

SEA Tool 3.1 Integrating high-quality instructional materials and professional learning into an action plan

Directions	<ol style="list-style-type: none"> 1. Review and reflect on the four commitments and corresponding common misconceptions, high-quality mindsets, research, and state leadership actions. 2. Drawing on your reflections of the commitments below, develop a learning plan for your state using the framework on page 98.
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High-quality instructional materials and professional learning commitments	Common misconception	High-quality mindset	The research indicates...	State leadership actions
Our state has cohesive policies and programs to ensure all educators and students have access to high-quality instructional materials, including a clear set of nonnegotiables that guide the review of high-quality instructional materials and vendors.	The review and implementation of high-quality instructional materials is best left at the local level because each district has the capacity and resources to do this effectively at scale.	The high-quality materials review and implementation process goes beyond alignment to state standards. The process results in materials that are rigorous, relevant, coherent, engaging, and is clear enough to exclude unaligned and low-quality materials and vendors.	<p>The review and implementation of high-quality curricula and instructional materials has a positive impact on student achievement, with increases of as much as 10 percentile points in reading and 23 percentile points in math (Chiefs for Change, 2019).</p> <p>Nationwide, 40% of college students (including 66% of Black college students and 53% of Latino college students) take at least one remedial course learning skills they were told they'd already mastered in high school (TNTP, 2018).</p>	<ul style="list-style-type: none"> • Use internal and external feedback to develop and set a clear set of non-negotiables that guide the review of high-quality instructional materials and vendors. • Develop a review process that is rigorous and clear enough to incentivize high-quality materials and vendors and exclude low-quality options. • Add high-quality curriculum and instructional materials as key criteria in competitive grant programs for districts. • Develop state-level pricing contracts with vendors. • Develop statewide procurement policies and tools that incentivize and encourage districts to use high-quality curriculum and materials.

High-quality instructional materials and professional learning commitments	Common misconception	High-quality mindset	The research indicates...	State leadership actions
<p>Our state ensures high-quality texts are the central focus of lessons, are at the appropriate grade level text complexity, and are accompanied by quality tasks aligned to the academic standards</p>	<p>Standards-aligned texts and tasks are too difficult and complex for many students, especially for students from low-income families.</p>	<p>All students, regardless of family background, race, or income level deserve to experience a rigorous and personalized education containing access to high-quality instructional materials.</p>	<p>When students who started the year behind grade level were given more grade-appropriate assignments, stronger instruction, deeper engagement, and higher expectations, the gap between these students and their higher achieving peers began to narrow substantially (TNTP, 2018).</p> <p>Students of color and from those from low-income backgrounds were less likely than White and higher income students to be in classrooms with grade-appropriate assignments (TNTP, 2018).</p>	<ul style="list-style-type: none"> • Develop a statewide guidebook and content-based resources for all districts and teachers. • Embed indicators that focus on high-quality texts, instructional tasks, and student work into teacher evaluation rubrics. • Create statewide advisory councils for teachers to share ideas and best practices. • Support districts by negotiating professional development contracts with curriculum vendors. • Develop or use existing teacher leader networks to customize professional learning to specific curriculum and content areas.

