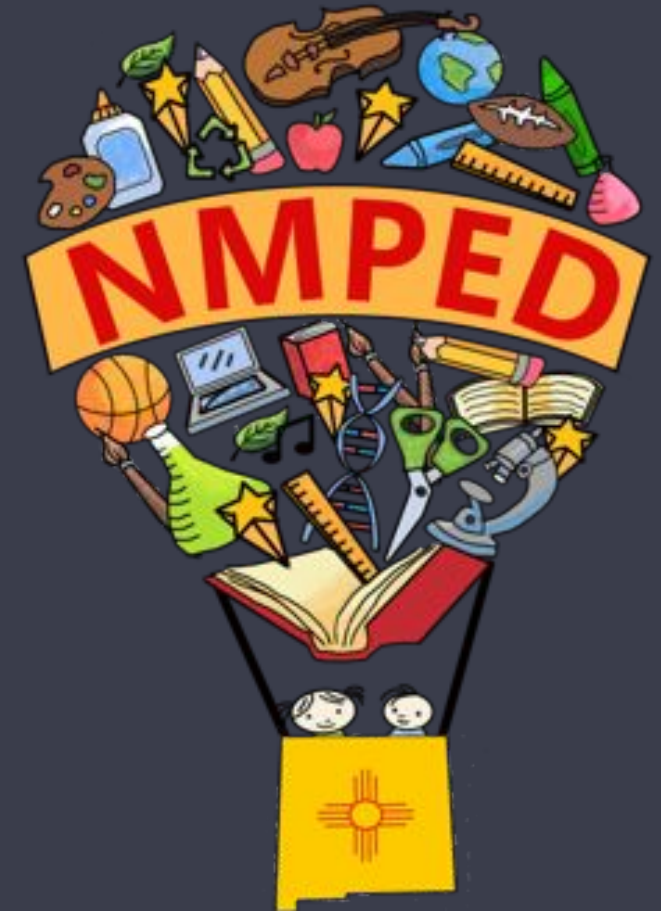


Choosing HQIM: Why and How?

NMPED Instructional Material Bureau (IMB)

Anthony Burns, Bureau Chief
Debra Marquez, Education Administrator

Investing for tomorrow, delivering today.



Curriculum & Instruction Convening

December 2, 2020

Links to Documents in Presentation

Links

<https://docs.google.com/document/d/1kJoUUuaF5kPKzZmS6FSjWkdekWJDiJnJlg7jUZBJ0Ew/edit?usp=sharing>

