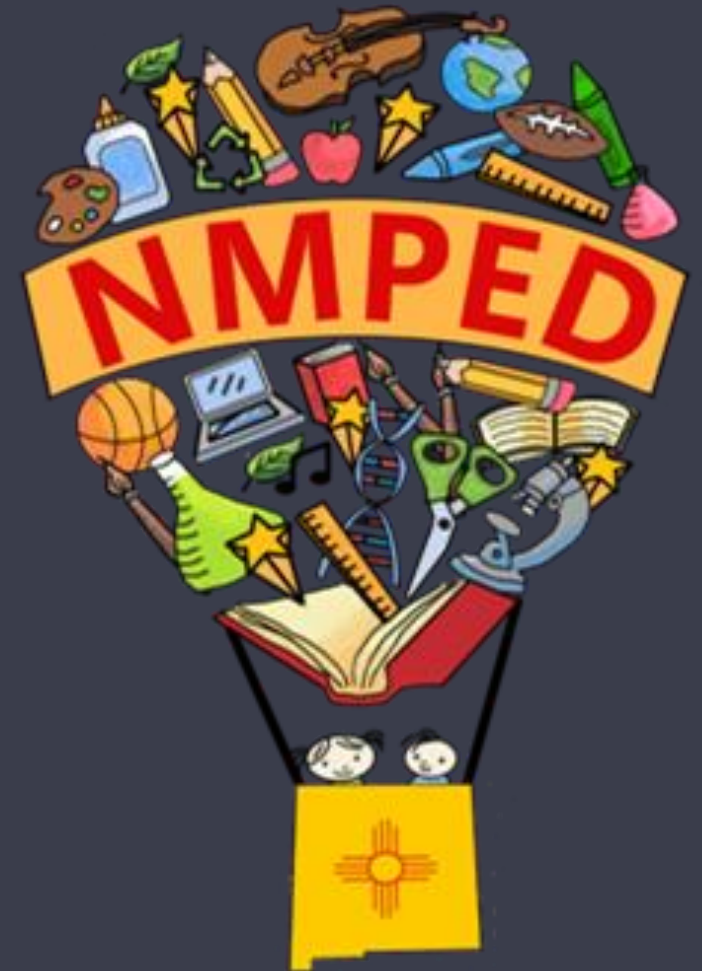


# Introduction to the Instructional Materials Implementation Tools & Canvas Course



*Investing for tomorrow, delivering today.*

# Welcome



**Anthony Burns**  
Director,  
Instructional Material Bureau



**Robbi Berry**  
Education Administrator,  
Instructional Material Bureau

# Agenda

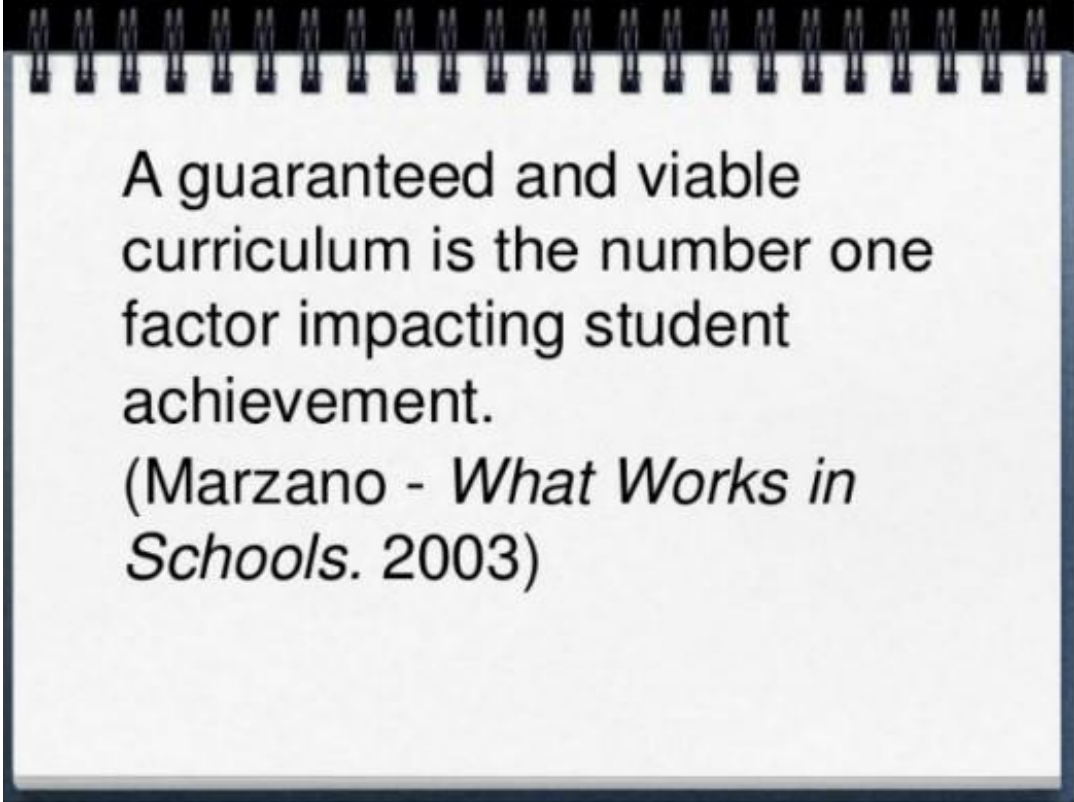
- High Quality Instructional Materials (HQIM) Matter
- Implementation of HQIM
