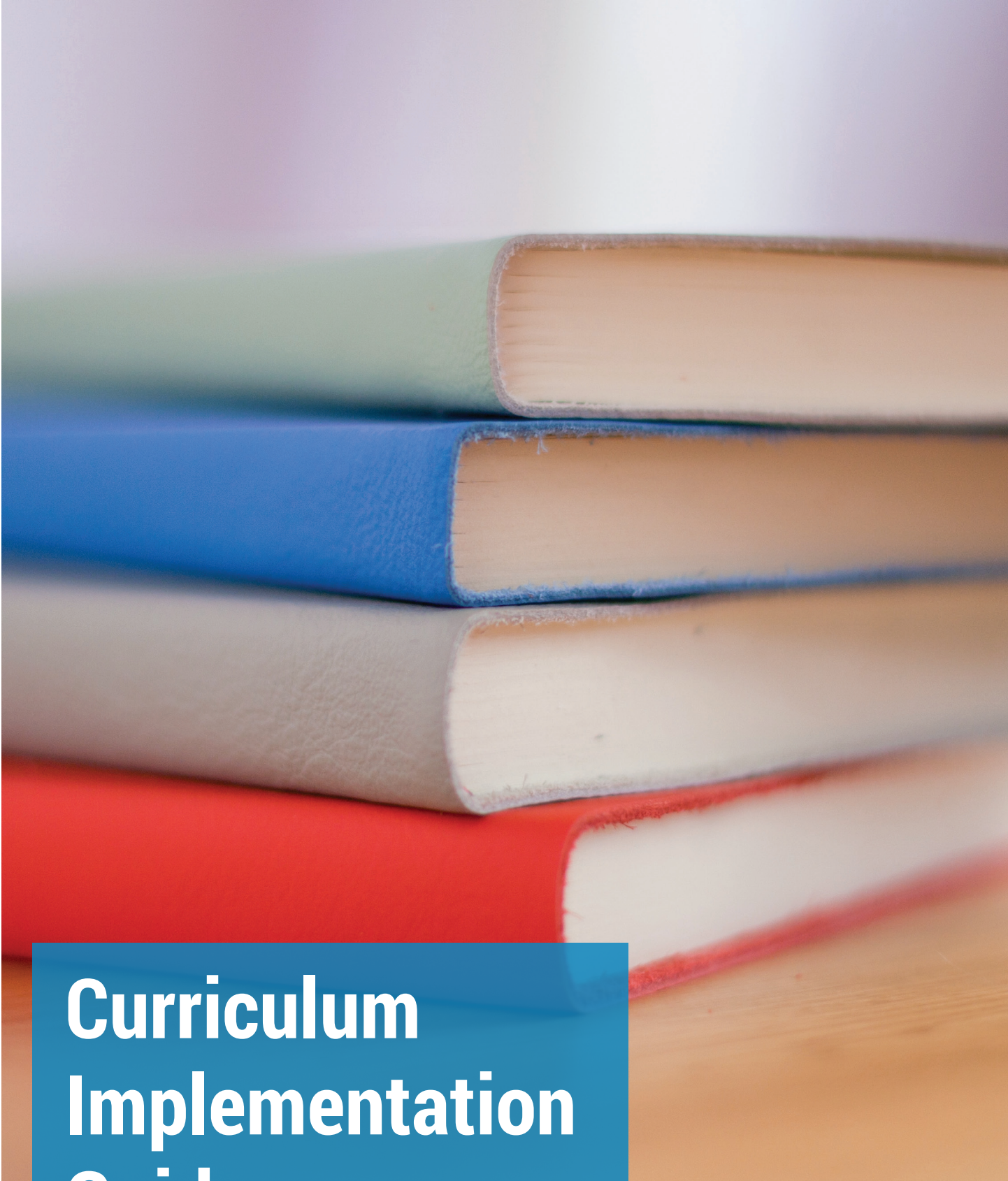


**2019** November



# Curriculum Implementation Guide



# Curriculum Implementation Guide

## PURPOSE

This document provides new chiefs of school systems and state education agencies (SEAs) a roadmap for establishing a strong academic system of standards and instructional materials, professional learning, and assessment.

## BACKGROUND

### THE STUDENT EXPERIENCE

Strong education leaders place tremendous value on the day-to-day experience of students across their system. These leaders live out that value by remaining hyper-focused on the quality of instruction happening in classrooms every day and by ensuring that the priorities they set and the actions they take are most likely to have a significant positive impact on students' daily academic experience.

For students to thrive in colleges and careers of their choice, they must spend time each and every day of their pre-K through grade 12 educational experience building, reading, expressing, and solving.



**Building knowledge of the world**



**Reading meaningful texts**



**Expressing ideas through writing and speaking**



**Solving complex problems**

To accomplish this, teachers need to:

- Instruct using high-quality instructional materials (HQIM), giving every student access to on-grade level instruction every day<sup>1</sup>;
- Ask questions and provide tasks that require citations from the text and are sequenced to build knowledge by guiding students to delve deeper into the text(s) and graphics;
- Prompt students to explain reasoning and allow students to productively struggle; and
- Support all students, including those who are behind, to be prepared for on-grade-level instruction with their peers.