High-quality instructional materials and professional learning commitments	Common misconception	High-quality mindset	The research indicates...	State leadership actions
<p>Our state has supports and resources for district and school leaders for implementing high-quality instructional materials through content-based professional learning.</p>	<p>All teachers and leaders have been equally trained to recognize high-quality materials, especially those found on Google and Pinterest.</p>	<p>States have a responsibility to ensure that all teachers and students have access to high-quality instructional materials. Teachers should not bear the sole responsibility for building the curriculum for their subjects and courses.</p>	<p>When teachers don't have access to great materials they hunt for them online. That process-often leads to inconsistent quality that most often has a negative impact on low-income students of color. A 2017 RAND analysis found that 96% of teachers use Google and nearly 75% of teachers use Pinterest to find lessons and materials (Opfer, Kaufman, Thompson, 2016).</p> <p>In a single school year, the average student spends 581 of 720 available hours on assignments that are not high-quality (TNTP, 2018).</p> <p>Students in an integrated improvement model (leveraging curriculum-focused professional learning to implement curriculum) gained an estimated four months of learning over two years relative to groups in the comparison group. 41% of effect attributable to the curriculum itself (Taylor, J. A., Getty, S. R., Kowalski, S. M., Wilson, C. D., Carlson, J., & Van Scotter, P., 2015).</p>	<ul style="list-style-type: none"> • Provide professional learning for district teams on how to implement high-quality instructional materials. • Incentivize the use of Title I and Title II funds to develop professional learning communities led by teacher leaders with an explicit focus on high-quality instructional materials. • Ensure district participation in state-level reviews or curriculum and instructional materials. • Use teacher leaders and instructional coaches to develop state-level learning guides aligned to approved instructional materials. • Provide statewide training for district and school-level instructional coaches that results in earned hours/credit for professional learning and licensure requirements.

High-quality instructional materials and professional learning commitments	Common misconception	High-quality mindset	The research indicates...	State leadership actions
<p>Our state has specific accountability policies and supports in place for principal preparation, development, and evaluation for the implementation of high-quality curriculum and instructional materials.</p>	<p>All principals have been equally trained through principal preparation and development programs to recognize the criteria and usage of high-quality instructional materials in the classroom and give effective, specific feedback to all teachers in their building.</p>	<p>A great principal creates academic rigor, personalized supports, and a collaborative culture with cohesive structures and programs so that every student and teacher is successful.</p>	<p>Teacher turnover is lower in schools led by high-quality principals.... Research further indicates that principal turnover leads to lower teacher retention and lower gains for students (Herman et al., 2016).</p> <p>Principal effectiveness is associated with greater teacher satisfaction and a lower probability that the teacher leaves the school within a year. Moreover, the positive impacts of principal effectiveness on these teacher outcomes are even greater in disadvantaged schools (Grissom, 2011).</p>	<ul style="list-style-type: none"> • Embed specific criteria about the implementation of high-quality instructional materials into the required program approval process for leader preparation programs. • Use Title IIA set-aside funds to incentivize the training of aspiring principals in leader preparation and development programs. • Use Title IIA funds to develop statewide training for current principals on the implementation of high-quality instructional materials. • Embed indicators into statewide leadership standards and principal evaluation rubrics that measure the use and effectiveness of high-quality instructional materials. • Embed indicators into the statewide leadership standards and principal evaluation rubrics that measure the use and effectiveness of shared leadership practices such as content-based professional learning communities anchored in the use of high-quality instructional materials.

Directions	<ol style="list-style-type: none"> 1. Create a rationale statement. 2. Complete learning plan using one or more of the commitments in the HQIM and PL commitments (pages 94-97) in the plan categories in the columns below. 3. After the learning plan is completed, use the Reflection questions to inform any refinements to the plan.
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Rationale statement (your “why” statement):

Outcomes (or success metrics)	Key strategy	Resources and tools	Communication strategies	Key milestones by 30, 60, and 90 days	Key evidence
<p>Example: All districts in our state will use high-quality instructional materials to accelerate student growth and achievement.</p>	<p>Example: Our state will develop a rigorous process and rubric for the statewide review of instructional materials.</p>	<p>Example: Create a statewide Instructional Materials Council with key stakeholders to develop a review process and rubric for all instructional materials.</p>	<p>Example: Require each member of the Instructional Materials Council to survey stakeholders in their community about the value and importance of having access to high-quality instructional materials.</p>	<p>Example:</p> <ul style="list-style-type: none"> • Select the members • Develop the agenda • Convene the first Instructional Materials Council meeting 	<p>Example:</p> <ul style="list-style-type: none"> • Selection criteria • Evaluation rubric