

High-Quality Instructional Materials Leader Systems Guide

Summary

High-Quality Instructional Materials (HQIM) are rigorously aligned to state standards, research-based, and engaging for students. They provide a strong foundation for effective teaching and learning. Several benefits of HQIM include improved student achievement, increased teacher effectiveness, enhanced equity and access for all students, reduced teacher planning time, and increased student engagement.

This document serves as an instructional guide for district or campus leaders and their committees in the planning phase of HQIM implementation.

Step 01 Create and Align HQIM Vision

Align your Mission and Vision

Aligning the “why” ensures that instructional practices support the school's mission for student achievement.

- Begin by “sharing the why”— Why are new materials needed?
 - Clearly articulate how HQIM implementation aligns with the school/district's mission statement.
 - Explain how HQIM addresses current issues and identifies gaps with existing instructional materials.
 - Communicate how providing new materials bridges learning gaps by ensuring all students have access to high-quality resources that meet diverse learning needs and styles.

Create a Communication Plan

Clear and concise communication informs stakeholders about the HQIM initiative, builds excitement for the change, and allows the committee to share progress and address concerns.

- Collaborate with your team to determine your message and the most effective mode(s) of communication.
 - School website/newsletter
 - Email communication

- Parent-teacher conferences
- School-wide assemblies
- Social media
- Printed materials

- Establish communication ownership and frequency.
 - When/Frequency:
 - Regular updates throughout the implementation process.
 - Timely communication regarding important deadlines and events.
 - Owner:
 - Communication Specialist
 - Designated team member

Consider Change Management

- Build stakeholders' investment in implementing a new curriculum by involving them in the decision-making process as a part of the team.
- Identify and engage early adopter teachers to champion HQIM.
- Communicate the value proposition of HQIM effectively with clear and consistent messaging.

Step 2: Professional Development

Successful HQIM implementation hinges on robust teacher professional development. A well-defined framework for professional development, including needs assessments, goal setting, and ongoing evaluation, is essential to ensure that professional development activities are effective and meet the evolving needs of educators.

Initial and Ongoing Training

- Conduct a deep dive into HQIM best practices and the Research Based Instructional Strategies (RBIS) during *initial* training.
- Review HQIM best practices and RBIS connections during *ongoing* training.
- Emphasize the alignment of HQIM to state standards and district curriculum.
- Prioritize strategies for understanding and addressing diverse learning needs within the context of HQIM as teachers prepare for implementation.
- Focus PLCs on HQIM lesson and unit internalization.

- Provide training for campus and district leaders on HQIM components to monitor during classroom observations.

Step 3: HQIM Systems & Support

Successful HQIM implementation requires a multi-faceted approach. These systems work together to ensure effective HQIM usage, improve student learning, and achieve equitable outcomes for all.

Classroom Walks & Feedback

- Develop an HQIM-aligned observation tool that includes key instructional components including the following:
 - Lesson Alignment
 - Instructional Delivery & RBIS Alignment
 - Student Engagement
 - Assessment & Feedback
- Ensure observations are conducted regularly to assess HQIM implementation.
- Analyze student work samples during PLCS to assess learning and progress.
- Track student achievement data to measure the impact of HQIM.
- Gather regular feedback from teachers on HQIM implementation through conferences, surveys, or PLCs.
- Make necessary adjustments to the implementation plan based on data analysis and feedback.
- Capture observation trends for HQIM fidelity of implementation.
- Align HQIM observations with other local and state observation tools (i.e. T-TESS, Danielson).

PLC & Internalization Support

- Hold regularly scheduled PLC meetings for teachers to collaborate on the effective use of HQIM to ensure they have an opportunity to:
 - Share best practices and successful implementation strategies.
 - Discuss challenges and problem-solve together.
 - Analyze student data and identify areas for improvement.
 - Receive peer feedback and support.
 - Collaboratively plan and develop lessons and units that effectively utilize HQIM.

- Provide dedicated time and resources for teachers to utilize effective unit and lesson internalization routines that ensure fidelity of HQIM implementation.
- Discuss how teachers will adapt HQIM materials to meet the specific needs of their students and differentiate instruction for diverse learners.
- Offer opportunities for teachers to rehearse lessons before implementing them with students so they can gain confidence in their ability to effectively facilitate instruction using HQIM.

Master Scheduling

- Consider how HQIM implementation may impact master scheduling. Have you scheduled sufficient time for HQIM instruction?
- Ensure that teachers have sufficient planning time to collaborate, develop lessons, and integrate HQIM effectively.
- Ensure common planning time for teachers to collaborate for PLC and internalization support.

Rollout Plan and Timeline

Develop a detailed rollout plan that outlines the key milestones and timelines for HQIM implementation. This plan should include:

- Planning Year 1 can include:
 - Select and review HQIM.
 - Identify and secure professional development resources (e.g., trainers, guest speakers, technology, solidify dates).
 - Plan for material distribution and access (e.g., online platforms, physical copies).
 - Develop a system for providing ongoing technical support to teachers.
 - Establish clear communication channels for disseminating information and addressing concerns.
 - Develop a system for collecting and analyzing data on material implementation and student learning.