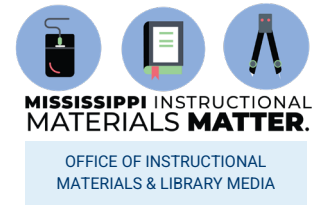


CLEAR EXPECTATIONS

HIGH-QUALITY INSTRUCTIONAL MATERIALS

ELEMENT 4: The school system has clear expectations for use of the High-Quality Instructional Materials.



HOW to ESTABLISH EXPECTATIONS for USE:

- Familiarize with the purchased materials included within the curriculum by completing launch training across all levels.
- Work with the implementation team to determine a plan for how to implement the purchased materials with efficacy.
- Work with the implementation team to determine which components of the core curriculum (if any) are flexible for implementation.
- Work with the implementation team to determine a plan for streamlining the assessment calendar to prioritize assessments from the core curriculum (expectations for exit tickets, unit assessments, and benchmark assessments). Omit any pre-existing, external assessments that are extraneous or no longer required.
- Articulate expectations for use in writing and include them in the communication plan for all stakeholders.

NOTE: Below, there are samples of how districts can set expectations for use; they are meant to show approaches and are not meant to be the "right" expectations for any individual district. Districts should follow the checklist above to set expectations for their own unique context.

EXPECTATIONS for USE SAMPLE A:

- Teachers should use the provided ELA / Math curriculum as their sole source of instructional materials for core instruction. Any modifications should be made by leveraging additional materials provided within the provided curriculum.
- Teachers will meet with content partners weekly to internalize lessons and collaborate on how to deliver to best meet student needs.
- Teachers will collaborate during districtwide support days to internalize units of study within the curriculum.
- If a teacher falls behind on pacing more than 2-3 days, they should contact their instructional coach to plan for how to adjust daily lessons and catch up.
- Teachers will use the lesson quizzes and unit assessments embedded with the curriculum and will bring results from these assessments to designated data analysis meetings.



EXPECTATIONS for USE SAMPLE B:

Which aspects of the curriculum do we want all students to experience in a common way?	Which aspects of the curriculum are opportunities for teacher choice?
<p>ENGLISH LANGUAGE ARTS</p> <ul style="list-style-type: none"> • Units in the same order and using the same lessons from the unit • Using the text / article provided • Using text evidence to support thinking • First Read Instructional Routine for Annotations • All students have the opportunity to answer grade level analysis questions • Clear expectations for exemplar answers • All students are exposed to grade level text through reading, writing, speaking, and/or listening • Students spend the majority of the lesson reading, writing, listening, and discussing grade level text 	<p>ENGLISH LANGUAGE ARTS</p> <ul style="list-style-type: none"> • Use of flex days within the scope and sequence to respond to student data • How to group students • What appropriate scaffolds to provide
<p>MATHEMATICS</p> <ul style="list-style-type: none"> • Units in the same order and using the same lessons from the unit • Using the provided grade level problems • Following the recommended lesson structure (e.g. chance to solve the introduction problem and discuss it before formalizing the learning) • Using recommended language / discussion routines • Questions used to facilitate conversation and deepen understanding • Students spend most of the block doing math themselves and talking about math with peers (small or whole group) 	<p>MATHEMATICS</p> <ul style="list-style-type: none"> • Use of flex days within the scope and sequence to respond to student data • How to group students • What appropriate scaffolds to provide • What visual anchors to keep posted over time



EXPECTATIONS for USE SAMPLE C:

MyPerspectives (Middle School)

General Launch (Year 1) Guidelines:

- Follow the pacing guide from the HQIM.
- Follow the suggested time guidelines in the curriculum.
- Participate in HQIM-specific professional learning to implement the HQIM with integrity.
- Prioritize skillful facilitation of the Whole Class Learning component of the curriculum.
- Administer the performance tasks and end of unit assessment for each unit and input scores in the tracker.

Success Criteria:

1. 100% of teachers use the HQIM pacing guide during common planning time to prepare for instruction.
2. By June, 85% of teachers “meet expectations” for implementing the Whole Class Learning component according to walk through data.
3. By December, data from unit assessments and performance tasks is available in the schoolwide tracker.

COMPONENT	EXPECTATION	CUSTOMIZATION
Unit Introduction	All students are introduced to the essential question for the unit and follow the guidance in the unit introduction <i>Example: 6th Grade Unit 1 “What are some of the challenges and triumphs of growing up?”</i>	Teachers can plan additional experiences into the school day that allow students to build background knowledge for the unit <i>Example: Students could share out about the challenges and triumphs of growing up during the school-wide assembly</i>
Whole Class Learning	Use teacher’s edition to facilitate this learning as intended Complete all activities related to anchor text (concept vocabulary, first read, close read, annotation strategies, comprehension check, analyze and practice questions)	N/A



Small Group Learning	Does not replace core instruction/ whole class learning	Small groups within core instruction are based on HQIM assessment data Teachers should customize small groups based on what the data tells them their students have mastered/ not mastered based on unit tests and performance tasks from <i>MyPerspectives</i>
Independent Learning	Does not replace core instruction/ whole class learning Can be used as an independent task so that teacher can pull students during small group learning	
Performance Tasks	Use teacher’s edition to administer performance tasks as intended Should include opportunities to model, prewrite/ plan/ draft/ revise (writing tasks)	
Unit Tests	Use teacher’s edition to administer performance tasks as intended Must be administered online in full and scored on tracker	N/A



EXPECTATIONS for USE SAMPLE D:

Eureka Math

General Launch (Year 1) Guidelines:

- Follow the HQIM pacing guide. Lesson omissions are only acceptable if recommended by the HQIM pacing guide.
- Follow the time guidelines in the lesson structure of the curriculum.
- Prioritize skillful facilitation of the Concept Development for Year 1.
- Administer the Mid and End of Module assessments for each module and input scores in the tracker.

Success Criteria:

1. 100% of teachers use the district adopted pacing guide during common planning time to plan for instruction.
2. By December, 85% of teachers follow the time guidelines articulated in the lesson structure according to walk through data.
3. By June, 85% of teachers “meet expectations” for implementing the Concept Development according to the walk-through data.
4. By December, data from mid and end of module assessments is available at the district level for all schools.

COMPONENT	EXPECTATION	CUSTOMIZATION
Fluency	Complete sprints daily Complete fluency other fluency exercise as recommended by curriculum	N/A
Concept Development	Must complete daily Use all questions scripted in Concept Development	During CPT, teachers can <i>add</i> opportunities for students to engage with scripted Concept Development questions (ex: turn and talk, think-pair-share, show on a whiteboard, etc.), but must ask questions as written in the teacher manual
Application Problem	Must complete daily	N/A
Problem Set	Complete “must do” problems daily (must do problems identified)	Teachers can modify mechanisms for student completion of problems (group work on anchor charts, independent



	during common planning time/ lesson internalization) “May do” problems are optional if time allows	problem solving in workbooks, using a problem-solving protocol, etc.) but may not modify content of problems
Exit Ticket	Must complete daily	Schools can create system for collecting exit ticket data (teacher, grade level, schoolwide)
Mid Module Assessments	Must complete according to district pacing guide and enter scores in tracker	N/A
End of Module Assessments	Must complete according to district pacing guide and enter scores in tracker	N/A