See [Appendix A](#) for a detailed list of the content-specific shifts and student and teacher look-fors in English Language Arts (ELA), math, and science.

## ELEMENTS OF A COHESIVE ACADEMIC PLAN



To accomplish this vision for academic excellence, leaders of schools and school systems must ensure high-quality instruction in every classroom, every day. This requires that schools have a strong and cohesive academic foundation including a plan for curriculum, assessment, and teacher professional learning across all grade levels and core content areas.

- **Standards & Instructional Materials:** At the heart of an instructional model are standards and aligned, high-quality instructional materials. [Research](#) has shown that HQIM serve as an important anchor for teachers and are essential in improving the strength of the instruction that takes place in classrooms every day, thereby leading to improved academic outcomes for students.

### Unique student subgroups (G & T, ELL, special education)

Every student should experience learning at grade level with their peers. That said, we know that most students have unique needs. Whether those needs are a result of a special education designation, a student being a new language learner, or a student simply falling behind, a great system of curriculum and professional learning can and should support all students. That means that instead of planning for how to provide lower level content to students, states, districts and schools must use the curriculum as a baseline and build individual supports that prepare every student to engage in that same content with their peers. Individualized supports must be about unique ways to access grade level content rather than unique and consistently below grade level learning.

**Goal:** Teachers in all grade levels and core content areas have access to and implement a high-quality curriculum. No low-quality instructional materials in classrooms.

- **Professional Learning:** Implementation is key. Teachers need initial and ongoing support to help them use their instructional materials effectively. Without that, instructional materials are unlikely to have their intended impact, and teachers may resort back to using lower-quality resources, including teacher-made materials, which studies have shown are often less likely than those provided by their district to meet academic standards in ELA and math.<sup>2</sup>

**Goal:** Teachers in all grade levels and core content areas receive introductory and ongoing job-embedded training and support throughout the school year that is specific to their instructional materials.

- **Assessments:** Teachers, school leaders, and school-system administrators need access to data from a limited number of high-quality assessments that they can use to determine how best to support students in reaching their goals.

**Goal:** Teachers use high-quality assessments embedded in their HQIM and/or high-quality interim assessments to plan for individual needs of students.

See [Appendix D](#) for a list of supporting research and recommended readings.

<sup>1</sup> Advanced students who have already mastered grade-level materials should be pushed to take on above-grade-level work.

<sup>2</sup> TNTP (2018). The opportunity myth. New York, NY: Author. Retrieved from [https://tntp.org/assets/documents/TNTP\\_The-Opportunity-Myth\\_Web.pdf](https://tntp.org/assets/documents/TNTP_The-Opportunity-Myth_Web.pdf)

# THE ROLE OF SCHOOL AND SCHOOL SYSTEM LEADERS

Building coherent academic systems that best support educators takes focus from every player in the system, from school leadership to the SEA. Each plays a crucial role in supporting the implementation of HQIM.

The table below summarizes the role that leaders of schools and school systems might play in establishing a

cohesive academic system. However, it is important to note that these actions are not fixed; the exact actions that each entity takes will vary depending on factors such as governing structure (e.g. charter school versus traditional district), school system size, and performance level.

	School Leaders	School System Leaders
Standards & Instructional Materials	<ul style="list-style-type: none"> <li>Ensure teachers have access to and are using HQIM; eliminate low-quality instructional materials</li> </ul>	<ul style="list-style-type: none"> <li>Use <a href="#">EdReports</a> and/or <a href="#">Louisiana Believes</a> to identify HQIM</li> <li>Select, purchase, and distribute HQIM; eliminate low-quality instructional materials</li> </ul>
Professional Learning	<ul style="list-style-type: none"> <li>Develop professional learning calendars that include introductory and on-going, job-embedded training for teachers focused on helping them use their instructional materials; ensure trainings are led by experts in those instructional materials and content areas</li> <li>Establish a lesson planning policy that allows teachers to submit annotated lesson plans from their HQIM</li> <li>Establish common planning time—led by an expert in the instructional materials—at least once a week with at least one other teacher in the same content area</li> <li>Conduct at least one HQIM-focused observation of all English and math teachers per week to identify where teachers need additional support with implementation</li> <li>Provide a mentor to any teacher who struggles with planning and/or HQIM implementation; ensure the mentor uses the same HQIM</li> </ul>	<ul style="list-style-type: none"> <li>Provide school leadership teams with foundational/introductory training on each HQIM, including how to conduct effective observations, led by experts in those instructional materials</li> <li>Ensure schools have a professional learning calendar for teachers that includes introductory and on-going training on each HQIM led by experts in those instructional materials</li> <li>Conduct regular HQIM-focused observation of all English and math teachers to identify where teachers need additional support with implementation</li> <li>Eliminate systemwide lesson planning policies that encourage teachers to create their own materials from scratch or disassemble their HQIM to fit an I do-we do-you do format, for example</li> <li>Ensure all school schedules include collaborative planning time for all teachers</li> </ul>
Assessments	<ul style="list-style-type: none"> <li>Use <a href="#">Louisiana Believes</a> to identify high-quality assessments, when possible</li> <li>Eliminate superfluous assessments beyond a single high-quality assessment and/or the assessments embedded within the HQIM</li> </ul>	<ul style="list-style-type: none"> <li>Eliminate superfluous, low-quality interim and benchmark assessments</li> </ul>

