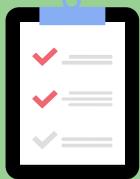


Selecting HQIM — A Sample Timeline & Process

a 'How To' Guide for Schools*

1



Establish district process and parameters.

1-2 months

- Review** district and state policies and practices regarding selection processes and implementation.
- Define** the role of committee members in the selection process (i.e. advisory or decision making or representatives).
- Identify** selection process committee membership which should include individuals well-versed in the mathematics standards and instructional shifts.
- Create** a school or district-established timeline.
- Set** budget parameters.
- Establish** a decision-making process (i.e. consensus, etc.).
- Outline** a communication plan with key stakeholders.
- Determine** how and when to collect community input.
- Delineate** priorities or non-negotiables which may include specific instructional practices that are part of district plans or material requirements set forth in board policies.

2



Collect key research/ resources.

1-2 months

- Gather** information on the current state of math instruction and materials use (complete [Knowing Your Starting Point Data Inventory](#) created by EdReports.)
- Collate student mathematics data** – state assessments, district/ school assessments, demographic, etc.
- Collate teacher demographic data.**
- Collect** key research/ resources.

3

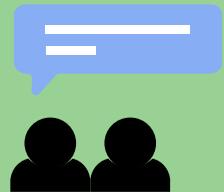


Teachers, get involved!

1 months

- Examine** the Mississippi College and Career Ready Standards for Mathematics.
- Seek feedback** on district priorities.
- Using the Standards, **identify** a shared vision for what high quality mathematics instruction will look like.
- Engage** in educator training and support.
- Review** data – student achievement data, including subgroups – teacher demographic data.
- Synthesize** information and research from professional organizations and journals.
- Gather** feedback from colleagues in the district.

4



Engage the community, too.

1 months

- Stakeholders to consider:**
 - Local school board members
 - Business leaders
 - Parents and guardians
 - Members of key community organization
 - Postsecondary education representatives
- Ways to engage stakeholders:**
 - Newsletters
 - Social media posts
 - Website
 - Surveys
 - Curriculum night that pairs activities with information

*This plan was adapted from a plan created by the Nebraska Instructional Materials Collaborative.

Selecting HQIM — A Sample, Continued

a 'How To' Guide for Schools

5

Narrow choices based on standards alignment.

1 month

- Preview** the mathematics reviews on the Mississippi Instructional Materials Matter website. If more information is needed, visit EdReports.org for more detailed information about alignment and usability.
- Lead** a materials-based discussion with the instructional materials selection committee in order to choose 2-4 sets of materials that your committee will analyze to see how well they meet local priorities. For example:
 - What does the evidence say about each set of materials?
 - How could the identified strengths support your teachers' understanding and implementation of standards-aligned materials? Are the materials educative and provide professional learning support?
 - What steps would you and your team need to take to fill any identified gaps?
 - What are the pedagogical implications and related supports that are necessary for implementing these materials well?
 - How will these materials support your team's vision of delivering high quality instruction for mathematics?
- Utilize** the [HQIM²R² and evidence guides](#) to determine how the EdReports reviews support alignment to the Mississippi College and Career Ready Standards.

6



Evaluate materials.

1 month

- After you've narrowed the field, work with your committee to **apply a rubric** for determining how well materials meet the HQIM definition. This may include a field study or pilot depending on your context.
- Points to **consider**:
 - EL needs
 - Special Education supports
 - Culturally relevant materials
 - Demographics
 - Recent instructional materials selection
 - District context

7



Make a decision.

2 months

- Lead** your team through a decision-making process and prepare to share the data and how the process worked with your school board and the full education community. The decision-making process should have been identified in step 1.
- Review** an example of a district-led consensus protocol.

8

Create rollout and implementation plans.

2 months

- Determine** if the mathematics materials need to be supplemented to become better aligned and develop measures you will use to assess how well the materials are working over the next several years.
- Determine** professional learning needs to address to support implementation (Review examples of professional learning on high-quality curricula).
 - School and/or district administrators
 - Teachers
- Review** the [district resources](#) on the Mississippi Department of Education, including K-12 math pacing guides.
- Develop** implementation documents including:
 - Instructional pacing guide
 - Formative & summative assessment plan
 - Walk-throughs
 - Communications plan for external stakeholders (students, parents, etc.)
- Identify** additional instructional supports:
 - Framework
 - Supplemental materials
 - Intervention materials
 - Sample lesson plans, videos, other resources

