





Identifying & Implementing High Quality Instructional Materials

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SCRL Kickoff Summit

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Today's Objectives

1. Why is IMB here?
2. Evidence
3. High Quality Instructional Material
4. Tools
5. Practice
6. The State of Instructional Materials in NM
7. Professional Learning

Evidence-based Programs and Practices

- Informed and Effective Leadership
- Evidence-based Instruction and Intervention
- Comprehensive Assessment System
- Professional Development
- Family Engagement

Evidence

Aligned vs. Unaligned

*“The average middle school student using aligned math textbooks **gains about 8 months** of additional learning compared with a student using unaligned materials.”*

-Kane & Owens 2016

A recent RAND study illustrates why now is the right time to focus on instructional materials

- A significant portion of **teachers lack access** to standards-aligned, high-quality materials, making it difficult to provide standards-based instruction.
- Currently, available curricula **vary dramatically** in level of standards alignment.

Coherence

“Students in classrooms that use 1 highly rated curriculum for 4 consecutive years outpaced comparison students by 38 percentile points, equivalent to 4 additional years of learning.”

-Dr. Steiner 2017

RAND Survey NM Teachers

- 73% using materials found online more than textbooks*
- 93% using own or locally developed materials*

Inequity

This hodge-podge of materials creates
instructional incoherence!

Equity

Our Responsibility

*“We have a responsibility to **ensure that all students have equitable access** to the education necessary to achieve their full potential. A key aspect of this is that all students receive **strong, standards-aligned instruction.**”*

-Cory Epler, CAO, Nebraska

Engaging Students

*"Teachers who reported using at least one textbook **aligned** to the Common Core State Standards were more likely to report **engaging students** in key mathematical practices than those who didn't."*

-RAND Corporation, 2018

Equity

Aligned curriculum is coherent across days, weeks, units, and years. When we write our own, we don't know how to do that because we're thinking about tomorrow and we don't always know how to create assignments that will hold students to a grade level rigorous bar, we just don't.

-Kate Gerson, Unbound Ed

High-Quality Instructional Materials (HQIM)

are content-rich, fully accessible, free from bias, research-based and aligned to New Mexico state standards. They are written with clear purpose, effective lesson structure and pacing to provide flexibility for teachers to best suit the learning styles of all students, encouraging inquiry and curiosity. HQIM also provide a variety of relevant assessments to help teachers evaluate student comprehension of the content and deeper understanding of the standards.

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Tools

Birth to 1st Grade

- Research–Based Curricula – Choosing a Preschool Curriculum (Handout + EC website)



Birth to 1st Grade

- Preschool Consumer Report (EC website)



