

MS Materials Matter

Translating Great Materials into Great Instruction

mdek12.org

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Instructional Materials and Library Media Director



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DEPARTMENT OF
EDUCATION



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

EVERY School Has Effective Teachers and Leaders

4



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

5



EVERY School and District is Rated "C" or Higher

6



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



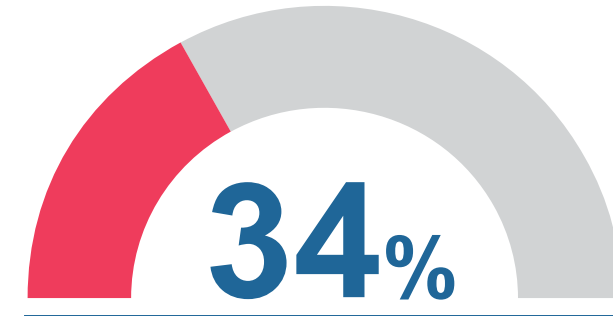
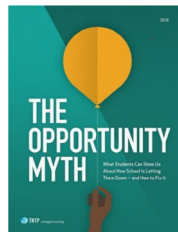
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visit site**



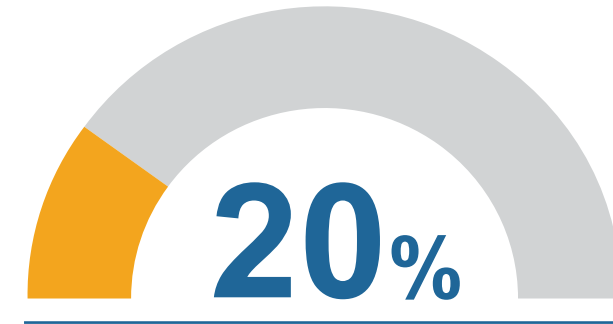
FAR TOO FEW
students leave their
K–12 experience equipped
with the knowledge
and skills to succeed.

TNTP. (2018). The Opportunity Myth: What Students Can Show Us About How School Is Letting Them Down—and How to Fix It.

https://tntp.org/assets/documents/TNTP_The-Opportunity-Myth_Web.pdf



District assignments
are on grade level



Teacher created/selected
assignments are on grade level

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

From Theory to Action Part 2:
Tools for Elements 6 and 7

2

Sharing the Message:
Key Communications about HQIM
(Role Play Activity)

HQIM SESSION 3

Deep Dive 8 Elements and Tools


Implementation Series Session 3 Topics

1. From Theory to Action Part 2: Tools for Elements 6 and 7
2. Sharing the Message: Key Communications about HQIM

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

Section 1: From Theory to Action Part 2
Part 1: Elements 3, 4, 5, and 8

| ELEMENTS | LEVELS | | |
|--|--|--|---|
| | NOT YET IMPLEMENTED | PARTIALLY IMPLEMENTED | FULLY IMPLEMENTED |
| ELEMENT 6: The system and school team supports collaborative planning using HQIM | There is no support for collaborative planning (unit launch, lesson prep, student work analysis) OR Collaborative planning does not incorporate attention to the high-quality instructional materials | Leaders support some parts of collaborative planning (unit launch, lesson prep, student work analysis) | Leaders support all parts of collaborative planning (unit launch, lesson prep, student work analysis) |
| ELEMENT 7: The system and school team supports observation and feedback connected to HQIM | There is no support for observation and feedback OR Observation and feedback routines do not incorporate attention to the high-quality instructional materials | Leaders support observation and feedback with some connection to high-quality instructional materials | Leaders consistently review instructional materials before observing lessons Leaders provide targeted feedback that reflects an understanding of the materials |



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Instructional Materials and Library Media
HQIM Session 3 Note Catcher



Note Catcher



Scenarios

HQIM SESSION 3

Practice Scenarios

Directions:


With your partner, review the key messages and the scenarios that follow. Then, craft a response based on your role and role-play a conversation based on that scenario. If you are role-playing as a representative from MDE, be sure to include elements of the key messages in your response.

- 5 minutes: Read and plan a response.
- 3 minutes: Role play the conversation.

Key Messages for HQIM Adoption and Implementation:


1. Mississippi Department of Education's vision is 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.
2. High-Quality Instructional Materials (HQIM) are materials that have been vetted and adopted by the state. The state list only includes HQIM. Districts use the state list to make decisions for their local community.
3. High-Quality Instructional Materials are the foundation for strong learning for all students. Implemented effectively, HQIM facilitates access to grad with embedded supports and extensions for all students. This supports the Mississippi student graduating from high school ready for college and career.
4. High-Quality Instructional Materials empower teachers. Teaching is challenging, but HQIM makes it easier. HQIM frees up teachers to spend valuable time honing their craft and engaging students rather than searching for lesson materials.