## Chicago City Public Schools

Chicago Public Schools (CPS), led by Chiefs for Change member Janice Jackson, has been focused on instructional leadership for years, piloting some of the most innovative instructional programs in the country and focusing on principal instructional leadership. Recently they have taken this commitment even deeper with a focus on cohesive academics. Specifically, CPS is:

- Building an integrated and multi-cultural curriculum
- Aligning system-wide assessments
- Building structured professional learning for educators

In partnership with EdReports, Chicago leveraged their district size and purchasing power to release a request for proposals (RFP) for a district-wide curriculum. What's unique about their approach is their focus on quality, curriculum-specific modifications to represent and support the unique students groups in their district, and build a technology platform to help educators use and implement the materials.

## A TOOL FOR LOCAL SCHOOL SYSTEMS: INSTRUCTION PARTNERS' CURRICULUM SUPPORT GUIDE

Local school systems play one of the most important roles in supporting the implementation of HQIM and building academic coherence. They ensure that quality materials are used across their systems and align meaningful training and support for educators. The more that school systems do to align HQIM with training, the higher rate of instructional change.

[Instruction Partners](#), a nonprofit organization that works with teachers and school leaders to improve instructional quality, has created the [Curriculum Support Guide](#) to help local school systems implement HQIM based on their lessons learned from studying the leadership actions in districts that had more successful implementation journeys. This free and open source tool walks system leaders through the following three phases of implementation:

PHASE I  
SELECT  
GREAT MATERIALS

**Goal:** Select materials that support a clear and common vision of great instruction for each content area, with stakeholder participation in the process. Teachers are central to the selection process and, when done well, can learn from it.