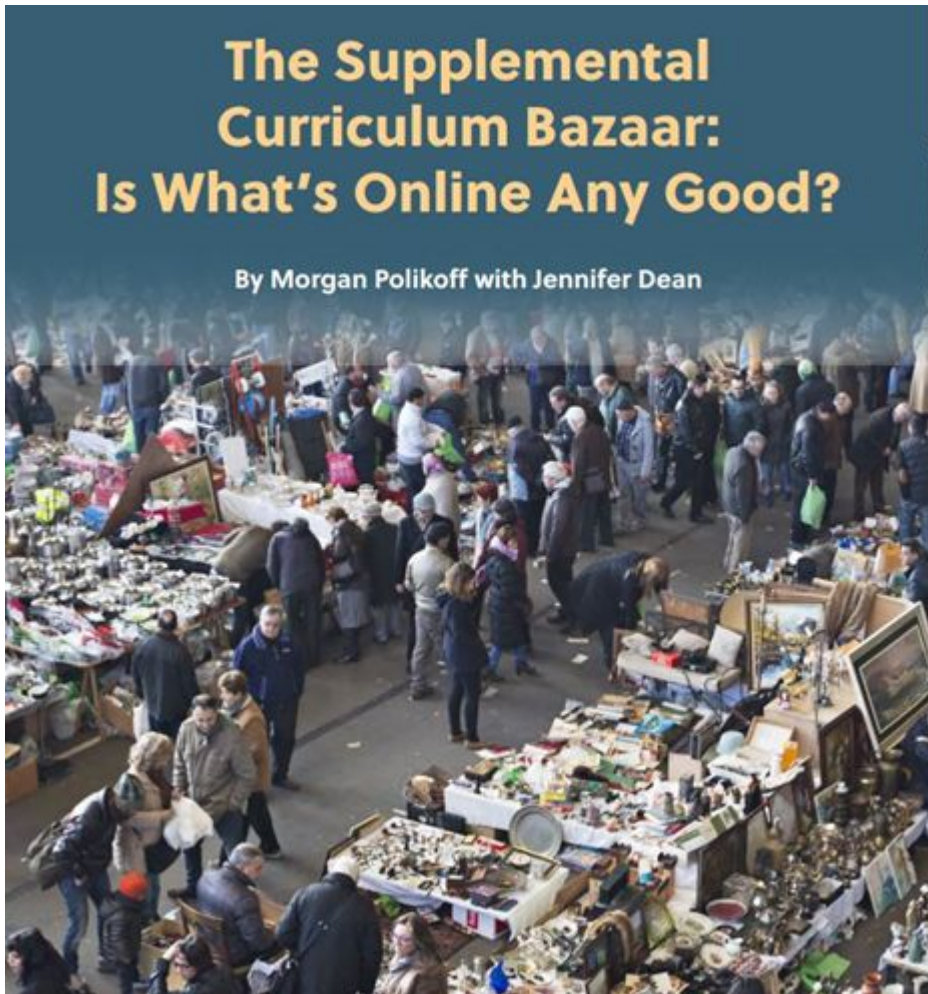
Jamboard 1

Why do High Quality Instructional Materials Matter?

Objectives

- The why for HQIM
- Introductions to:
 - HQIM Resource Manual
 - ✓ Questions districts/schools should answer before purchasing
 - HQIM Reviews Website
 - Evolutionary Learning Approach to HQIM-PL Toolkit
- Hybrid and Remote Learning Considerations for HQIM
 - HQIM on LMS
 - Questions to ask and support to expect:
 - ✓ Key Actions and Detailed Steps from CCSSO Restart & Recovery Guidance