KEY MESSAGES LINK: msinstructionalmaterials.org/resources/about/



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Instructional Materials and Library Media
HQIM Session 3 Scenarios



 **SCAN for documents**



Link msinstructionalmaterials.org/selecting-materials

Implementing the Materials Matter Message:

Elements 6 and 7



ELEMENT 6: The system and school team supports collaborative planning using high-quality instructional materials

ELEMENT 7: The system and school team supports observation and feedback connected to high-quality instructional materials



Link msinstructionalmaterials.org/selecting-materials

| IMPLEMENTATION | NOT YET IMPLEMENTED | PARTIALLY | FULLY |
|---|--|---|--|
| ELEMENT 6: The system and school team supports collaborative planning and preparation using high-quality instructional materials | <ul style="list-style-type: none">• There is NO support for collaborative planning and preparation (unit launch, lesson prep, student work analysis)• OR collaborative planning and preparation does NOT incorporate attention to the high-quality instructional materials | <ul style="list-style-type: none">• Leaders support SOME parts of collaborative planning and preparation (unit launch, lesson prep, student work analysis) | <ul style="list-style-type: none">• Leaders support ALL parts of collaborative planning and preparation (unit launch, lesson prep, student work analysis) |



Link <https://tinyurl.com/LiteracyElement6>

| IMPLEMENTATION | NOT YET IMPLEMENTED | PARTIALLY | FULLY |
|--|---|--|---|
| ELEMENT 7: The system and school team supports observation and feedback connected to high-quality instructional materials | <ul style="list-style-type: none">There is NO support for observation and feedbackOR observation and feedback routines do NOT incorporate attention to the high-quality instructional materials | <ul style="list-style-type: none">Leaders support observation and feedback with SOME connection to high quality instructional materials | <ul style="list-style-type: none">Leaders CONSISTENTLY review instructional materials before observing lessonsLeaders provide TARGETED feedback that reflects an UNDERSTANDING of the materials |



TURN & TALK

- What would you expect to see from a system that has fully implemented Elements 6 and 7?
- Why did we group these elements for this training?



From Theory to Action

Part 2



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**

COLLABORATIVE PREP

HIGH-QUALITY INSTRUCTIONAL MATERIALS

ELEMENT 6: The system and school team supports collaborative planning using HQIM.

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SHIFTING from PLANNING to PREPARING:

SUPPORTING COLLABORATIVE PREPARATION with a FOCUS on HQIM:

- Structure the master schedule to include protected time weekly for teachers to meet as a team to internalize the HQIM.
- Set the expectation and commitment that a member of the school leadership team regularly attends collaborative planning and preparation alongside teachers.
- Designate a facilitator of the collaborative planning and preparation time.
- Use a set of protocols to support teachers' intellectual preparation (unit unpacking, lesson unpacking, lesson rehearsal, looking at student work protocol).
- Provide regular feedback to the leader of the collaborative planning and preparation regarding their facilitation and use of the protocols.
- Calibrate as a team to set and monitor expectations for collaborative planning and preparation.

Collaborative Prep > 1

Collaborative Preparation

UNIT INTERNALIZATION

HIGH-QUALITY INSTRUCTIONAL MATERIALS

ELEMENT 6: The system and school team supports collaborative planning using HQIM.

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PURPOSE

Teacher planning and preparation has a significant impact on student achievement. This resource provides a process for internalizing the goals of an ELA unit, getting familiar with the texts in the unit, backwards planning from what students will need to know to be successful with the assessments in the unit, and thinking through how to support students to reach the benchmark of success.

OUTCOMES

Teachers will deepen their understanding of a unit in order to prepare for and deliver high-quality instruction by:

- articulating the unit's focus (content and skill);
- analyzing the unit's assessments and determining what students need to know and do to be successful;
- deeply examining the texts through the lens of a reader and a teacher; and
- planning for the background knowledge building and fluency practice that will support all students, particularly focus students.¹

PROCESS

STEP 1: ORIENT THE UNIT AT A HIGH LEVEL

Action Steps:

- Read the Unit Goal
- Skim the Text list
- Read the Performance Task prompt at the end of the unit
- Skim the standards within the unit

| Guiding Questions and Considerations | Notes |
|---|-------|
| In your own words, what are the big ideas/essential questions in this unit? | |
| What are some milestones on the path to growing up? | |
| What knowledge of the world will students gain through reading, writing, speaking, and critical thinking? | |

¹ Focus students are those students who need the greatest support to access the content being taught, relative to their classmates. Focus student identification can and will be dynamic.