Birth to 1st Grade

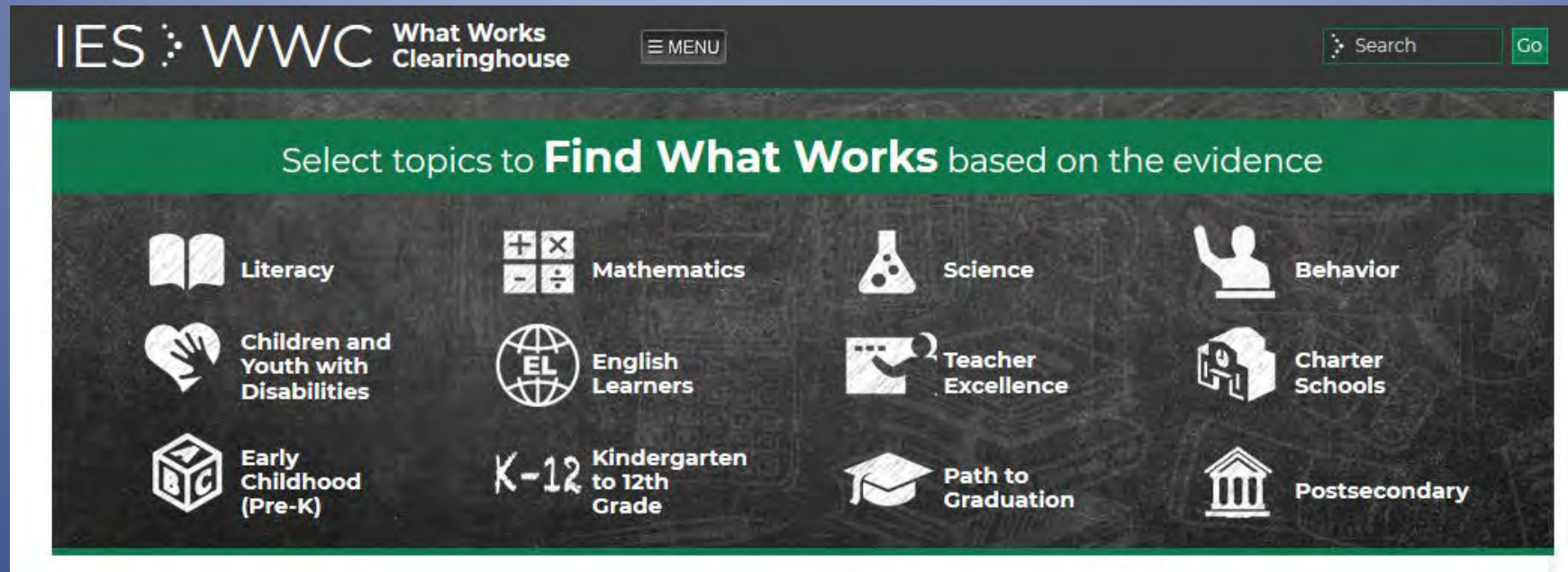
- Florida Center for Reading Research



<http://www.fcrr.org>

Birth to 12th Grade

- What Works Clearing House



<https://ies.ed.gov/ncee/wwc>

Birth to 1st Grade

- Early Learning Guidelines – FOCUS Manual



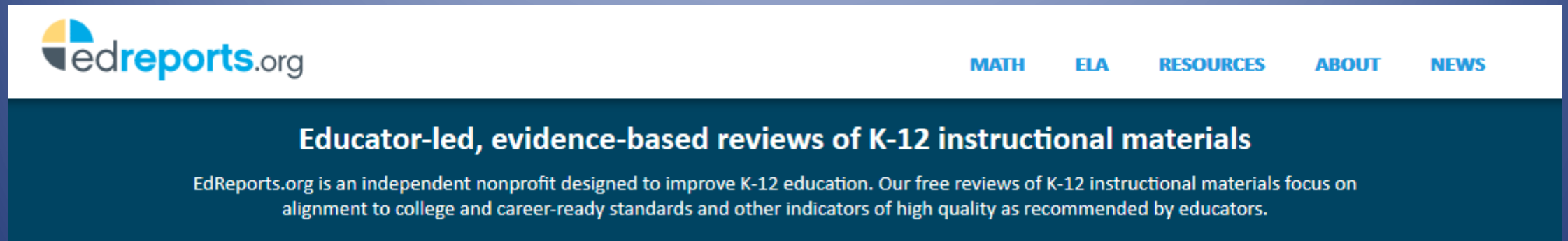
New Mexico Early Learning Guidelines, Essential Indicators with Rubrics for Preschool Children: Birth to Kindergarten

Please note: The Birth to 36 month rubrics are only to be used to assess preschool children who may have developmental delays and disabilities to show the child's growth and plan for instruction.

These rubrics are not intended to be used to assess a child younger than 36 months.

Kindergarten to 12th Grade

- Ed Reports



The screenshot shows the top portion of the EdReports.org website. On the left is the logo, which consists of a stylized 'e' made of three colored segments (yellow, blue, and grey) followed by the text 'edreports.org'. On the right side of the header, there are five navigation links: 'MATH', 'ELA', 'RESOURCES', 'ABOUT', and 'NEWS'. Below the header is a dark teal banner with white text. The main heading in the banner reads 'Educator-led, evidence-based reviews of K-12 instructional materials'. Below this heading is a paragraph of text: 'EdReports.org is an independent nonprofit designed to improve K-12 education. Our free reviews of K-12 instructional materials focus on alignment to college and career-ready standards and other indicators of high quality as recommended by educators.'

<https://www.edreports.org/>

Kindergarten to 12th Grade

- New Mexico Adopted Multiple List
 - Where it was
 - Where it is

Review Scores & Rankings

Scores of Social Studies Titles Submitted and Reviewed for Alignment with New Mexico Content Standards and Benchmarks and Other Relevant Criteria