Instructional Incoherence

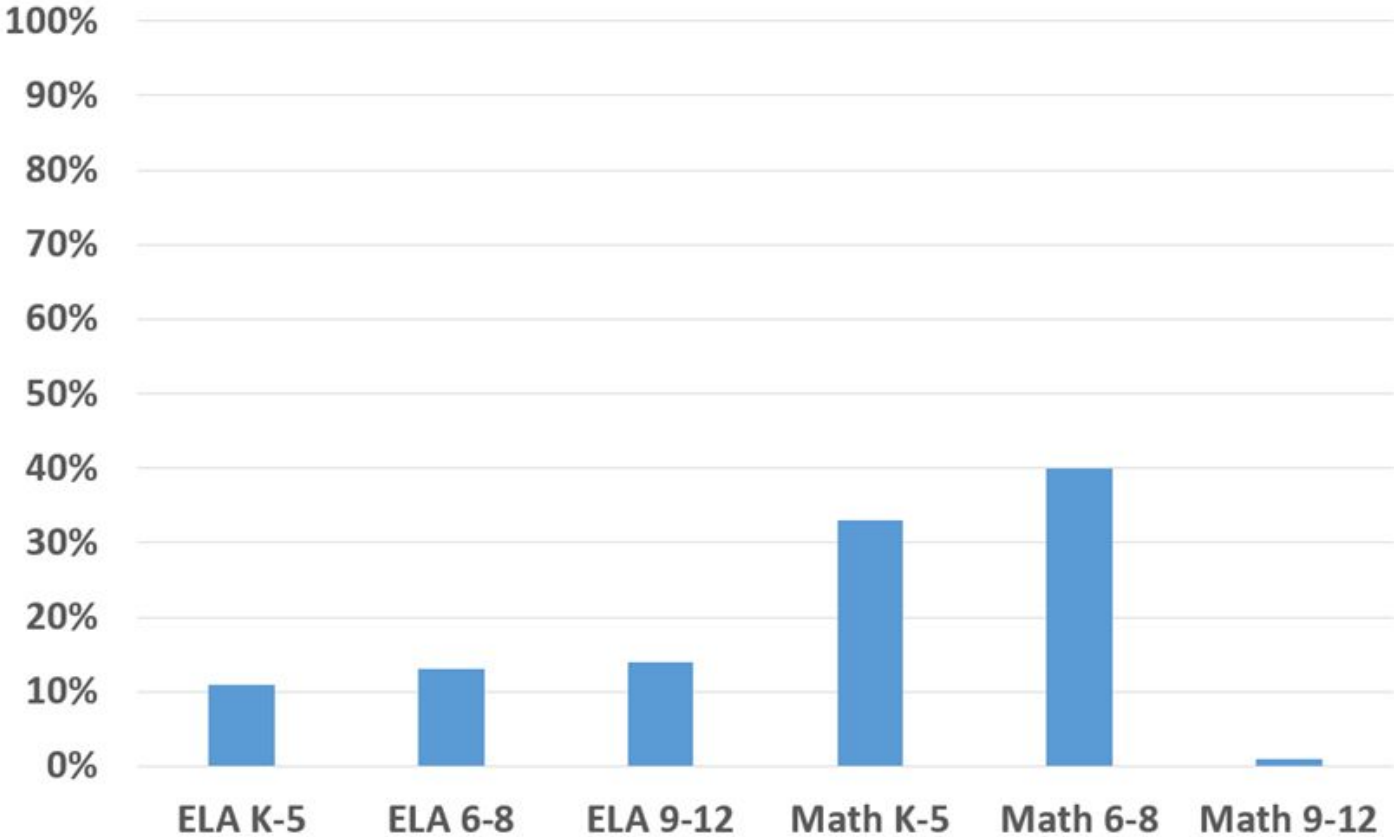


Average student spent almost three-quarters of their time on assignments that were not grade appropriate. In a single school year, that's the equivalent of more than six months of learning time.

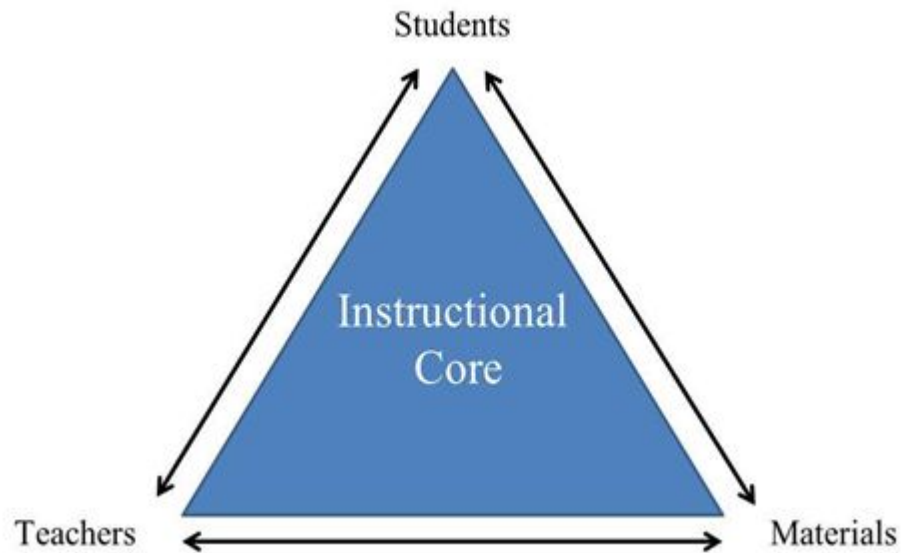
TNTP: The Opportunity Myth: What Students Can Show Us About How School Is Letting Them Down-and How to Fix It, 2018

Use of HQIM in NM

NM Teachers Regularly Using Materials that Meet Standards Alignment



Instructional Core



“To improve student learning, you can raise the level of the content that students are taught. You can increase the skill and knowledge that teachers bring to the teaching of that content. And you can increase the level of students’ active learning of the content. That’s it.”