- Curriculum Based Professional Learning (CBPL): An Essential Component of Implementation
- Understanding and Navigating the Implementation of High-Quality Instructional Materials Canvas Course
- HQIM Hub & HQPL Marketplace List
- Questions & Answers

# Why HQIM Matters

# Ensuring equitable access to grade-level content everyday

## A Guaranteed, Viable Curriculum:

- Guaranteed
- Viable
- Equitable



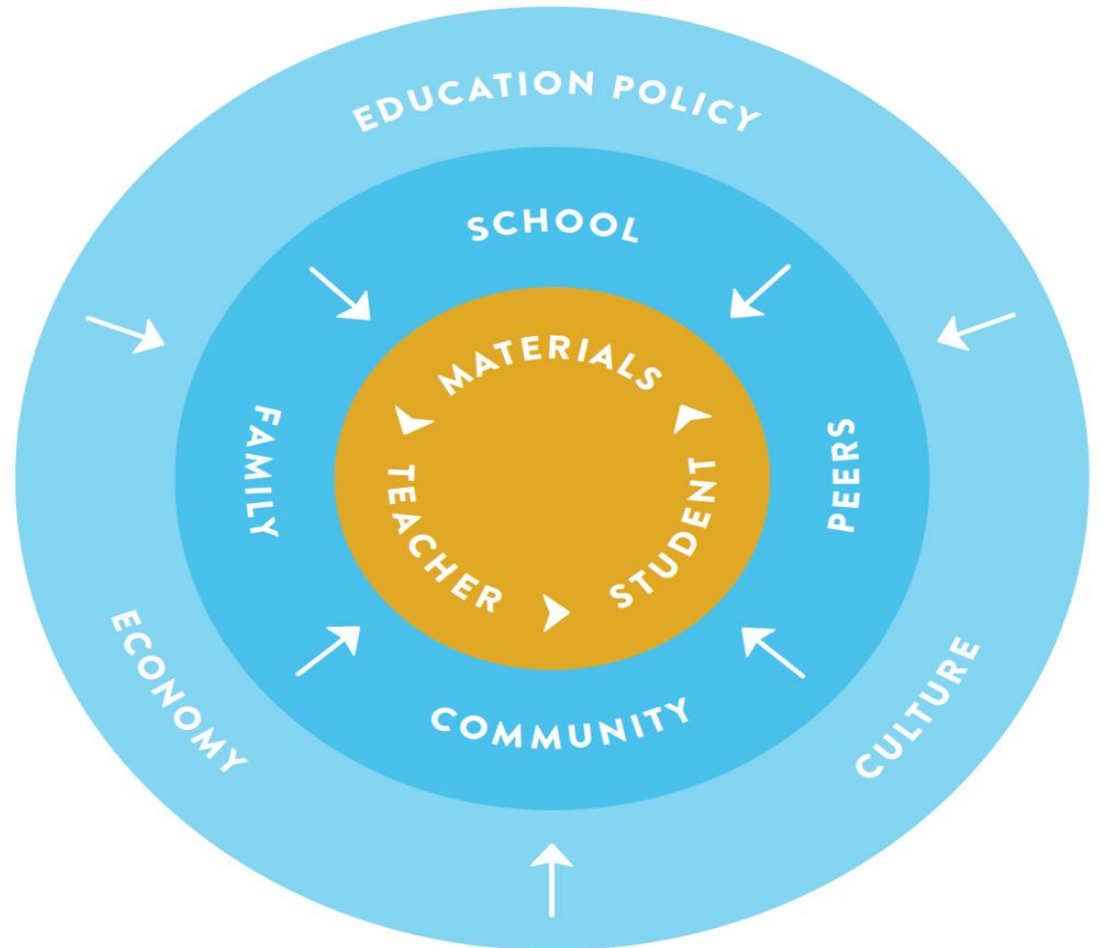
A guaranteed and viable curriculum is the number one factor impacting student achievement.