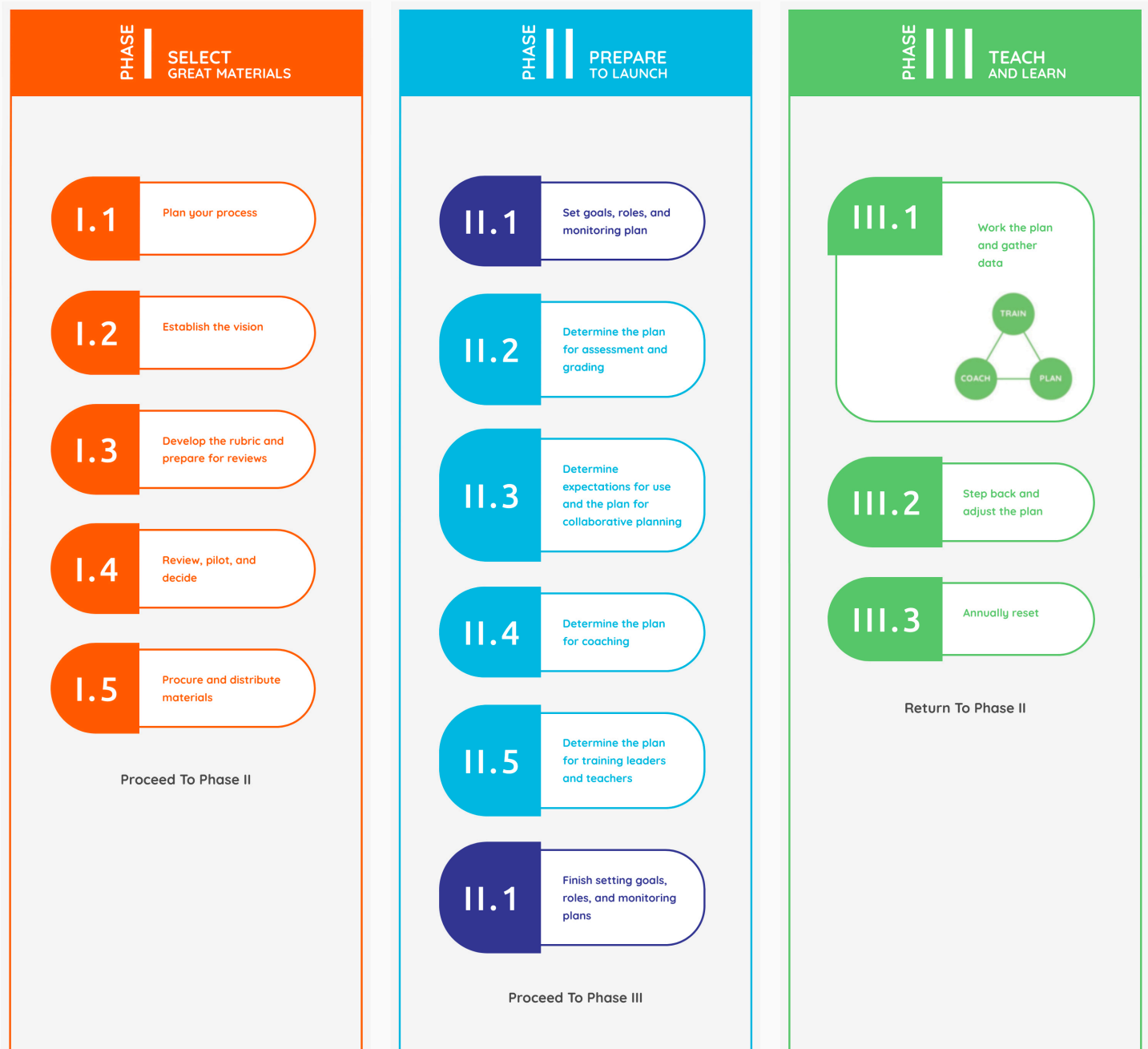
PHASE II  
PREPARE  
TO LAUNCH

**Goal:** Develop an intentional implementation plan—thinking through what it will take to use and support the materials well.

PHASE III  
TEACH  
AND LEARN

**Goal:** Support teachers as they use the instructional materials to inspire great instruction and increase student learning. At the leadership level, the focus is on listening to teachers and observing practice with a goal of continuously improving teacher support. Phase III does not end after the first year—this is a continuous improvement journey that never ends.

Instruction Partners' Curriculum Implementation Framework further dissects each of these phases, outlining the key actions within each phase and the steps that make up key actions. The guide also includes practical tools, such as diagnostics and templates, to walk leaders through these steps.



## THE ROLE OF THE STATE EDUCATION AGENCIES

SEAs can do a lot to create the enabling conditions that support instruction at the classroom level, but they often overlook the levers at their disposal to do this. The reality is that an SEA does not need to directly run schools to impact the quality of daily instruction; in fact, it can embrace local autonomy while playing a critical role in the stages of HQIM adoption and implementation, including providing targeted support to educators.

SEAs help schools and school systems adopt high-quality instructional materials and assessments and provide aligned professional learning by:

- **defining quality** for each of these components, vetting them against that bar, and auditing school systems' choices
- **growing the marketplace** of high-quality professional development providers
- **leveraging incentives and disincentives** to influence behaviors and accelerate the rate of change
- **aligning and eliminating policies** to ensure teachers are able to do their best work in a focused way using high quality materials
- **focusing on scalable solutions** that will impact at least 50% of students in five or fewer years
- **using the bully pulpit** to help districts understand the key work they need to do to support implementation

### Education Service Centers

Education Service Centers (ESCs), or their equivalent, can serve as important partners to state and local education agencies in their quest to ensure that all teachers have access to high-quality instructional materials and receive upfront and ongoing training that equips them to use those materials well.

The structure and function of ESCs, including their management relationship with SEAs, varies widely from state to state, meaning there is no one playbook for how best to leverage these entities. For example, in some states such as Louisiana and Tennessee, ESCs are an extension of the SEA. ESC staff members are SEA employees, and the SEA has a great degree of insight into and control over how ESCs spend their time. On the other end of the spectrum, ESCs in states like Texas and Wisconsin operate largely independently of the SEA and use a fee-for-service model.

Regardless of the details of how they are structured, ESCs often already provide districts with services related to the adoption of instructional materials and teacher and school leader professional development. SEAs should work with ESCs in their state to identify these activities and discuss ways to potentially tweak them to align to a shared vision for this work.

For example, in Wisconsin, [Cooperative Educational Service Agency 4 \(CESA #4\)](#) partnered with the [Wisconsin Department of Public Instruction \(DPI\)](#) and [EdReports](#) to bring together a critical mass of districts who, historically, had been largely disregarded by publishers in search of

large markets. The regional office's work began in November 2018 when Wisconsin DPI sponsored a day of learning with sessions—led by [UnBoundED](#) and [EdReports](#)—focused on the importance of college and career-ready standards and the role instructional materials play in student learning and meeting those standards. CESA #4 continued to convene these districts throughout the fall of 2018 and spring of 2019, helping them refine their adoption policies and procedures in part based on lessons learned from case studies from other states and districts.

Finally, CESA #4 invited a group of publishers whose materials have earned strong ratings on [EdReports](#) to come to Wisconsin so the participating districts could learn more about the programs and take a look at the materials. CESA #4 worked closely with both the publishers and districts to ensure district staff walked away armed with the information they needed to select the materials that best meet their local needs. For example, the regional office required publishers to focus their presentations on the materials' alignment to [EdReports's](#) rubrics for math and ELA, thereby shifting the conversation from the materials' "bells and whistles" to the degree to which they reflect the college and career-ready standards. CESA #4 also continued their work of helping districts become critical consumers by assisting them in coming up with targeted questions and feedback for publishers. [Read the full case study.](#) See [Appendix C](#) for additional guidance on the role ESCs can play in supporting the adoption and implementation of HQIM.