– Dr. Richard Elmore

Case for Coherence

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

Instructional 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.

Hill, C. J., Bloom, H. S., Black, A. R., & Lipsey, M. W. (2008). Empirical Benchmarks for Interpreting Effect Sizes in Research.



HQIM + HQPL

“Contrary to our (perhaps naïve) hopes, we have learned that curriculum materials alone are not enough. But the worst thing we could do now would be to conclude that teaching rigorous, demanding academic content to *all* our students can't work. By systematically identifying the package of supports that teachers need to make full use of stronger materials we can make progress.”

-Kane and Steiner, April 2019

High Quality Instructional Materials Resource Manual

A Resource Manual for Identifying, Selecting and Implementing HQIM

- NMPED Commitments
 - Facilitating a rigorous and transparent review process at the state level that ensures educators and content experts identify the high-quality materials for students,
 - Ensuring districts have a menu of high quality choices for each review cycle and adoption, and
 - Providing resources on local selection, state assurances, and using these materials to see increased student learning.

HQIM Resource Manual: Phase 1

NM Teachers Vet Materials and State Adopts

- The state facilitates a review of core materials determined to be evidenced-based.
- New Mexico teachers vet core materials each June for alignment with every standard and high quality indicators.
- The end result is an adopted multiple list compiled and presented to the secretary for approval.

HQIM Resource Manual: Phase 2

Providing a menu for District Selection

- Reviewed core materials are scored, ranked and given a designation on the adopted multiple list posted on the IMB website.
- Supplementary instructional materials (not reviewed) are also located on the adopted multiple list.
- Districts may spend 100% of their instructional material budget on the adopted list (core and/or supplementary).
- The adopted multiple list is one resource that can be used by districts/schools when determining local selections of HQIM.

HQIM Resource Manual: Phase 3

Supporting Strong Implementation for Everyone

- Developing a local process for selecting HQIM should include:
 - Identifying the needs of the students in the community.
 - Determining the demographics of the community and how will the materials support those demographics and/or what supports or adjustments need to be made to be inclusive of the community.
 - Engagement of the community in the selection of the instructional materials.
- Supporting educators in rolling out new materials to ensure strong implementation.
- Ongoing professional development for ongoing strong implementation.

HQIM Resource Manual: Additional Resources

Supporting Strong Implementation for Everyone

- Links to many resources:
 - Standards
 - EdReports
 - EQuIP suite of tools to evaluate lessons and units
 - IMET evaluation tool
 - Rubric for vetting multiculturalism
 - Culturally Responsive Teaching
- Definitions
- Multicultural Education and Cultural Responsiveness in IM
- Relevant laws, regulations and cases

Jamboard 2

Rank your top 3 considerations in order of importance when selecting HQIM.

HQIM Reviews Website

- A resource to compare core titles that were reviewed
- Users can view the
 - review team scores,
 - designation (recommended, recommended w/reservations, or not recommended and not adopted)
 - review team appraisals
 - recognition for cultural and linguistic relevance
 - links to demonstration that material is evidence-based
 - links to videos demonstrating structure of the material
 - other key material information
- Research that supports HQIM and HQPL
- NM review process and more!

High Quality Instructional Materials Review Website

Evolutionary Learning Approach to HQIM-PL Toolkit

- Columbia University Center for Public Research and Leadership.
- A toolkit for creating and implementing HQIM and HQPL strategies.
- Toolkit created as a continuation of 2-day session done with 10 districts in March.
- Toolkit created as a result of the inability to reconvene the 10 districts in person.
- Districts were selected based on interest from Dec 2019 HQIM conference and their commitment to implement.