(Marzano - *What Works in Schools*. 2003)

# 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



# HQIM - Defined in New Mexico



<https://webnew.ped.state.nm.us/bureaus/instructional-materials/>

# Research in Support of HQIM

“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.





# Research in Support of HQIM

...WHEN TEACHERS HAVE ACCESS TO HIGH QUALITY, ALIGNED INSTRUCTIONAL MATERIALS, IT MAKES A DIFFERENCE IN THEIR CLASSROOM PRACTICE AND THE INSTRUCTION STUDENTS RECEIVE.

“When students who started the year off behind grade level were given more grade-appropriate assignments, stronger instruction, deeper engagement, and higher expectations, the gap between these students and their higher achieving peers began to narrow substantially.”



- The Opportunity Myth, TNTP, 2018

# HQIM Matter for ALL Students

- 1. Student Learning – College and career ready standards**
- 1. High expectations for ALL students – HQIM equalize access to grade-appropriate instruction**
- 1. Equity – All students learn and grow**

# What NM Educators Say About HQIM

“Having a common language and a common framework.”

Dr. V. Sue Cleveland, Superintendent, Rio Rancho Public Schools

“I really feel like implementing CKLA united us as educators”

Jamie Russell, Elementary Teacher, Berrendo Elementary

“As a district, we had differentiated our way away from core instruction.”

Karla Stinehart, Director Elementary Education, Roswell Independent School District

Knowledge Matters Campaign

# HQIM In the PED Strategic Plan

## Goal I: Accelerate Literacy Achievement -

Strategy #3 - Provide coaching to all K–6 teachers in the implementation of high-quality instructional materials

## Goal II: Accelerate Mathematics Achievement

Strategy #4 - Boost adoption of high-quality instructional materials for mathematics



Education is Calling

NEW MEXICO PUBLIC EDUCATION DEPARTMENT

**Strategic Plan for Success**

# Reflection on HQIM

In the chat respond to:

What resonates with you about HQIM and student learning?



