

MS Materials Matter

Translating Great Materials into Great Instruction

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MISSISSIPPI
DEPARTMENT OF
EDUCATION

Session 2



1

ALL Students Proficient and Showing Growth in All Assessed Areas

2

EVERY Student Graduates from High School and is Ready for College and Career

3

EVERY Child Has Access to a High-Quality Early Childhood Program

4

EVERY School Has Effective Teachers and Leaders

5

EVERY Community Effectively Uses a World-Class Data System to Improve Student Outcomes

6

EVERY School and District is Rated “C” or Higher

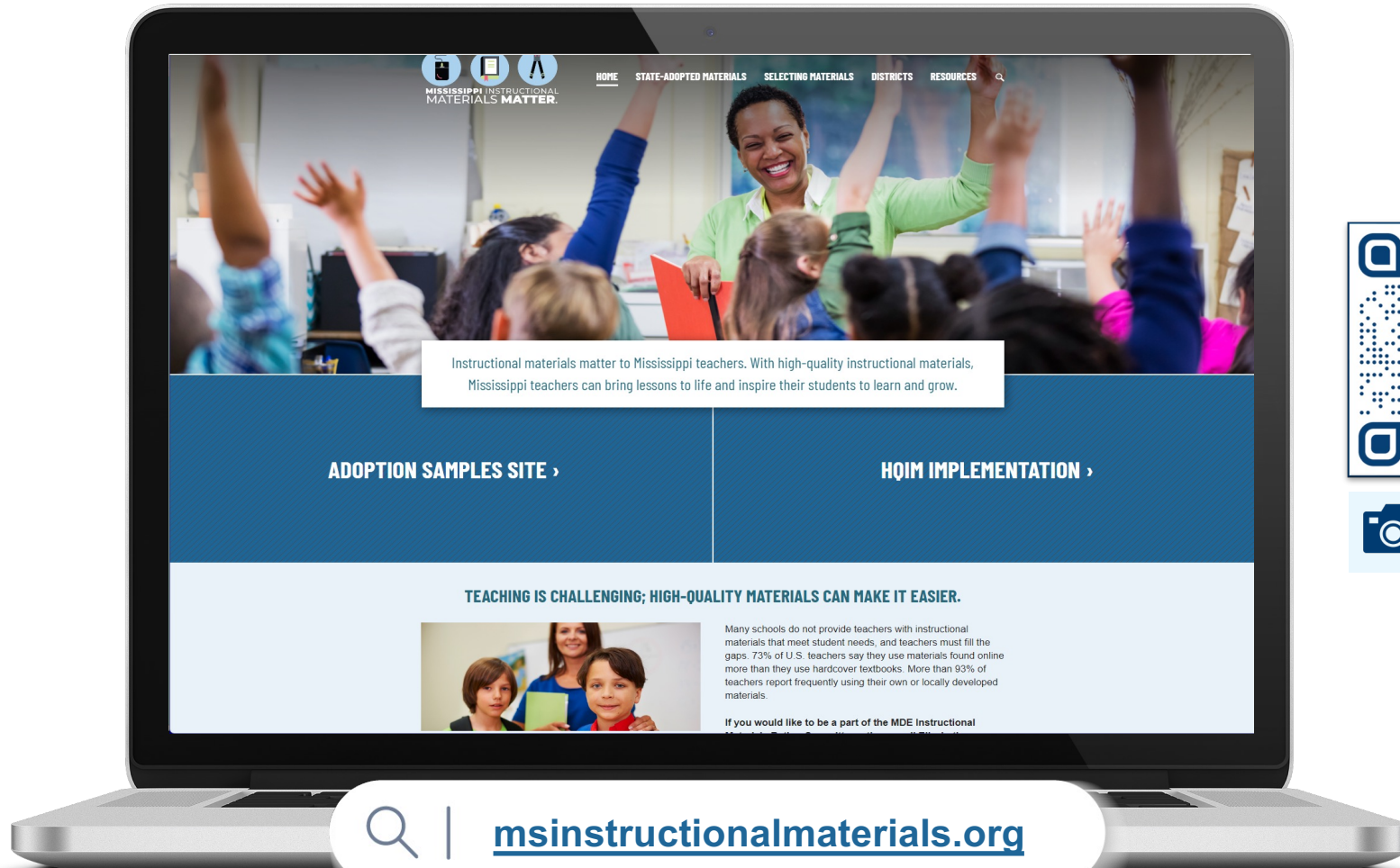
VISION

To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens

MISSION

To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community





SCAN to
visit site



It's not enough to

THROW

a curriculum at
a school and

HOPE

IT'S USED

WELL...



We really need to
make sure that people

UNDERSTAND WHY

these are so important.

Overview & Goals

Purpose of the Series

Session 1

Key Messages
and the 8
Elements of
Effective
Implementation

Session 2

Deep Dive into
Elements 3-5
and 8

Session 3

Deep Dive into
Elements 6
and 7

Sessions 4-5

Demo Unit
Unpackings:
ELA and Math

1

Implementing the Message Part 2:
Elements 3, 4, 5, 8

2

From Theory to Action: Intro to the 8
Elements Toolkit

Overview and Goals: *Important Documents*

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HQIM SESSION 2

Deep Dive 8 Elements and Tools


Implementation Series Session 2 Topics

1. Aligning the Message: HQIM Implementation in Mississippi
2. Implementing the Message: Using the 8 Elements in Our Work

Record your general notes and/or feedback on the session here:

Section 1: Implementing the Materials Matter Message
Part 1: Elements 3, 4, 5, and 8

ELEMENTS	LEVELS		
	NOT YET IMPLEMENTED	PARTIALLY IMPLEMENTED	FULLY IMPLEMENTED
ELEMENT 3: The school system has identified school and system implementation teams, clear goals for implementation and clear roles and responsibilities	There are NO articulated team goals for high-quality instructional materials implementation success only/or	The school system has articulated team goals and/or roles and responsibilities but NOT ALL	The school system is CLEAR on team goals and roles and responsibilities and they GUIDE action