Evolutionary Learning Approach to HQIM-PL Toolkit - 3 options

Option 1 - Case study of fictional school and its building, rolling out, and implementing HQIM-PL strategy

Option 2 - Visual representation of the HQIM-PL strategy that provides a big-picture perspective on the process

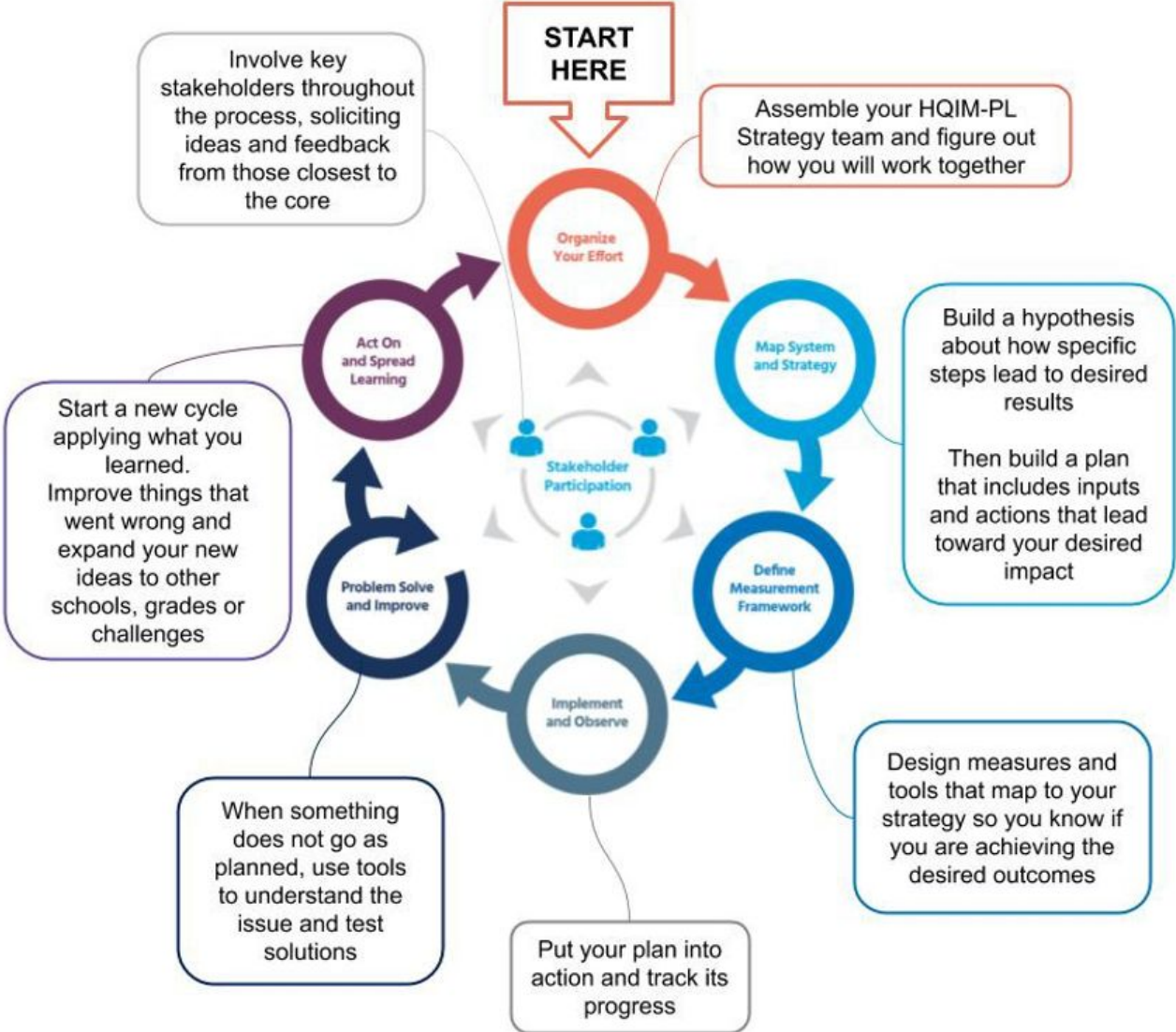
Option 3 - Step by Step: Building and Implementing Your HQIM-PL Strategy devoted to deeper dives into the tools