# Implementation of HQIM

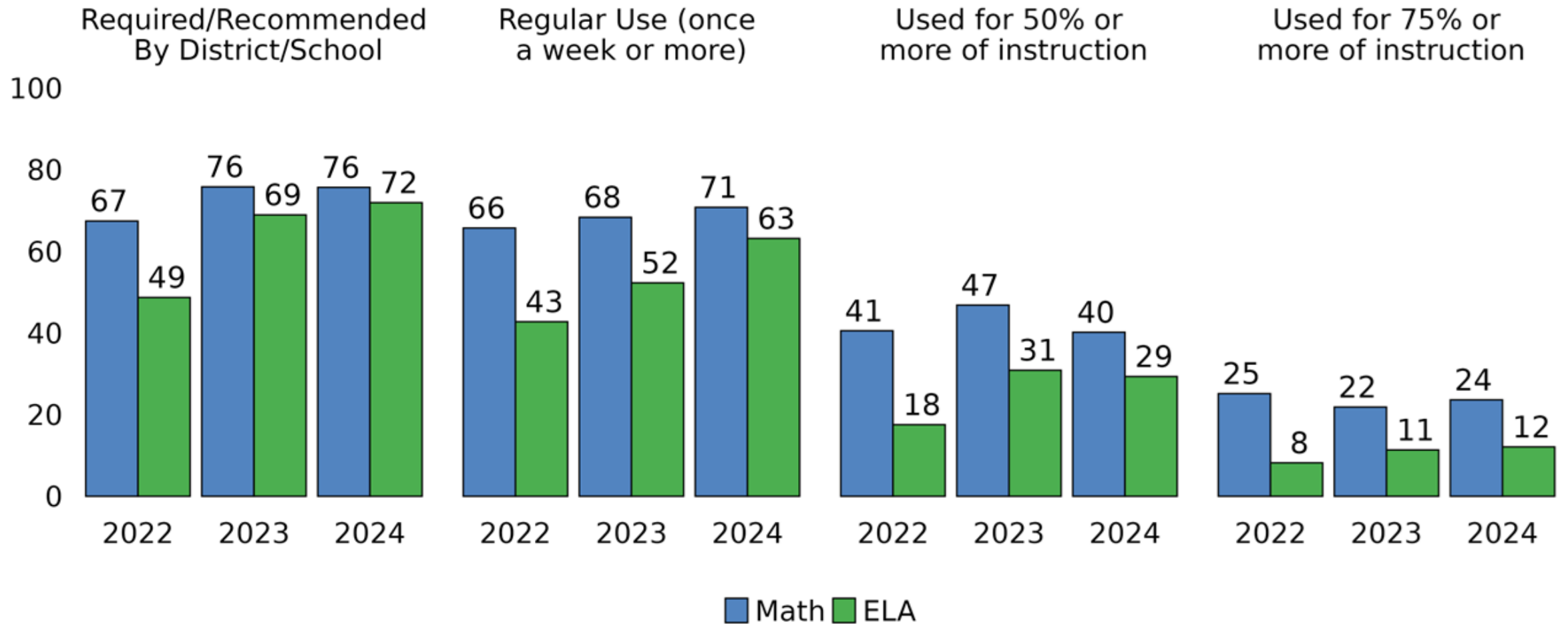


# HQIM Adoption & Implementation as Adaptive Change

Technical Change	Adaptive Change
<ul style="list-style-type: none"><li>● Well-defined challenges that require resources and techniques.</li><li>● A challenge that we already have the knowledge and skills to accomplish.</li></ul>	<ul style="list-style-type: none"><li>● Can only be addressed through shifts in people's values, beliefs, behaviors, priorities, habits, and loyalties.</li><li>● A challenge where new learning and/or shifts in our mindsets or beliefs is needed</li></ul>

# RAND Survey: Teachers Use of HQIM in Relation to District Adopted

## Percentage of Teachers





# Selecting HQIM is Only the Beginning

- Different Phases of implementation
- Different roles for people in implementation (District Leaders, School Leaders, Teachers, and Implementation Teams)
- Curriculum Based Professional Learning



Photo by [Jannes Glas](#) on [Unsplash](#)

# What are the Phases of Implementation?

## THE FIVE STEPS TO IMPLEMENTATION



### EXPLORATION

Educators review and select HQIM with key staff and stakeholders.