ELEMENT 4: The school system has clear expectations for use of the high-quality instructional Materials	There are NO articulated expectations for use	There are expectations for use, but they are UNCLEAR or There are clear expectations for use have been articulated but they are NOT FOLLOWED or There are COMPETING EXPECTATIONS for use (i.e., multiple, competing versions)	Expectations for use are CLEAR and REFLECTED in practice

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Instructional Materials and Library Media
HQIM Session 2 Note Catcher

Note Catcher

Case Study

HQIM SESSION 2


Elements 3, 4, 5 and 8 Case Study


District 8 is halfway through the first year of implementing a new math curriculum, **SAVVAS Envision in Grades K-8**. The district implementation team meets once every quarter. Prior to the start of the school year, the superintendent put out an application to join the **implementation team** and appointed members that teach in lower elementary, upper elementary, and middle school. In addition, the district math coaches and school principals from all the schools in the district are represented on the team. The team collaboratively determined a role/ responsibility for each person on the team. These roles/ responsibilities consist of the superintendent as the final decision maker, as well as a designated note taker and timekeeper for team meetings. Different members of the team can add discussion topics to the agenda.


In the summer before the start of school, the implementation team and all teachers and leaders in the district participated in **Launch training**. The Launch training was facilitated by a nationally recognized vendor with experience implementing SAVVAS Envision in multiple districts. The Launch training focused on familiarizing the teachers with the core components of the HQIM. While the Launch training was well-received by teachers, principals reported that teachers felt overwhelmed by all the different components and were not sure what to prioritize as they started teaching in the Fall.

Implementation team meetings so far have consisted of status updates on the progress of HQIM implementation. Different schools report different levels of progress in implementing HQIM. They say that their teachers are implementing all components with **integrity**, and some teachers are implementing many of the core lesson components but are not yet assessing structure. Teachers in those schools have chosen to continue using existing assessments they have been using for years.