SEA Role	Key Considerations	Recommended Actions
<p><b>Define and vet for quality and audit school systems' choices</b></p>	<ul style="list-style-type: none"> <li>• How will you vet/identify quality instructional materials and assessments?</li> <li>• How will you vet/identify quality professional learning?</li> <li>• How will you audit school systems' purchasing choices?</li> <li>• How will you manage and monitor professional learning quality?</li> </ul>	<ul style="list-style-type: none"> <li>• Use <a href="#">EdReports</a> and/or <a href="#">Louisiana Believes</a> to identify HQIM, when possible<sup>3</sup></li> <li>• Use recommended criteria to issue a request for information/request for quote (RFI/RFQ) for professional learning providers</li> <li>• Use purchasing data including reviewing invoices, if available, and data gathered through classroom visits to audit school systems' choices of instructional materials, assessments, and professional learning</li> </ul>
<p><b>Grow the marketplace of high-quality professional learning providers</b></p>	<ul style="list-style-type: none"> <li>• Who is already providing professional learning to teachers in your state? Does it focus on helping teachers use their instructional materials well? Is it high-quality?</li> <li>• How will you monitor the quality of professional learning provided by vendors in the marketplace?</li> <li>• Should the marketplace include local educators, educational service centers and/or institutes of higher education? If so, how will you ensure quality delivery?</li> <li>• Should you provide any training directly to school systems supervisors, school leaders, and/or teachers? Do you have the capacity and expertise to do so?</li> </ul>	<ul style="list-style-type: none"> <li>• Develop a professional learning vendor guide via an RFI/RFQ</li> <li>• Train and certify local experts on content, pedagogy, and HQIM so they can support others in their schools and school systems</li> <li>• Set up recurring opportunities to check professional learning providers for quality (observations, feedback from school systems, etc.) and share feedback with vendors (<i>e.g.</i> vendor convening)</li> <li>• Leverage ESCs (or equivalent) to help school systems create and execute a clear, simple plan for implementation of HQIM and to monitor the quality of implementation</li> </ul>
<p><b>Leverage incentives and disincentives</b></p>	<ul style="list-style-type: none"> <li>• How can you make the right choice the easy choice?</li> <li>• What sticks and carrots do you have available to influence the behavior of school systems? (money, recognition, access, accountability)</li> <li>• What incentives do you have available to draw vendors to your market? (money, access)</li> <li>• What will the political climate in your state tolerate in the short-term and what does that mean about playing a long game?</li> </ul>	<ul style="list-style-type: none"> <li>• Identify funds (title funds, competitive grants, etc.) to offset the cost of professional learning from the vendor guide</li> <li>• Base approval of school systems' academic plans and applications for funds on the extent to which they leverage high-quality instructional materials and professional learning providers</li> <li>• Publish information about school systems' choices of instructional materials on school systems' report cards</li> <li>• Use data about student achievement gains to celebrate wins and highlight what's working</li> <li>• Pilot initiatives with a small group of school systems and use the SEA's communication structures to highlight those school systems' successes</li> </ul>

3 LEAs and SEAs may also choose to partner with EdReports to contextualize EdReports's rubric to fit local needs and to train educators to use it.



SEA Role	Key Considerations	Recommended Actions
<p><b>Align and eliminate policies</b></p>	<ul style="list-style-type: none"> <li>• Traditionally, who makes decisions about what instructional materials to purchase? Are there any parameters on those decisions?</li> <li>• Who owns procurement for each LEA and what's that person's role in decisions about purchasing instructional materials and professional learning?</li> <li>• What does the SEA have the authority to adjust/eliminate on its own? Where is state board and/or legislative approval needed?</li> <li>• Are there opportunities to connect these policy changes to others that already have stakeholder support?</li> <li>• What are state and local testing policies? Do they encourage test reduction and the use of standards-aligned assessments?</li> </ul>	<ul style="list-style-type: none"> <li>• Conduct a diagnosis of current policies and procedures to identify those that help and impede school systems' ability or desire to purchase HQIM, assessments, and professional learning</li> <li>• Identify and build relationships with allies who can build support among their peers for the adoption of HQIM and assessments</li> <li>• Consider piloting initiatives to build proof points and a grassroots swell of support, <i>e.g.</i>, pilot where schools systems work with third-party vendor to conduct an assessment audit to reduce excess testing their district.</li> </ul>
<p><b>Focus on scalable solutions</b></p>	<ul style="list-style-type: none"> <li>• What does "scale" mean in your context? How many students? Schools? School systems? On what timeline?</li> <li>• Are there instances where SEA resource and capacity could be redirected from small-scale initiatives to larger-scale ones?</li> </ul>	<ul style="list-style-type: none"> <li>• Focus on strategies that have scale, impacting at least 50% of students in five or fewer years</li> <li>• Consider piloting initiatives with 10–20% of school systems to build proof points and a grassroots swell of support that can be leveraged to grow to scale more quickly</li> <li>• Avoid strategies that rely heavily on direct SEA to educator training</li> </ul>
<p><b>Use the bully pulpit</b></p>	<ul style="list-style-type: none"> <li>• What is the succinct list of key messages related to HQIM and professional learning that the SEA wants to reinforce with every communication?</li> <li>• Who are your stakeholders as it relates to HQIM and how can you develop a group of champions within each?</li> <li>• How does the SEA leverage central avenues for communications (<i>e.g.</i> newsletters) to reinforce key messages?</li> </ul>	<ul style="list-style-type: none"> <li>• Hold regular cross-team meetings to collaborate on the development and roll-out of tools, resources, and key messages related standards, curriculum, and assessments across the agency.</li> <li>• Create external working groups to elevate the voices of educators, advocates, and civic leaders</li> <li>• Identify "champions," perhaps via a pilot, who will promote the need for an aligned academic strategy, reinforce key messages, and promote the use of high-quality materials</li> <li>• Create small set of streamlined communication structures to communicate key information and messages to each level of the system such as a weekly newsletter, monthly planning calls and webinars, and quarterly training events.</li> </ul>