### PROGRAM INSTALLATION

Teachers have access to HQIM; leaders establish or revise systems and structures for support.

### INITIAL IMPLEMENTATION

Leaders set and monitor expectations for implementation; teachers use the materials as intended.


### CONSISTENT IMPLEMENTATION

Leaders ensure HQIM are integrated into regular practices, policies, and procedures; teachers skillfully use HQIM.

### INNOVATION + SUSTAINABILITY


Instructional staff facilitates and supports teachers in making smart adaptations to the materials so all students can access grade-appropriate content based on their needs and performance.

# Implementation Tools



**New Mexico Math**  
Instructional Materials  
Implementation Tool

A roadmap for high-quality instructional materials implementation

A partnership with 



**New Mexico Science**  
Instructional Materials  
Implementation Tool

A roadmap for high-quality instructional materials implementation

A partnership with 



**Rivet Education**  
Instructional  
Materials  
Implementation Tool

A roadmap for high-quality instructional materials implementation

# Recommendations for using the Implementation Tools

- Preview and understand the HQIM selection and implementation journey
- Identify which phase of implementation you are in
- Identify the key actions needed to support teachers and leaders and to monitor progress to move to the next phase

# Commonalities Among the 5 Stages

## Commonalities Among Stages



# District Leaders and Implementation Team - Key Actions

<b>Exploration</b>	Plan the adoption process.
<b>Program Installation</b>	Create the initial enabling conditions for strong implementation.
<b>Initial Implementation</b>	Reinforce enabling conditions for strong implementation.
<b>Consistent Implementation</b>	Shift oversight of HQIM implementation to school leaders.
<b>Innovation &amp; Sustainability</b>	Maintain a culture of continuous improvement.

# School Leaders & Implementation Team - Key Actions

<b>Program Installation</b>	Create the initial enabling conditions for strong implementation.
<b>Initial Implementation</b>	Establish routines and processes for monitoring and supporting implementation.
<b>Consistent Implementation</b>	Take ownership of HQIM implementation.
<b>Innovation &amp; Sustainability</b>	Share leadership of routines and processes for monitoring and supporting implementation with teacher leaders.

# Teachers - Key Actions

<b>Program Installation</b>	Engage in professional learning to build their understanding of the HQIM and their connection to a vision for excellent and equitable instruction.
<b>Initial Implementation</b>	Implement feedback and support from leaders to improve the implementation of HQIM.
<b>Consistent Implementation</b>	Consistently leverage scaffolds to support all students in meeting grade-level expectations.
<b>Innovation &amp; Sustainability</b>	Take ownership of collaborative planning, feedback structures, and processes to give all students access to grade-level content.



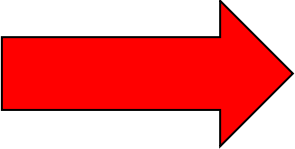
# Example of Success Criteria



## INITIAL IMPLEMENTATION

Phase Focus: Leaders refine systems and structures to support the successful initial launch of their materials. Teachers begin using the HQIM, which means students have consistent opportunities to engage with grade-level content and tasks.

### DISTRICT LEADERS & DISTRICT IMPLEMENTATION TEAM

- 
- Reinforce expectations for strong implementation and ensure implementation expectations are aligned with the HQIM
  - Establish routines and processes for monitoring and supporting implementation.

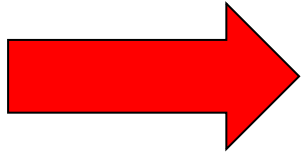
### SCHOOL LEADERS & SCHOOL IMPLEMENTATION TEAM

- Reinforce expectations for strong implementation.
- Establish routines and processes for monitoring implementation and use the data to provide support.

### TEACHERS

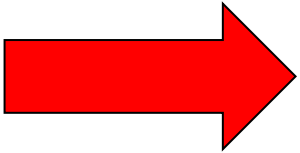
- Use the HQIM as intended.
- Internalize, rehearse, and prepare for instruction aligned with the HQIM.
- Implement feedback and support from leaders to improve the implementation of HQIM.