The superintendent hears these concerns and is thinking about how to structure implementation team meetings to address some of the challenges that the team faces as they implement the HQIM.

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HQIM Session 2 Case Study



 **SCAN for documents**



Link msinstructionalmaterials.org/selecting-materials



Implementing the Materials Matter Message:

Elements 3, 4, 5, and 8



ELEMENT 3: The school system has identified school and system implementation teams, clear goals for implementation and clear roles and responsibilities

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



Link msinstructionalmaterials.org/selecting-materials



ELEMENT 5: All teachers and leaders complete launch training to understand how the materials are organized

ELEMENT 8: The system and school team engages in a process of continuous improvement of implementation



Link msinstructionalmaterials.org/selecting-materials

IMPLEMENTATION	NOT YET IMPLEMENTED	PARTIALLY	FULLY
<p>ELEMENT 3: The school system has identified school and system implementation teams, clear goals for implementation and clear roles and responsibilities</p>	<ul style="list-style-type: none"> There are NO articulated teams, goals for high-quality instructional materials implementation success and/or NO articulated roles and responsibilities to support implementation 	<ul style="list-style-type: none"> The school system has articulated teams, goals and/or roles and responsibilities but NOT ALL There are teams, goals, and roles and responsibilities articulated but they are NOT actively guiding actions 	<ul style="list-style-type: none"> The school system is CLEAR on teams, goals, and roles and responsibilities and they GUIDE action

Implementing the Message: *Deep Dive Elements*

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IMPLEMENTATION	NOT YET IMPLEMENTED	PARTIALLY	FULLY
ELEMENT 4: The school system has clear expectations for use of the High-Quality Instructional Materials	<ul style="list-style-type: none">There are NO articulated expectations for use	<ul style="list-style-type: none">There are expectations for use, by they are UNCLEAR orExpectations for use have been articulated but they are NOT FOLLOWED orThere are COMPETING EXPECTATIONS for use (i.e., multiple, competing versions)	<ul style="list-style-type: none">Expectations for use are CLEAR and REFLECTED in practice

IMPLEMENTATION	NOT YET IMPLEMENTED	PARTIALLY	FULLY
<p>ELEMENT 5: All teachers and leaders complete launch training to understand how the materials are organized</p>	<ul style="list-style-type: none"> There is NO plan in place to ensure new teachers or leaders receive launch training 	<ul style="list-style-type: none"> Teachers OR Leaders have COMPLETED launch training 	<ul style="list-style-type: none"> Teachers AND leaders have COMPLETED launch training There is a plan in place to ENSURE new teachers and leaders receive the training in future years

IMPLEMENTATION	NOT YET IMPLEMENTED	PARTIALLY	FULLY
ELEMENT 8: The system and school team engages in a process of continuous improvement of implementation	<ul style="list-style-type: none">There is NO process to support continuous improvement of high-quality instructional materials implementation	<ul style="list-style-type: none">The school system or school engages in SOME parts of the continuous improvement process to support implementation	<ul style="list-style-type: none">The school system and school engage in REGULAR checkpoints to support continuous improvement of implementation



TURN & TALK

- What would you expect to see from a school that has partially implemented vs. fully implemented?
- Why did we group these elements together for this training?



Put Comments and Additional Questions in Chat

Directions

- ✓ Read the case study
- ✓ Reflect on the questions in the note catcher
- ✓ Prepare to share

HQIM SESSION 2

Elements 3, 4, 5 and 8 Case Study

District B is halfway through the first year of implementing a new math curriculum, **SAVVAS Envision in Grades K-8**. The district implementation team meets once every quarter. Prior to the start of the school year, the superintendent put out an application to join the **implementation team** and appointed members that teach in lower elementary, upper elementary, and middle school. In addition, the district math coaches and school principals from all the schools in the district are represented on the team. The team collaboratively determined a **role/ responsibility** for each person on the team. These roles/ responsibilities consist of the superintendent as the final decision maker, as well as a designated note taker and timekeeper for team meetings. Different members of the team can add discussion topics to the agenda.

