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

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| **Directions** | 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 non-negotiables that guide the review of high-quality instructional materials and vendors. | The review and implementation of high-quality instructionalmaterials 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 beyondalignment to state standards. The process results in materials that are rigorous, relevant, coherent, engaging, andis clear enough to exclude unaligned and low-quality materials and vendors. | The review and implementation of high-quality curricula and instructional materials has a positive impacton student achievement, with increases of as much as 10 percentile points in reading and 23 percentile points in math (Chiefs for Change, 2019).Nationwide, 40% of college students (including 66%of Black college students and 53% of Latino college students) take at least one remedialcourse learning skills they were told they’d already mastered in high school (TNTP, 2018). | * 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.
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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 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 | Standards-aligned texts and tasks are too difficult and complex for many students, especially for students from low-income families. | All students, regardless of family background,race, or income level deserve to experience a rigorous and personalized educationcontaining access to high-quality instructional materials. | 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 thesestudents and their higher achieving peers beganto narrow substantially (TNTP, 2018).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). | * 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. |

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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 supports and resources for district and school leaders for implementing high-quality instructional materials through content-based professional learning. | All teachers and leaders have been equally trained to recognize high-quality materials, especially those found on Google and Pinterest. | States have a responsibility to ensure that all teachers and students have access to high-quality instructional materials.Teachers should not bear the sole responsibilityfor building the curriculum for their subjects and courses. | 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).In a single school year, the average student spends 581 of 720available hours on assignments that are not high-quality (TNTP, 2018).Students in an integrated improvementmodel (leveraging curriculum-focused professional learning to implement curriculum) gained an estimated four months of learning over two years relative to groupsin 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). | * 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. |

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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 specific accountability policies and supports in place for principal preparation, development, and evaluation for the implementationof high-quality curriculum and instructional materials. | 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. | A great principal creates academic rigor, personalized supports, anda collaborative culture with cohesive structures and programs so that every student and teacher is successful. | Teacher turnover is lower in schoolsled by high-quality principals….Research further indicates that principal turnover leads to lower teacher retention and lower gains for students (Herman et al., 2016).Principal effectiveness is associated with greater teacher satisfaction and a lower probability that the teacher leaves the school withina year. Moreover, the positive impacts of principal effectiveness on these teacher outcomes areeven greater in disadvantaged schools (Grissom, 2011). | * 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. |

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| **Directions** | 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):**

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| **Outcomes (or success metrics)** | **Key strategy** | **Resources and tools** | **Communication strategies** | **Key milestones by 30, 60, and****90 days** | **Key evidence** |
| **Example:** All districts in our state will use high-qualityinstructional materials to accelerate student growth and achievement. | **Example:** Our state will develop a rigorous process and rubric for the statewide review of instructional materials. | **Example:** Create a statewide Instructional Materials Councilwith key stakeholders to develop a review process and rubric for all instructional materials. | **Example:** Require each member of the Instructional Materials Councilto survey stakeholders in their community about the value and importance of having access to high-quality instructional materials. | **Example:*** Select the members
* Develop the agenda
* Convene the first instructional Materials Council. meeting
 | **Example:*** Selection criteria
* Evaluation rubric
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