# Example - Key Actions



## INITIAL IMPLEMENTATION

I, along with my district implementation team, need to:



**Reinforce expectations for strong implementation and ensure implementation expectations are aligned with the instructional materials.**

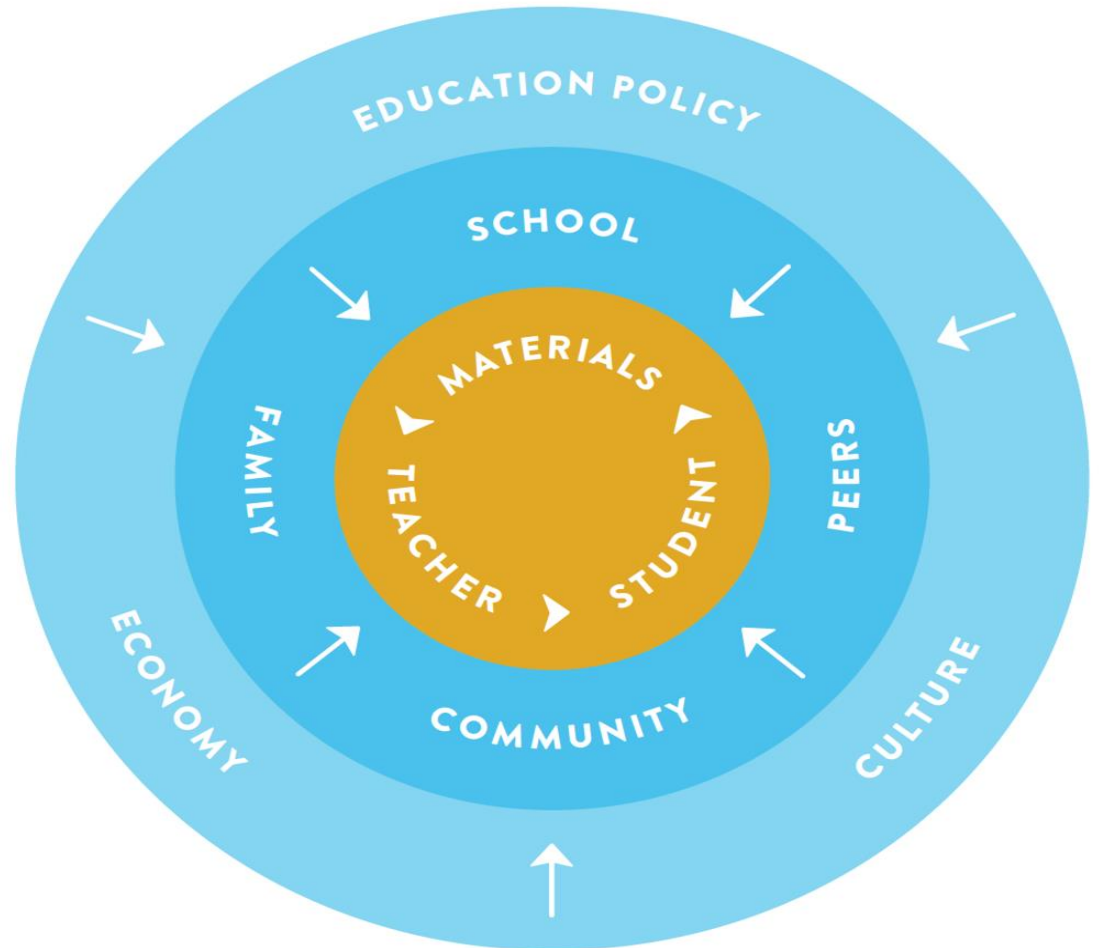
- Execute a cohesive professional learning plan that includes ongoing, job-embedded professional learning with a professional learning provider. Set the expectation for required participation.
- Ensure school leaders and teachers have adequate ongoing, job-embedded professional learning focused on understanding and applying culturally and linguistically relevant materials and responsive instruction.
- Reinforce protocols and expectations for unit and lesson preparation and professional learning (e.g., PLCs, coaching, and PL days).
- Train school leaders to use a common tool aligned with the HQIM for walkthroughs and observations.
- Communicate expectations for conducting walkthroughs and observations to provide feedback and coaching focused on implementation support, not evaluation.
- Co-observe classrooms with school leaders using a common tool to norm on observations and feedback.
- Observe and provide feedback on collaborative planning time, including unit and lesson preparation practices.
- Protect time in the professional learning plan from being used for district or school initiatives unrelated to implementation.