In the summer before the start of school, the implementation team and all teachers and leaders in the district participated in **Launch training**. The Launch training was facilitated by a nationally recognized vendor with experience implementing SAVVAS Envision in multiple districts. The Launch training focused on familiarizing the teachers with the core components of the HQIM. While the Launch training was well-received by teachers, principals reported that teachers felt overwhelmed by all the different components and were not sure what to prioritize as they started teaching in the Fall.

Implementation team meetings so far have consisted of status updates on the progress of the HQIM implementation. Different schools report different levels of progress in implementing. Some say that their teachers are implementing all components with **integrity**, and some say that their teachers are implementing many of the core lesson components but are not yet "bought in" to the assessment structure. Teachers in those schools have chosen to continue using the teacher-created assessments they have been using for years.

The superintendent hears these concerns and is thinking about how to structure the next implementation team meeting to address some of the challenges that the team is running into as they implement the HQIM.



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HQIM Session 2 Case Study



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documents.



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What did the district prioritize in their launch of HQIM?



How would you rate your district based on the case study above?



From Theory to Action

Intro to the Elements Toolkit



The 8 Elements Toolkit is a **companion** to the 8 Elements Framework



The 8 Elements Toolkit is designed for use by **district and school implementation teams**



The 8 Elements Toolkit provides both **samples** and **ready-to-use tools**

From Theory to Action: *Element 3 Toolkit Materials*

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IMPLEMENTATION GOALS
HIGH-QUALITY INSTRUCTIONAL MATERIALS

ELEMENT 3: The school system has identified school and system implementation teams, clear goals for high-quality instructional materials implementation and clear roles and responsibilities.

HOW TO CREATE GOALS for HQIM IMPLEMENTATION:
When setting goal(s), keep the following in mind: 1) who is responsible for the success of the goal(s); 2) what resources are available within my HQIM to meet this goal(s); 3) what outside support do I have, and are they willing to contribute as a part of the team to meet the goal(s)? These goals are the steps needed to develop a school-wide action plan that all stakeholders can utilize throughout the school year.

- 1 Define targets or priorities for implementation of the core curriculum including but not limited to stakeholder involvement, student outcomes, teacher practices, communication.
- 2 Determine tools to measure each target (e.g., walk through with clearly defined benchmarks and questions aligned to a component of the HQIM).
- 3 Set goals for each year of implementation based on the measurement tool for each target.
- 4 Communicate implementation goals at the beginning of the year and throughout the year.
- 5 Reflect on progress towards implementation goals at each state of implementation.

Implementation Goals > 1

Implementation Goals

IMPLEMENTATION TEAMS
HIGH-QUALITY INSTRUCTIONAL MATERIALS

ELEMENT 3: The school system has identified school and system implementation teams, clear goals for high-quality instructional materials implementation and clear roles and responsibilities.

The goal of the Implementation Support Team is to ensure that each stakeholder group that will be impacted by the new HQIM has a voice in its selection and clearly understand the process. The Team is responsible for the overall success of the curriculum implementation. Some of the work of this team includes considering assessment implications, grading, pacing, scheduling, coaching, planning support, and training. This team is often made up of a cross-functional group of people that represent multiple roles, schools, perspectives, and expertise. The Implementation Support Team may choose to appoint one "lead" to make final decisions, facilitate meetings, and communicate decisions.

KEY STEPS:

- Identify the adoption committee leader
- Determine how final decisions will be made
- Map the timeline and roadmap of the adoption process
- Form the adoption committee
- Organize the next steps and communicate the plan

KEY QUESTIONS:

- Who will oversee providing teachers with instructional support?
- Who will provide on-going professional learning for the teachers?
- How will the implementation team be equipped to provide on-going training?

THINGS TO CONSIDER:

- To provide this level of support and coaching, schools and districts need trained teacher leaders and a system of school-based professional learning that prioritizes the time and resources to ensure that professional learning translates to the classroom.
- Teacher leaders and the principal must demonstrate through their feedback that they understand and value the curriculum and that using it well is important.
- For more information, check out the HQIM Plistop 1 training: <https://www.msdek12.org/OAE/OEER/ResourceAdmin>.