Recommend you start with Option 1 and go in order

Case Study

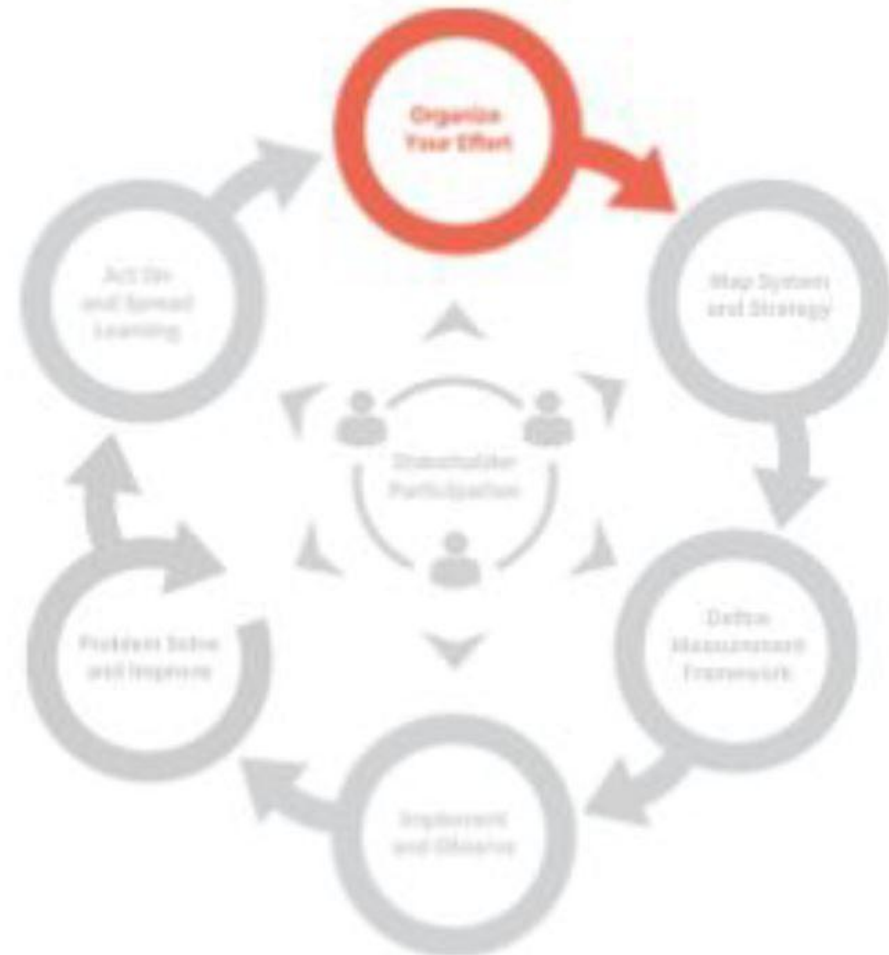
- O’Keeffe Unified School District in SW NM
- Adopted “Generic Learning” math core instructional materials 2 years ago from state adopted multiple list
- Implementation of “Generic Learning” was adequate but not up to their expectations
- O’Keeffe leadership decides to place additional emphasis on PL that focuses on math content knowledge to help teachers in their delivery of the new content to students
- O’Keeffe follows each of the steps in the Evolutionary Learning Cycle
- Case study provides examples of each of the tools created by O’Keeffe

Evolutionary Learning Cycle for HQIM-PL Strategy



Step by Step: Building and Implementing Your HQIM-PL Strategy

This option covers the step by step approach to using the Evolutionary Learning Cycle as you design and implement your HQIM-PL strategy. This option includes - tools, templates, and examples.