ELA Unit Internalization > 1

ELA Unit Internalization

UNIT INTERNALIZATION

HIGH-QUALITY INSTRUCTIONAL MATERIALS

ELEMENT 6: The system and school team supports collaborative planning using HQIM.

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PURPOSE

Teacher planning and preparation has a significant impact on student achievement. This resource provides a process for internalizing the goals of mathematics unit, understanding the big ideas of the unit, how the content progresses and what strategies, models and representations are being used to build student understanding.

OUTCOMES

Teachers will deepen their understanding of a unit in order to prepare for and deliver high-quality instruction by:

- articulating the unit's focus (content and skill);
- analyzing the unit's assessments and determining what students need to know and do to be successful; and
- deeply examining the problems through the lens of a student and a teacher.

PROCESS

STEP 1: UNDERSTAND THE BIG IDEAS OF THE UNIT

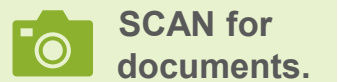
Action Steps:

- Read the unit overview and identify how the unit progresses to building student learning from lesson to lesson
- Review the district scope and sequence and note which days you will be teaching lessons and administering assessments
- Write 1-2 sentences to describe the key mathematical understandings for each big topic

| Guiding Questions and Considerations | Notes |
|--|-------|
| What seems to be the big ideas of this unit? | |
| What strategies, models and/or representations will students be using in this unit to build their understanding? | |
| What possible connections do you see between the content of this unit and the content of previous or upcoming units? | |
| How does the order of the learning support students in understanding the big ideas of the unit? | |

Math Unit Internalization > 1

Math Unit Internalization



Link msinstructionalmaterials.org/selecting-materials

What is internalization? The preparation process by which teachers study the unit to deeply understand what students are expected to learn, how students will be assessed, and the arc of learning over the course of a unit. Teachers engage in this process collaboratively or with a coach prior to teaching each unit, and it sets up the work they will do over the course of teaching the unit. During internalization, teachers identify lessons they may want to focus on and key student tasks they want to analyze throughout the unit to know how students are progressing.

LINK: <https://tinyurl.com/LiteracyHQIMVocab>



Put Comments and Additional Questions in Chat

OBSERVATION & FEEDBACK HIGH-QUALITY INSTRUCTIONAL MATERIALS

ELEMENT 7: The system and school team supports observation and feedback connected to HQIM.



SUPPORT OBSERVATION and FEEDBACK CONNECTED to HQIM:

- ☐ Prepare to deliver feedback rooted in the HQIM:
 - ☐ Familiarize with the expected pacing for the grade level
 - ☐ Review the unit and lesson plan and familiarize with the texts, problems, or tasks for the lesson
 - ☐ Visit classrooms with the lesson plan from the HQIM in hand
- ☐ Use a consistent walk-through form connected to the adopted HQIM.
- ☐ Set a consistent schedule for classroom walk-throughs, observation, and feedback.
- ☐ Set priorities for instruction based on the implementation of the HQIM.
- ☐ Provide teachers with regular feedback on their implementation of the HQIM based on the instructional priorities.
- ☐ Collect schoolwide trends and take part in collaborative preparation and professional development based on areas of strength and need.

OBSERVATIONS are NOT LIMITED to CLASSROOM INSTRUCTION ALONE.

- Observations can include:
 - Module or unit studies
 - Grade-level Professional Learning Communities
 - Coaching meetings
 - Professional Development sessions
 - Teacher and student conversations
- Adopted HQIMs have ready-to-use observation tools to help leaders to:
 - Observe classroom instruction using materials
 - Maintain a focus area for the observation
 - Provide detailed feedback on HQIM instruction



TIMELY FEEDBACK

- Feedback that is timely is crucial to the success of HQIM implementation.
 - Are teachers aware of their delivery of specific routines within the HQIM?
 - Are teachers utilizing the materials the way they are intended?
 - Are teachers prepared in advance through internalization of the lessons and module/unit?