## Louisiana: leveraging sticks and carrots

Since 2011, the Louisiana Department of Education has focused on an [instructional system](#) that centers on student growth. Building coherence across curriculum, professional learning, and assessments, they have used a variety of levers to incentivize school systems to adopt high-quality instructional materials and assessments and provide teachers with training on those materials.

- **Ease barriers to procurement:** Only instructional materials rated “[Tier 1](#)”—the highest level of quality—receive state contracts, which allow school systems to more easily purchase these materials.
- **Provide funding:** The Department created the [PD Vendor Guide](#) to help school systems identify vendors who provide professional learning connected to Tier 1 their materials. School systems receive competitive and Title funding to help offset the cost of partnering with these vendors.
- **Grant access:** Each summer, the Department hosts the Teacher Leader Summit for approximately 7,000 teachers and school and school system leaders from across the state. Only vendors whose materials are rated [Tier 1](#) or who qualify to appear in the [PD Vendor Guide](#) are invited to present sessions related to academics and instruction. By hosting this event

and holding a high bar for the types of sessions offered, the Department ensures that educators from across the state have access to some free or low-cost training on high-quality materials.

- **Hold school systems accountable:** The Department includes information about the quality of instructional materials selected by schools that serve Louisiana’s youngest learners (birth to age five) on those schools’ report cards. Additionally, the Department holds school systems accountable for developing a cohesive academic system through approval of their annual plans. To do this, the Department consolidated three processes that historically have been separate: 1. school system planning; 2. the budgeting process for federal formula funds; and 3. the applications for competitive funds, into one unified process. Starting in the 2018–2019 school year, in preparation for the 2019–2020 school year, school systems will build one plan, grounded in the [School System Planning Framework](#), and use one application to access most of their federal formula and competitive funds. Approval of this plan depends, in part, on school systems adopting [Tier 1](#) materials and ensuring teachers get training on those materials from experts identified in the [PD Vendor Guide](#).

## Mississippi: defining quality and incentivizing choice

The Mississippi Department of Education (MDE), led by Chiefs for Change member Dr. Carey Wright, has long focused on early childhood reading. As a result of this focus they have seen some of the fastest growth in the south for low income students and students of color. The team has taken that focus to other areas, highlighting the insistence on [great curriculum](#).

Specifically the team has:

- **Defined quality:** Beginning with math, the MDE has worked with local educators to review quality materials in key areas and shared with the state programs that are of quality. In partnership with

EdReports, Mississippi created a materials review rubric aligned to their unique state standards, while maintaining the rigor of the EdReports tools. In addition through the partnership they trained local Mississippi reviewers. Through this rigorous process, five math titles in K-8 were selected. Mississippi leveraged a strong partner in EdReports while operating within the existing textbook review laws already established in the state.

- **Incentivized strong materials:** Over the last year the MDE has trained districts on what HQIM look like and how to find them. The MDE has built a cohort of districts with strong plans for implementation.

SEAs should also think through the following general planning considerations and related recommended actions:

## Key considerations

- To what extent will your strategy need to differentiate for LEA size, type, location, etc.?
- How can you leverage advantageous, pre-existing systems and structures that are already in place?
- To what extent are pre-existing systems a barrier to SEAs or LEAs? What can be done to eliminate them?
- What previous initiatives have worked and not worked? What can you learn from that?
- How does this work intersect with other teams at the SEA and how will you coordinate with them to ensure consistent and coherent messaging and delivery chains?
- How does this work intersect with external entities such as education service centers, education advocacy groups, and institutes of higher education? To what extent are their current ways of operating supporting and hindering progress in this area?
- How do your communications with school systems need to change to effectively build buy-in and share key information and resources? See [Appendix B](#) for more guidance around communications.

