planning**.

We're about halfway through the year and can tell we need to make changes, but don't know what to focus on – where should I start?

Go to **Phase III, Key Action III.2** to plan a Stepback and figure out how to adjust.



Exploration Time!

This is your time to explore the resources shared in the chat and think about how you can apply some of these strategies and tools to your work.

You can determine how you want to take a closer look and reflect.



Reflection

What is possible for students and teachers if implementation is done well?

How can we use this anticipation of pitfalls to better support our schools and students?

Closing & Next Steps



Next Steps

Statewide Webinars	Date
State of the Instructional Materials Market	5/11/23
Promoting HQIM Advocacy	6/15/23

- 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](#)

High-Quality Instructional Materials Questions (HQIM)

ohmaterialsmatter@education.ohio.gov

Visit education.ohio.gov

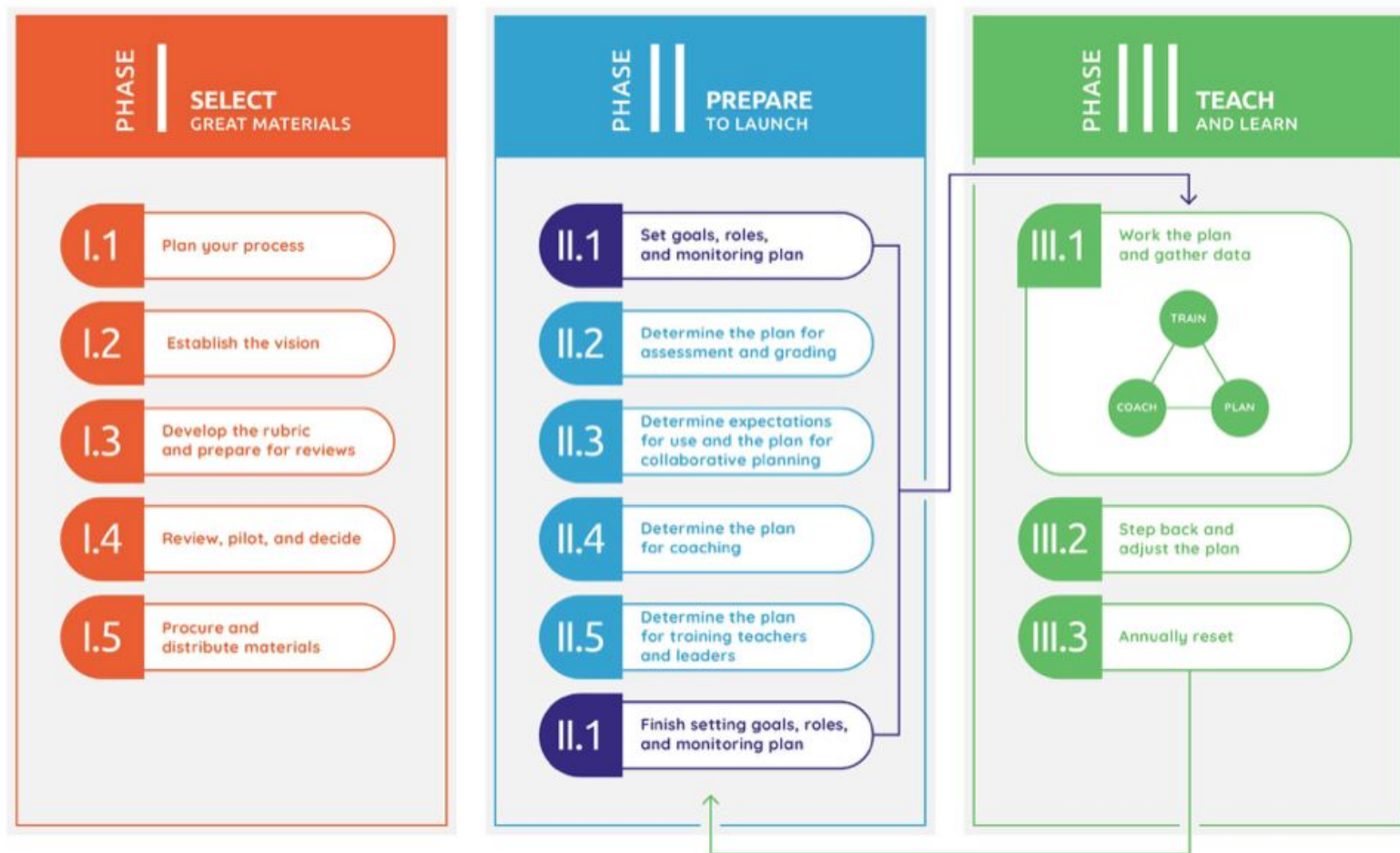
Keyword Search: *Ohio Materials Matter*

Reach out to EdReports with questions

jcarter@edreports.org



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Title



Title