Hybrid and Remote Learning Considerations for HQIM

- HQIM on Statewide Learning Management System (Canvas)
- Questions to ask and support to expect:
 - Key Actions and Detailed Steps from CCSSO Restart & Recovery Guidance

HQIM on the Statewide LMS (Canvas)

DIGITAL CONTENT OPTIONS

High-Quality Instructional Materials ^{EQ} (HQIM) are content-rich, fully accessible, culturally and linguistically relevant, 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 may also provide a variety of relevant assessments to equip teachers with professional tools to evaluate student comprehension of the content and provide deeper understanding of the standards.

Option 1

Using locally-adopted *high-quality* instructional materials (HQIM), whether open educational resources (OER) or by working with publishers to integrate digital content, teachers can follow guidance for implementing or creating content.

Resources: **New Mexico Instructional Scope** ^{EQ}, **Canvas Course Evaluation Checklist** ^{EQ}, **SETDA Digital Content Recommendations** ^{EQ}, **PED Reviewed & Scored Core Math Materials w/LMS Compatibility** ^{EQ}

Option 2

Use or modify content from *high-quality* **State-acquired Open Education Resources (OERs)**

Core Instructional Materials: **Illustrative Math** ^{EQ} (6–HS), **EngageNY** ^{EQ} (K–12), others through vetting process; Currently PED is working to provide both Illustrative Math and EngageNY within the **New Mexico Canvas Consortium** ^{EQ}, allowing LEAs to access OERs within their local Canvas instances.

Please note: **Zearn** ^{EQ} (K–5 Math) is a high-quality OER that has been state adopted and can be accessed external of the LMS.

Option 3

Vet and use shared *high-quality* content created by **existing New Mexico Canvas users**

Resources: **Achieve OER Rubrics** ^{EQ}, **Achieve EQUiP Rubric** ^{EQ}

Option 4

Vet and use *high-quality* content from **Canvas Commons**

Resources: **Achieve OER Rubrics** ^{EQ}, **Achieve EQUiP Rubric** ^{EQ}

CCSSO Restart & Recovery Guidance

- How will each student learn the content?
- What steps need to be taken to ensure students and educators have access to the resources that support high quality instruction?

Planning Phase

- What is the core curriculum being used?
- What technology assumption can be made?
- How will teachers be organized (by grade level, content area, co-teaching or team teaching)?
- What does the school day look like? What does the school calendar look like? (remote, hybrid, in-person)

Planning Phase: Action Steps

- Update Scope and Sequence
 - Use [2020–21 Priority Instructional Content in English Language Arts/Literacy and Mathematics](#) to build streamlined scope and sequences grounded in local curriculum (using publisher guidance where available).
- Prepare and use the curriculum.
 - Prepare the overarching structure and first unit of each curriculum for various scenarios. Prepare the first unit of each curriculum to build community, individual relationships, and attend to the voice and identity of your students (in-person and remote).
- Prepare and use new curriculum if relevant.
 - If a curriculum is new to a system, in addition to doing the previous action step, prepare for unique steps to set up the curriculum.