# **Curriculum Based Professional Learning: An Essential Component of Implementation**

# Instructional Core

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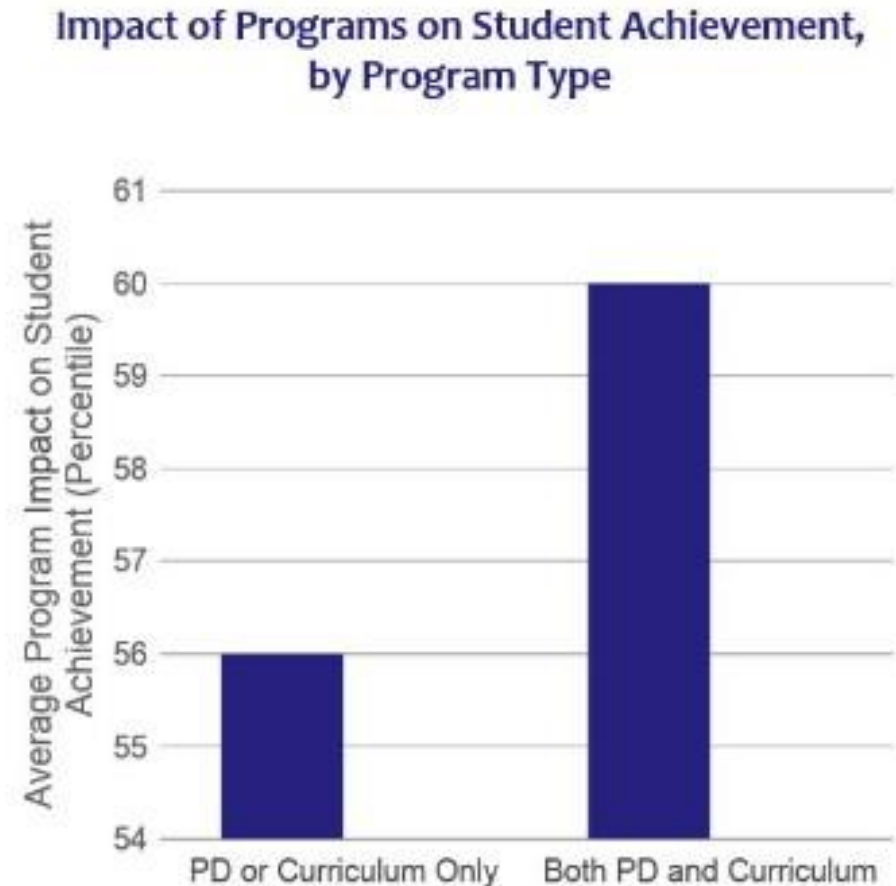
– Dr. Richard Elmore



# Efficacy of HQIM + Professional Learning

“Programs that feature teacher learning about new curriculum materials see larger positive student impacts than programs that feature only teacher professional development or curriculum materials alone.”