## SUMMARY

Every child deserves the type of daily instruction that equips them to grow and thrive in both the short-term (pre-K–grade 12) and the long-term (college and career). This means that every day, students must have the opportunity to build deep knowledge of the world around them, read meaningful texts, express their ideas, and solve complex problems. Achieving this level of instruction is not easy, and hard-working teachers should not be left on their own to figure it out. They deserve the foundational resources and support that help them ensure they are meeting the needs of their students and pushing them to higher levels of achievement.

It is incumbent upon school system leaders to ensure that their teachers have access to high-quality instructional materials and assessments (formative and summative), as well as ongoing training that focuses on helping teachers to use those materials effectively.

## Recommended actions

- Build relationships with and have regular touchpoints with staff from school systems of various sizes to better understand their motivations, procedures, and barriers and to bounce ideas off of them.
- Identify both internal and external programs and initiatives that are successful and/or popular. When possible, tweak them to accomplish these goals.
- Set up weekly or twice-monthly check-ins with the head of each department at the agency to share the vision and strategy for this work and identify points of intersection where coordination/collaboration must occur to maximize success and prevent mixed messages to the field.
- Set up regular meetings with external entities such as education service centers, education advocacy groups, and institutes of higher education to build relationships and identify opportunities to collaborate. For example, consider changes to teacher preparation programs to focus on preparing teachers to use the instructional materials adopted by school systems in the area.
- Streamline communications and run them through one team to reduce the chances of inundating school systems and sending mixed messages.

Though state agencies typically do not manage schools directly, leaders at this level can do a lot to create the conditions that promote high-quality instruction at scale.

- 1 First, states should clearly define what constitutes “quality” instructional materials, assessments, and professional learning, and they should monitor school systems’ purchasing decisions in relation to this bar.
- 2 Second, states can increase the availability of high-quality choices available to school systems by focusing on strategies that grow the marketplace of providers.
- 3 Finally, states should leverage incentives and disincentives at their disposal (funding, accountability, recognition, policy, access, etc.) to nudge LEAs to adopt high-quality options.

## APPENDIX A: STUDENT AND TEACHER LOOK-FORS IN ELA, MATH AND SCIENCE

English Language Arts	
Shifts	<ul style="list-style-type: none"> <li>Develop foundational reading skills in <b>literary</b> and <b>informational text</b></li> <li>Find and use <b>text evidence</b> to support analysis and reflection in reading, writing, and discussion tasks</li> <li>Conduct and publish <b>research</b> using <b>multiple credible sources</b></li> </ul>
Student Look-Fors	<ul style="list-style-type: none"> <li>Read, write and discuss grade level texts using tasks within their HQIM</li> </ul>
Teacher Look-Fors	<p><i>During teaching:</i></p> <ul style="list-style-type: none"> <li>Instruct using HQIM without replacing reading, writing and speaking tasks</li> <li>Pose questions/tasks that require citations from the text; are sequenced to build knowledge by guiding students to delve deeper into the text(s) and graphics</li> <li>During intervention, provide opportunities for students to build background knowledge and preview the text from HQIM with their peers</li> <li>Assess using HQIM-embedded assessments</li> </ul> <p><i>During planning:</i></p> <ul style="list-style-type: none"> <li>Read all the texts using prompts in instructional materials to discuss texts with peers</li> <li>Identify the range of responses in writing and speaking tasks that indicate mastery of the lesson and at the end of the unit</li> <li>Within each lesson, identify the questions the teacher will use to support students master the lesson</li> <li>Reflect on results from HQIM-embedded assessments.</li> </ul>
Math	
Shifts	<ul style="list-style-type: none"> <li><b>Focus</b> on fewer concepts</li> <li>Have the opportunity to understand mathematics through <b>coherence</b></li> <li>Experience <b>rigorous</b> mathematical content</li> </ul>
Student Look-Fors	<ul style="list-style-type: none"> <li>Engage with HQIM</li> <li>Solve a majority of math problems within the instructional materials, including the most difficult application and conceptual understanding question(s)</li> <li>Employ a variety of strategies to solve problems</li> <li>Explain reasoning beyond stating the answer</li> </ul>

## Math

### Teacher Look-Fors

*During teaching:*

- Instruct using HQIM without replacing the application and conceptual understanding question(s)
- Prompt students to explain reasoning
- Allow students to productively struggle
- During intervention, prepare students for new learning using math remediation guides
- Use HQIM-embedded interims to assess progress.

*During planning:*

- Identify the key models and strategies students will need to use to master unit content
- Solve conceptual understanding problems in the lesson using key models and strategies in the unit
- Identify where within the lesson will struggle and plan for how to support students
- Identify the knowledge that will support struggling students to master end of unit task
- Review and discuss interim data as part of reflections.

## Science

### Shifts

- Apply science content knowledge through **three dimensional learning**.
- **Connect ideas across science domains** by explaining natural phenomena and designing solutions to real-world challenges.
- Use overlapping skills to **investigate, evaluate, and reason scientifically** across disciplines.

