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| **LEA Tool 3.1** | **Embedding the selection and use of high-quality instructional materials in professional learning** |

* Maximize results by helping staff and partners learn more quickly and make iterative, timely course corrections;
* Reinforce the strategic direction and policies by including learning in all parts of program design and implementation;
* Adapt programs as evidence and context shifts;
* Help staff, partners, and others identify and focus on priorities to maintain and strengthen strategic direction;
* Remain flexible. Although the learning plan may be formally updated on a particular timeline (e.g. once a year), it should not unnecessarily bind or discourage new ideas and updates; and
* Accommodate short- and longer-term priorities and intentionally build evidence over time towards strategic objectives.

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| **Priority** | **How will we identify and gather who will be involved?**  (A diversity of perspectives and expertise will help ensure that all stu- dents’ needs are considered as instructional materials are selected.) | **What are the roles and responsibilities of participants?** (Who is respon- sible for carry- ing out what is agreed upon? ) | **What are the expectations of this work? Timeline?** | **What are the resources needed to assist in the selection and imple- mentation of instructional materials?** | **What will the target audience be doing together?** |

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| **Example:** See Priority #1 | | | | | |
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| **Priority #1**  Selection of Instructional Materials for ELA, Sunrise Elementary School, Grades 1–5 | Identify a diverse group who will lead this ef-  fort and which schools/teachers will receive treat- ment. | 1. Communi- cating plan to target audi- ence (Davis). 2. Convening group to determine data collection (Foster). 3. Identifying facilitators to lead PLC (Wong). 4. Reporting to Cabinet and School Board on progress (Arnett). | 1. Share ex- pectations; outcomes of the treatment and the work that will take place. 2. Determine goals for students 3. Determine KASAB for educators. 4. Determine specific timeline. | 1. Identify professional learning needs of participants and best for- mat to use. 2. Allocate time for teachers to make changes in instruction to focus on the standards that are ad- dressed in the materials 3. Collaborative teams de- velop lessons; assessments. | 1. Determine how mem- bers of the target audi- ence will work together to accomplish the goal   and desired outcomes.   1. Hold discus- sions with colleagues. 2. Participate in a PLC. |
| **Priority #2**  Identify instruc- tional materials that are avail- able for ELA, Grades 1–5 |  |  |  |  |  |
| **Priority #3**  Determine the alignment of the identified instructional materials with state student academic stan- dards and needs of students. |  |  |  |  |  |

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| **Priority #4**  Determine the usability of the identified  instructional ma- terials (e.g. ease of use, potential for student en- gagement, high interest levels) |  |  |  |  |  |
| **Priority #5**  Determine the quality of the identified instructional materials (e.g.  accuracy, visual appeal, and sup- port for needed differentiation aligned with stu- dents’ cultural and background knowledge; include a diverse set of activities. |  |  |  |  |  |
| **Priority #6**  Identify teach- ers to try out the top-rated instructional materials  and provide critiques of the results. |  |  |  |  |  |
| **Priority #7**  Support for new teachers. |  |  |  |  |  |