Publisher	Title of Material	Grade Level	Student Edition-ISBN	Score	Recommendation for Adoption
Cengage National Geographic	World Cultures and Geography	6th Grade	9781305967182	96%	Core Basal
Houghton Mifflin Harcourt	The Americans	US History 9-12	9780547491158	96%	Core Basal
Houghton Mifflin Harcourt	Civics in Practice: Principles of Government and Economics	Civics & Government 9-12	9780547318363	96%	Core Basal
McGraw Hill	United States History and Geography 2016	US History Plus Geography 9-12	9780076646883	95%	Core Basal
McGraw Hill	World History and Geography 2014	World History Plus Geography 9-12	9780076648689	95%	Core Basal
Cengage National Geographic	World History Great Civilizations	7th Grade	9781285352305	94%	Core Basal
Houghton Mifflin Harcourt	The Americans: Reconstruction to the 21st Century	US History Plus Geography 9-12	9780547491172	94%	Core Basal
McGraw Hill	United States Government: Our Democracy	Civics & Government 9-12	9780076634538	94%	Core Basal
Pearson Prentice Hall	Pearson World History, The Modern Era with Digital	World History Plus Geography 9-12	9780133335408	94%	Core Basal
McGraw Hill	United States History and Geography Modern Times 2016	US History Plus Geography 9-12	9780076647125	93%	Core Basal
Pearson Prentice Hall	Pearson myWorld History, Survey Edition with Digital	6th Grade	9780133345001	93%	Core Basal
Pearson Prentice Hall	Pearson United States History, Reconstruction to the Present with Digital	US History Plus Geography 9-12	9780133335538	93%	Core Basal
Houghton Mifflin Harcourt	United States History: Beginnings to 1877	8th Grade	9780547484693	92%	Core Basal
Houghton Mifflin Harcourt	World History	6th Grade	9780547485805	92%	Core Basal

State Adoption Cycle

Subject Area(s)	Current Adoption		Upcoming Adoption Cycle					
	Summer Review Institute	Contract Period for Adopted Material	Next Summer Review Institute	Contract Period for Adopted Material	Legislative Funding	Initial Allocation for Subject Area	Purchase for School Year	Earliest Delivery Date**
K-12 Science, Arts (Music, Theatre, Dance, Art)	June 2012	2013-2018	June 2018	2019 - 2024	2019 Session	April 2019	19/20 (FY20)	July 1, 2019
K-12 Math, CTE, Driver Ed	June 2013	2014-2019	June 2019	2020 - 2025	2020 Session	April 2020	20/21 (FY21)	July 1, 2020
9-12 ELA/Reading, Core Reading Intervention, Modern, Classical and Native Languages	June 2014	2015-2020	June 2020	2021-2026	2021 Session	April 2021	21/22 (FY22)	July 1, 2021
K-8 ELA/Reading, Core Reading Intervention, Modern, Classical and Native Languages	June 2015	2016-2021	June 2021	2022 - 2027	2022 Session	April 2022	22/23 (FY23)	July 1, 2022
K-12 Social Studies, Reference, NM Native American Art and Culture	June 2016	2017-2022	June 2022	2023 - 2028	2023 Session	April 2023	23/24 (FY24)	July 1, 2023
K- 12 Health, Physical Education	June 2017	2018-2023	June 2023	2024 - 2029	2024 Session	April 2024	24/25 (FY25)	July 1, 2024

Kindergarten to 12th Grade

- IMET – Instructional Materials Evaluation Tool
 - Designed to help determine IM alignment to the Shifts and major features of the Common Core State Standards
 - This tool was designed for evaluating comprehensive curricula (including any supplemental or ancillary materials). It was not designed for the evaluation of standalone supplemental materials.

Kindergarten to 12th Grade

- eQuIP – Educators Evaluation Quality Instructional Products
 - Provides criteria to determine the quality and alignment of lessons and units to the Common Core State Standards (CCSS) in order to:
 - (1) Identify exemplars/ models for teachers’ use within and across states;
 - (2) provide constructive criteria-based feedback to developers; and
 - (3) review existing instructional materials to determine what revisions are needed.

Adoption decisions at the local level

- What is the process?
- Additional tools
- Things to consider when determining which materials are the best option for the classroom:
 - Quality
 - Format
 - Accessibility
 - Availability of updates
 - Ability to meet the needs of a diverse student population
 - Price

SETDA



State Educational Technical Directors Association

<https://qualitycontent.setda.org/>

Practice

Using the eQuIP Rubric

- Use the rubric to evaluate the 5th grade unit
The Lion, The Witch and the Wardrobe
 - Have a discussion about
 - Using the rubric
 - What does High Quality look like?
- Share out your experience with the eQuIP rubric

Professional Learning

Professional Learning

- Take 5 minutes to fill out the Curriculum-Specific PD Thought-Catcher

Professional Learning

- Out of 1,343 studies of PD, only 9 found positive impact on student achievement using rigorous evidence. (Guskey & Yoon, 2009)
- The US spends ~\$18 billion annually (>\$5000 per teacher per year) on teacher improvement (Gates 2014)
- “Nearly 7 out of 10 teachers remained constant or declined over the last two to three years” (TNTP 2015)

Research Says that Effective PL...