- Heather C. Hill,  
Harvard University,  
for The Answer Lab



# Shift to Curriculum-Based Professional Learning

FROM TRADITIONAL TEACHER PROFESSIONAL DEVELOPMENT	TO CURRICULUM-BASED PROFESSIONAL LEARNING
Focused on topics or themes	Focused on instructional materials with specific teaching strategies
One-time workshops, usually when school is closed	Repeated sessions, coaching, and feedback opportunities during teachers' regular workdays
Teachers grouped by school	Teachers grouped by the curriculum they are using
Information shared in lectures, presentations, or Q&A discussions	Active learning experiences, such as practicing instruction or participating in lessons as students
Coaching and feedback reserved mostly for new or struggling teachers	Curriculum-focused coaching and feedback for all teachers
Selected teachers receive support for using new curriculum materials	All teachers using new materials participate in curriculum-based professional learning

# HQIM Implementation Canvas

## Course



# Canvas Course

## Understanding and Navigating the Implementation Journey of High-Quality Instructional Materials



1. Click on the [Course Registration Link](#)

2. Click the blue Enroll button



# Course Objectives

- Part 1: Understand that the implementation of high-quality instructional materials occurs over multiple years and in distinct phases.
- Part 2: Understand the progression of the key actions and success criteria across roles in each phase of the implementation journey.
- Part 3: Understand how to use New Mexico's Math and Science Instructional Materials Implementation Tools to measure where you are in the implementation journey and plan your next steps to progress your implementation.

# **HQIM Hub & HQPL Marketplace List**



# HQIM Implementation Hub

## HQIM IMPLEMENTATION HUB

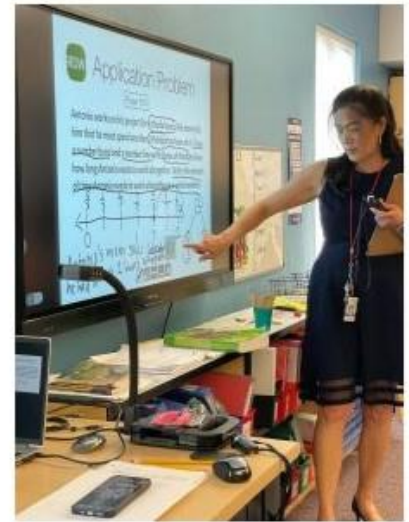
[Home](#) / [Offices and Programs](#) / [Instructional Materials](#) / HQIM Implementation Hub

### HQIM IMPLEMENTATION HUB

In recent years, [research](#) has linked high-quality instructional materials (HQIM) and positive student learning outcomes. Materials matter! However, we know that simply adopting and handing teachers HQIM is not enough. Getting HQIM into classrooms is just the first step toward improving student learning. Now that you have selected HQIM, it is time to establish a plan for how they will be launched and implemented in your system.

The New Mexico Public Education Department (PED) is excited to provide new resources for your HQIM implementation journey. The New Mexico Math Instructional Materials Implementation Tool and the New Mexico Science Instructional Materials Implementation Tool will provide you with the roadmap and action steps needed for successful implementation—each tool outlines who does what and when.

- [New Mexico Math Instructional Materials Implementation Tool](#)
- [New Mexico Science Instructional Materials Implementation Tool](#)
- [Instructional Materials Implementation Tool \(other content areas\)](#)



Ina Holmes, Vista Grande Elementary School, Rio Rancho Public Schools, Knowledge Matters Campaign

# High-Quality PL Marketplace List

## Information Includes:

- Instructional Material Title on the Adopted Multiple List
- PL Provider and website link
- PL Contact Email
- PL Program Supports Core or Supplemental Materials
- Grade Levels the PL Program Supports
- PL Provider Resources
  - One-pager
  - Program Graphic
  - Program Overview
  - Program Video
  - Professional Learning Plan

## Links to Professional Learning by Subject in this Document:

- » [Arts Education](#)
- » [Career and Technical Education](#)
- » [English Language Arts](#)
- » [English Language Development](#)
- » [Mathematics](#)
- » [Science](#)
- » [Social Studies](#)
- » [Structured Literacy](#)
- » [Spanish Language Arts](#)
- » [World Languages](#)
- » [HQPL Rubric](#)

# HQIM + CBPL

Transforming a can into a piece of art!



# Thank you!

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**Q & A**