### Student Look-Fors

- Engage with HQIM
- Employ a variety of strategies to investigate, evaluate, and reason scientifically
- Connect daily investigations and learning to the larger phenomenon or problem being explained or solved
- Explain reasoning beyond stating the answer

### Teacher Look-Fors

*During teaching:*

- Instruct using HQIM, posing the most challenging questions and tasks
- Prompt students to explain reasoning
- Allow students to productively struggle

*During planning:*

- Identify the key understandings students will develop each day to progress their understanding of the larger phenomenon/problem
- Engage with the culminating task or problem
- Identify prompting questions that further student conversation as needed (without giving them the answers)
- Review and discuss student responses on assessments within the HQIM

## APPENDIX B: SEA COMMUNICATIONS STRATEGIES

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### Key messages:

- Teachers today are asked to do a very challenging job without the resources they need.
- Students are coming into classrooms at all different skill and knowledge levels, but instead of giving teachers the support they need, we're leaving them on their own to find materials and plan lessons that prepare every student to meet high learning standards.
- Teachers deserve great instructional materials that include built-in supports and resources to get students at all levels to be excited to learn.
- Instead of having to search for ways to reach struggling kids so they don't get discouraged, or find activities for more advanced kids so they don't get bored, teachers should be able to focus their craft on bringing lessons to life for all students.
- We need to provide teachers with better instructional materials, aligned to the learning standards their students need to meet, that offer the supports they need to make sure every student learns what they need to succeed in the next grade.
- The State Education Agency's role is to identify instructional materials that fully align to the standards and reflect research-based practices, but leave the selection of these materials to those closest to students: school system and school leaders.

### Key audiences:

- Teachers
- School Leaders
- School System Leaders
- Education advocates: education organizations, institutions, foundations, unions, etc.
- Civic leaders: state education board members, legislators, textbook commissions, Governor's office, etc.
- General public: parents

### Communication strategies:

- Hold regular academic strategy check-ins that allow teams within the agency to routinely collaborate on the development and roll-out of tools, resources, and key messages related standards, curriculum, and assessments.
- Create external working groups to elevate the voices of educators, advocates, and civic leaders in the development of key initiatives, policy changes, and resources aligned to the state's academic strategy
- Identify "champions" who will promote the need for an aligned academic strategy, reinforce key messages, and promote the use of high-quality materials with educators and the public; consider building a pool of champions via a pilot
- Create small set of streamlined communication structures to communicate key information and messages to each level of the system such as a weekly newsletter, monthly planning calls and webinars, and quarterly training events.

## APPENDIX C: LEVERAGING EDUCATION SERVICE CENTERS

Education Service Centers (ESCs), or their equivalent, can serve as important partners to state and local education agencies in their quest to ensure that all teachers have access to high-quality instructional materials and receive upfront and ongoing training that equips them to use those materials well.

The structure and function of ESCs, including their management relationship with SEAs, varies widely from state to state. For example, in Louisiana and Tennessee, ESC staff members are SEA employees, and the SEA has a great degree of insight into and control over how ESCs spend their time. On the other end of the spectrum, ESCs in states like Texas and Wisconsin operate largely

independently of the SEA and use a fee-for-service model.

Regardless of the details of how they are structured, ESCs often already provide districts with services related to the adoption of instructional materials and teacher and school leader professional development. SEAs should work with ESCs in their state to identify these activities and discuss ways to potentially tweak them to align to a shared vision for this work.

The table below provides some additional suggestions for the role ESCs might play in helping LEAs adopt HQIM and train educators on how to use them.

Phase	ESCs
<b>Phase I: Select Great Materials</b>	<p>Lead presentations that focus on helping educators understand the importance of selecting HQIM and what “quality” means</p> <p>Invite publishers whose materials have been deemed high-quality in a nationally recognized review such as <a href="#">EdReports</a> to attend to attend their textbook fairs</p> <p>Work with LEAs establish a local review process that facilitates the selection of HQIM that meet their local needs, including building awareness of and elevating teachers’ voices</p>
<b>Phase II: Prepare to Launch</b>	<p>Ensure LEAs complete a series of pre-implementation steps (<i>e.g.</i> distribute new materials and remove old materials from classrooms)</p> <p>Help LEAs create a strong plan to support implementation of HQIM, including connecting LEAs with strong professional learning vendors who have expertise in the HQIM</p>
<b>Phase III: Teach and Learn</b>	<p>Conduct observations alongside LEA and school leaders to monitor the quality of implementation and determine aligned next steps to support teachers</p> <p>Help LEAs identify and partner with vendors who can provide strong, professional learning that is specific to the HQIM</p> <p>Convene schools/LEAs who are using the same instructional materials to problem-solve issues with implementation and achieve some economy of scale</p>

## APPENDIX D: SUPPORTING RESEARCH AND RECOMMENDED READINGS

Recommended readings are indicated in **bold**.

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