Implementation Teams > 1

Support Teams

IMPLEMENTATION TIMELINE
HIGH-QUALITY INSTRUCTIONAL MATERIALS

ELEMENT 3: The school system has identified school and system implementation teams, clear goals for high-quality instructional materials implementation and clear roles and responsibilities.

The myth of simply handing teachers a box that contains their HQIM, hoping that it will lead to an increase in student learning and teacher performance, is a serious but common misconception. Implementation science suggests that people often move through predictable stages when enacting a new curriculum over multiple years. While every district is unique, the stages of the journey are the same.

EXPLORATION: Review and select HQIM with input from key stakeholders.

ADOPTION: Teachers have access to HQIM. Leaders establish systems and structures to support implementation.

YEAR 1 **YEAR 2** **YEAR 3** **YEAR 4+**

INSTALLATION: Teachers have access to HQIM. Leaders establish systems and structures to support implementation.

INTEGRITY: HQIM become integrated into regular practices, policies, and procedures; teachers skillfully use HQIM.

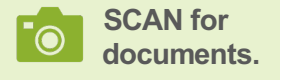
SUSTAINABILITY: Teachers take full ownership of students' need drive smart use and their voice.

EXPLORATION
Curriculum adoption can sometimes strike panic in educators and administrators district wide. It is this first step correct - **WHAT** you select and **HOW** you select them matters. Adopting a new curriculum with many steps and stakeholders to consider.

INSTALLATION
When stakeholders understand how the HQIM connects to the academic vision and will ensure grade-level content by the **END OF THE YEAR**, they are more likely to be invested in its long-term stakeholders early and often, to ensure they understand the curriculum's approach and ambassadors for the materials in their schools. Most importantly, ensure teachers have enough meaningful, initial training on the adopted curriculum.

Implementation Timeline > 1

Timeline



SCAN for documents.

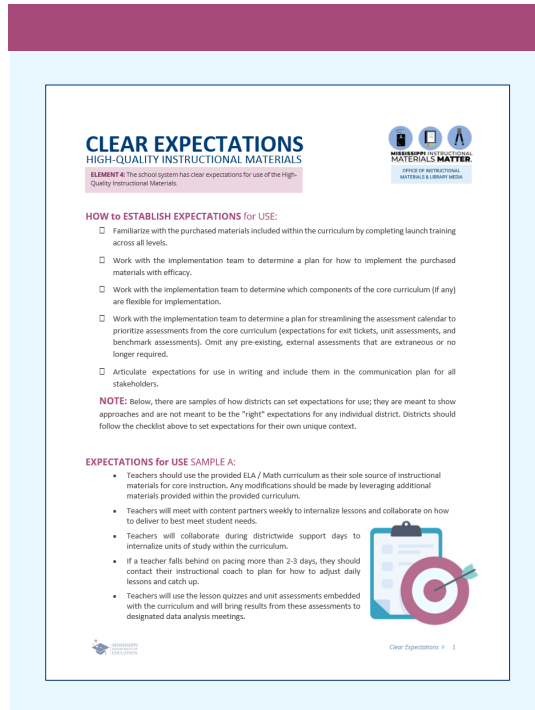


Link msinstructionalmaterials.org/selecting-materials



From Theory to Action: *Elements 4, 5, and 8 Toolkit Materials*

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CLEAR EXPECTATIONS
HIGH-QUALITY INSTRUCTIONAL MATERIALS

ELEMENT 4: The school system has clear expectations for use of 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.