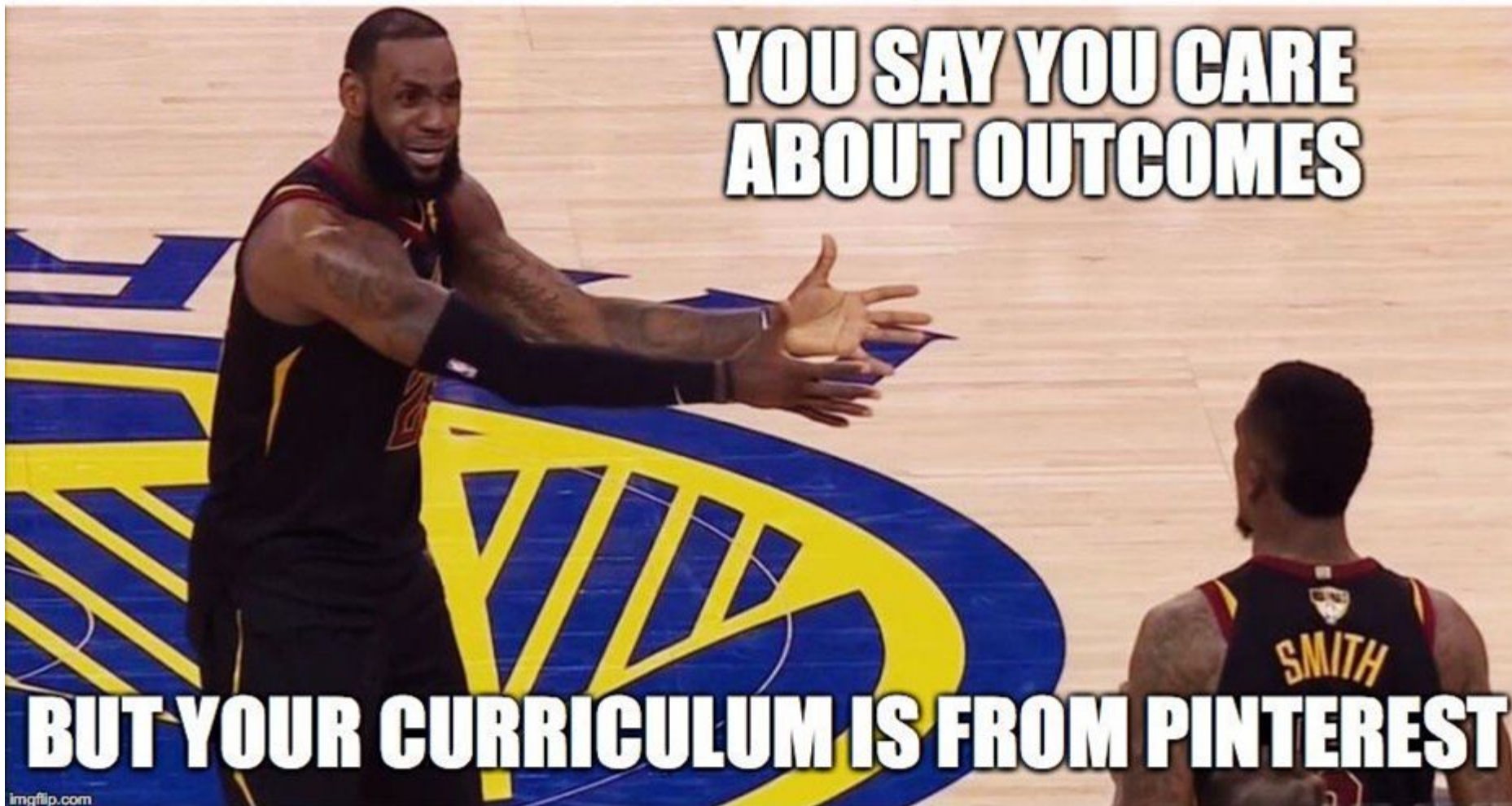
Planning Phase: Action Steps

- Adjust academic policies
 - Plan policies to support all students and their families, including material distribution, grading, crediting, and attendance.
- Run an improvement cycle focused on access.
 - Collect the relevant data to monitor curriculum access, analyze gaps, and address issues to reach your goal.
- Communicate
 - Confirm the school system's communication plan includes setting the instructional vision, expectations around the school system curricula, and what family access and language supports are available.

Jamboard 3

What one word come to mind when you hear HQIM?

Instructional Coherence!



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