- Aligns to standards and curriculum (Darling-Hammond et. al 2009)
- Builds relationships among teachers (Leana 2010)
- Is related to teacher's work (Darling-Hammond et. al 2009)
- Supports teacher buy-in and teacher leadership (Calvert 2016)
- Builds pedagogical content knowledge (Guskey & Yoon, 2009)

Research Says that Effective PL...

- Uses cycles of inquiry (Jensen et. al 2016)
- Provides opportunities to practice teach (Ericsson et. al 1993)
- Offers **30+ hours** of professional learning time; 45 hours ideally (Guskey & Yoon, 2009)

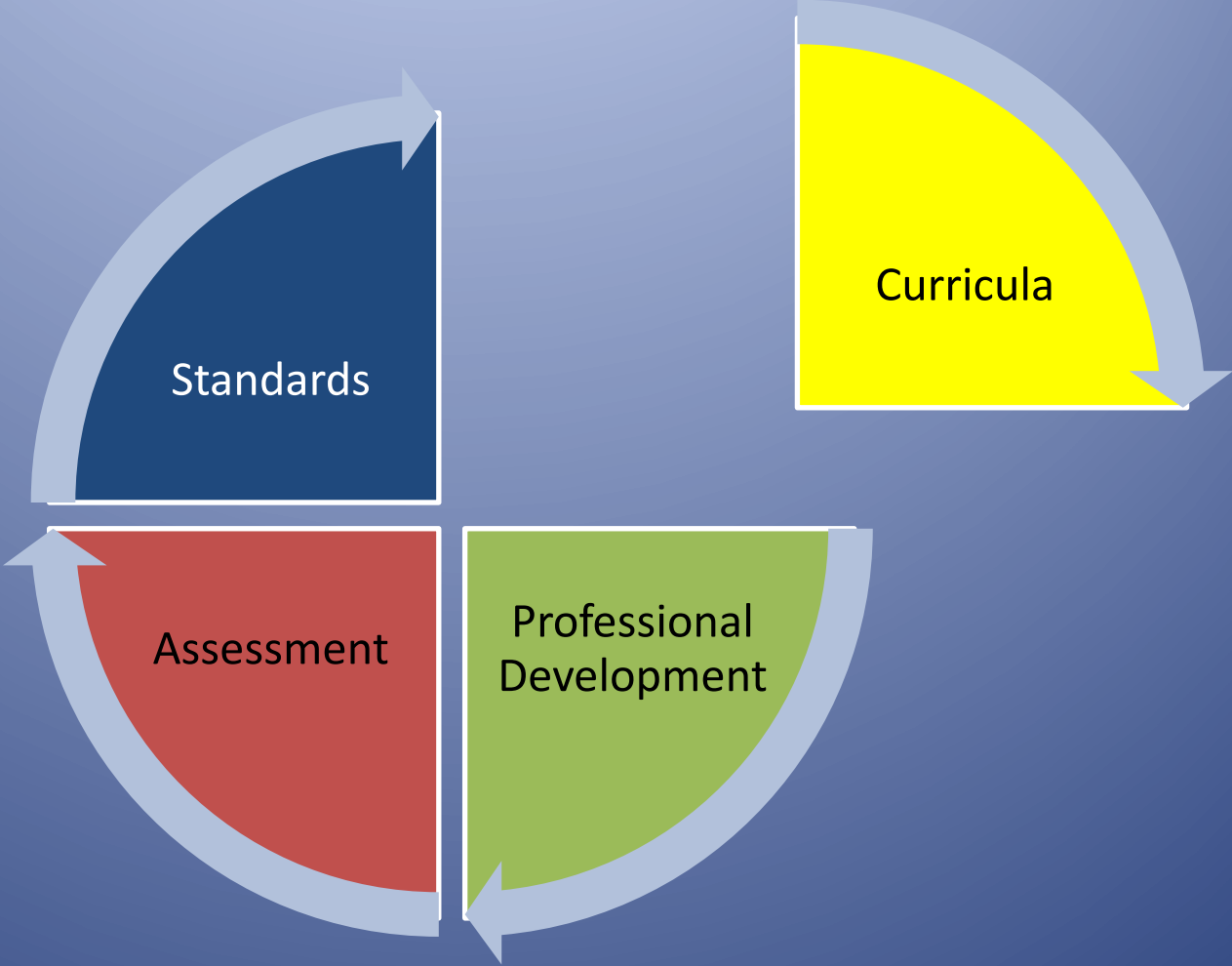
LeAnne's SWOT Analysis

- Strengths, Weaknesses, Opportunities, Threats
- Read the scenario about Content Leader LeAnne's struggle
- Think about, discuss and fill in the chart regarding LeAnne's productive struggle