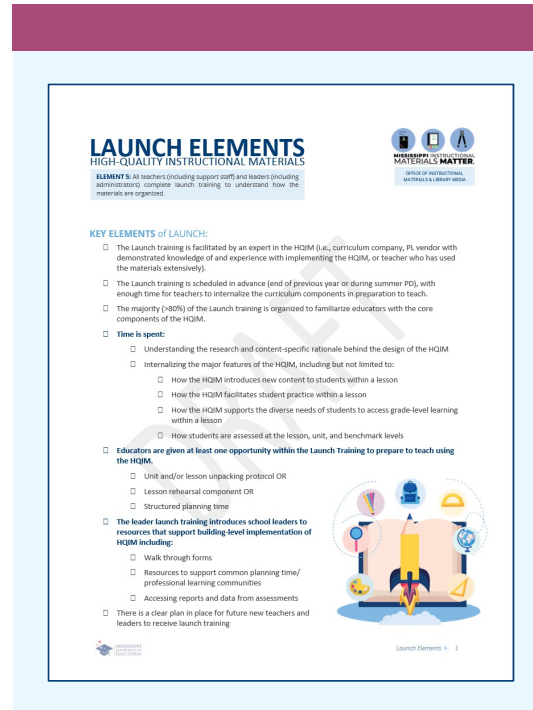
NOTE: below, there are samples of how districts can set expectations for use; they are meant to show approaches and are not meant to be the "right" expectations for any individual district. Districts should follow the checklist above to set expectations for their own unique context.

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 within the curriculum and will bring results from these assessments to designated data analysis meetings.

Clear Expectations > 1

Sample Expectations



LAUNCH ELEMENTS
HIGH-QUALITY INSTRUCTIONAL MATERIALS

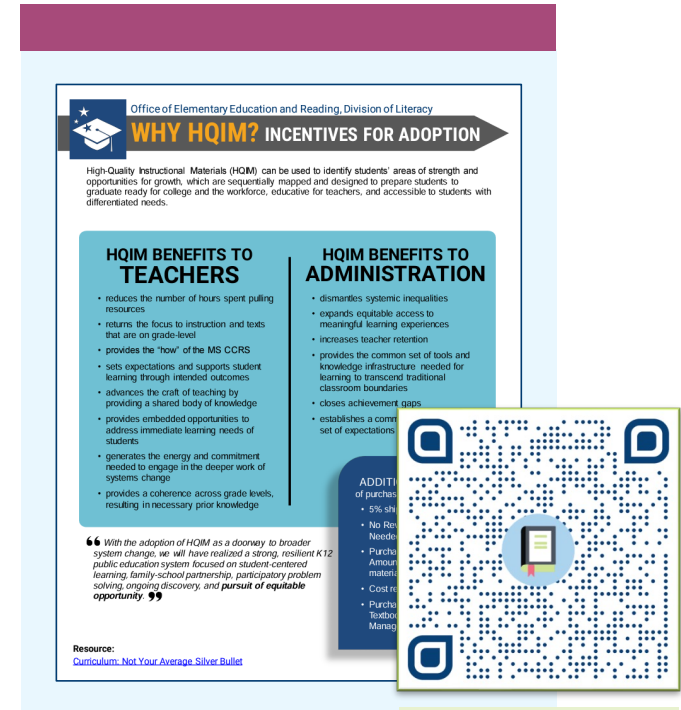
ELEMENT 5: All teachers (including support staff) and leaders (including administrators) complete launch training to understand how the materials are organized.

KEY ELEMENTS of LAUNCH:

- The Launch training is facilitated by an expert in the HQIM (i.e., curriculum company, PL vendor with demonstrated knowledge of and experience with implementing the HQIM, or teacher who has used the materials extensively).
- The Launch training is scheduled in advance (end of previous year or during summer PD), with enough time for teachers to internalize the curriculum components in preparation to teach.
- The majority (≥80%) of the Launch training is organized to familiarize educators with the core components of the HQIM.
- **Time is spent:**
 - Understanding the research and content-specific rationale behind the design of the HQIM
 - Internalizing the major features of the HQIM, including but not limited to:
 - How the HQIM introduces new content to students within a lesson
 - How the HQIM facilitates student practice within a lesson
 - How the HQIM supports the diverse needs of students to access grade-level learning within a lesson
 - How students are assessed at the lesson, unit, and benchmark levels
- **Educators are given at least one opportunity within the Launch Training to prepare to teach using the HQIM.**
 - Unit and/or lesson unpacking protocol OR
 - Lesson rehearsal component OR
 - Structured planning time
- **The leader launch training introduces school leaders to resources that support building-level implementation of HQIM including:**
 - Walk through forms
 - Resources to support common planning time/ professional learning communities
 - Accessing reports and data from assessments
- There is a clear plan in place for future new teachers and leaders to receive launch training

Launch Elements > 1

Key Elements of Launch



Office of Elementary Education and Reading, Division of Literacy

WHY HQIM? INCENTIVES FOR ADOPTION

High-Quality Instructional Materials (HQIM) can be used to identify students' areas of strength and opportunities for growth, which are sequentially mapped and designed to prepare students to graduate ready for college and the workforce, educative for teachers, and accessible to students with differentiated needs.

HQIM BENEFITS TO TEACHERS

- reduces the number of hours spent pulling resources
- returns the focus to instruction and texts that are on grade-level
- provides the "how" of the MS CCSS
- sets expectations and supports student learning through intended outcomes
- advances the craft of teaching by providing a shared body of knowledge
- provides embedded opportunities to address immediate learning needs of students
- generates the energy and commitment needed to engage in the deeper work of systems change
- provides a coherence across grade levels, resulting in necessary prior knowledge

HQIM BENEFITS TO ADMINISTRATION

- dismantles systemic inequalities
- expands equitable access to meaningful learning experiences
- increases teacher retention
- provides the common set of tools and knowledge infrastructure needed for learning to transcend traditional classroom boundaries
- closes achievement gaps
- establishes a common set of expectations

ADDITIONAL BENEFITS:

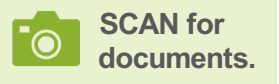
- No Re-Needed
- Purchase Amount
- Cost
- Purchase Textbook
- Manual

Resource:
Curriculum: *Not Your Average Silver Bullet*

QR Code:

Quote: "With the adoption of HQIM as a doorway to broader system change, we will have realized a strong, resilient K12 public education system focused on student-centered learning, family-school partnership, participatory problem solving, ongoing discovery, and pursuit of equitable opportunity."

Additional MDE Toolkit Materials



Link msinstructionalmaterials.org/selecting-materials





TURN & TALK

- Complete the Frayer Model on Jamboard for the assigned resource



Breakout Room Discussion



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Wrap-Up Talk

What other resources do you need to feel secure about Elements 3,4,5 and 8?



Put Comments and Additional Questions in Chat



MS Materials Matter: Translating Great Materials into Great Instruction Session 3

FRIDAY, APRIL 5, 2024, 9:30 – 10:30AM




[Sign Up](#)

The MDE, Office of Instructional Materials and Library Services, is offering a one-hour virtual training designed for administrators, curriculum directors, and lead teachers that focuses on the Eight Elements of Effective Implementation of High-Quality Instructional Materials. This 5-part series focuses on best practices for implementing adopted high-quality instructional materials in the classroom.

Online Location

Microsoft TEAMS

Event Type

 Virtual Professional Development

Role

General Education Teacher, Curriculum Coordinator, Elementary Principal, FP Director, High School Principal, Lead Teacher, Middle School Principal, Superintendent

Grade Level

K-2, 3-5, 6-8, 9-12

Registration Contact Information See information below

MDE Contact Name

Elizabeth Simmons

MDE Contact Phone

601-359-2448

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Funding Restriction

This event is being funded with state and/or federal funds and is being provided for employees of school districts, employees of the Mississippi Department of Education and Department contractors. Mississippi Constitution Article 4, Section 66 prohibits governing authorities from making donations. According to the Mississippi Attorney General, once federal funds are turned over to the state, the rules for the expenditure of state funds apply. Based on the Mississippi law, this event is not being provided for third party vendors or external providers.

Link

teams.microsoft.com...



SCAN to register



tinyurl.com/HQIMSession3



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