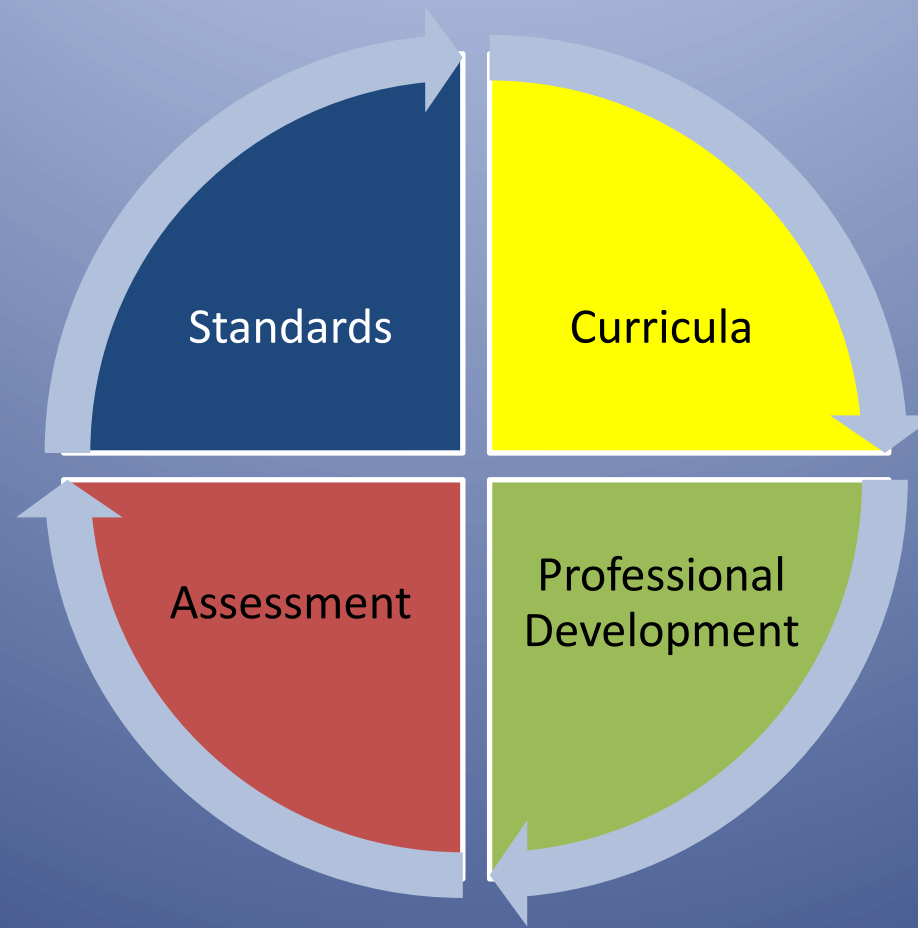
Your SWOT Analysis

- Consider these questions:
 - How much time does your district currently dedicate to content and curriculum-specific professional learning for teachers? What does this learning look like?
 - How is this professional learning received by teachers at your school? Why do you think that is?

Incoherent System



Coherent System



What's Working in NM

What's Working in NM

- New Mexico Adopted Multiple List
 - Where it was
 - Where it is
 - Where it is going

The Challenges of Curriculum Materials as a Reform Lever

Brookings Institute 2018

- There appears to be little reason for states not to put out lists of quality materials. These lists can drive adoption decisions and can simplify the task of adopting for schools and districts.
- States should be sure that their adoption processes are transparent and high quality so educators can trust the results.
- States should consider incentivizing or mandating districts purchase from the state-approved list.
- States should plan regular data collection and analysis related to teacher adoption and use of curriculum materials.

What's working in NM?

- NM has a rigorous instructional material review adoption process that results in a list of ranked materials
- NM conducts a transparent review and adoption by highly qualified Level II and III NM teachers
- NM provides appraisals for materials on the adoption list
- NM has a mandate that limits expending no more than 50% for materials not listed on the adopted list
- NM has a clear 6-year adoption cycle
- Statute allows for PED to collect data on all LEA instructional material purchases

Instructional Material Contact Information

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