Observation and Feedback 1

HQIM Walk Through

LEARNING WALK PROTOCOL K-3

DATE: _____



TEACHER: _____
GRADE: _____
OBSERVER: _____

Purpose: The purpose of a learning walk is to provide an opportunity for administrators and the literacy coach to obtain a brief snapshot of the classroom by collecting evidence based on specific areas using a valuable tool to observe: 1) instruction (application of structured literacy concepts), 2) instruction (instructional strategies), 3) classroom atmosphere and preparation of HQIM materials, 4) writing and Tier 1 teacher-led small groups and stations.

| INSTRUCTION PART 1: APPLICATION OF STRUCTURED LITERACY CONCEPTS | | NOTES/EVIDENCE |
|--|---|--|
| PHONIC AWARENESS Whole group for K-1 Differentiated instruction for 2-3 | <input type="checkbox"/> Targets appropriate phonological awareness and word recognition skills (e.g., syllables, onset-rime, initial phoneme identification, phoneme isolation, blending, segmenting, substitution, deletion, reversal) for age and skill level of group <input type="checkbox"/> Models right to left; students view left to right <input type="checkbox"/> Explicitly and accurately labels the linguistic vocabulary being taught and provides appropriate examples <input type="checkbox"/> Includes multisensory approach (e.g., hand motions, tapping, movement, use of sand or other manipulatives) <input type="checkbox"/> Uses words in oral language that students know, or teacher incidentally defines to enhance meaning | <input type="checkbox"/> Strong Evidence <input type="checkbox"/> Observed <input type="checkbox"/> Needs Attention <input type="checkbox"/> Not Observed |
| | <input type="checkbox"/> Targets appropriate word-recognition skills for grade and skill level <input type="checkbox"/> Follows explicit, systematic lesson plan <input type="checkbox"/> Includes multisensory blending and reading activities (e.g., hand motions, sand, objects to move during blending) <input type="checkbox"/> Explicitly and accurately labels the linguistic vocabulary being taught and provides appropriate examples <input type="checkbox"/> Uses routines, cards, strategies, or signals throughout lesson to help students distinguish, name, remember and write sounds and letters <input type="checkbox"/> Fluency is embedded throughout instruction | <input type="checkbox"/> Strong Evidence <input type="checkbox"/> Observed <input type="checkbox"/> Needs Attention <input type="checkbox"/> Not Observed |

Strong Evidence- Effectively Implemented; Observed- Compliant; Needs Attention-Occurring, but Weak

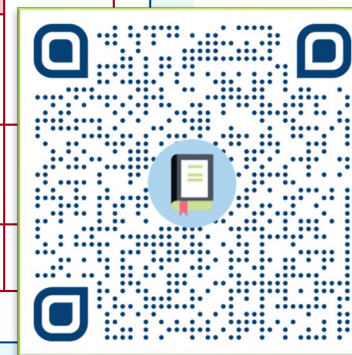
Literacy Learning Walk

MATHEMATICS INSTRUCTIONAL OBSERVATION PROTOCOL (3-12)



TEACHER: _____
COURSE/GRADE: _____
OBSERVER: _____
DATE: _____

| EVIDENCE | CORE ACTION 1: Instructional Shifts for Mathematics | NOTES |
|---|--|-------|
| Ensure the work of the enacted lesson reflects the Focus, Coherence, and Rigor required by the MS College- and Career-Readiness Standards (MS CCRS) for Mathematics. | | |
| Focus: The enacted lesson and instruction focus on the grade-level content standard(s) or unit(s). | | |
| <input type="checkbox"/> Strong Evidence <input type="checkbox"/> Partial Evidence <input type="checkbox"/> No Evidence <input type="checkbox"/> Not Observed | <input type="checkbox"/> The current grade-level MS CCRS of focus are posted and referred to throughout the lesson. <input type="checkbox"/> "I can"/learning goal statements are aligned to focus standard(s). <input type="checkbox"/> Tasks, tools, anchor charts, word walls, and other instructional materials align with the focus standard(s). | |
| Coherence: The enacted lesson and instruction appropriately relates new content to math content within or across grades. | | |
| <input type="checkbox"/> Strong Evidence <input type="checkbox"/> Partial Evidence <input type="checkbox"/> No Evidence <input type="checkbox"/> Not Observed | <input type="checkbox"/> The teacher uses systematic and explicit instruction that includes: <input type="checkbox"/> relating prior skills/prerequisites to the development of grade-level concepts <input type="checkbox"/> integration of necessary and supporting grade-level concepts, knowledge, and skills <input type="checkbox"/> sequential progression of concept development. <input type="checkbox"/> making or building upon real-world connections. | |
| Rigor: The enacted lesson and instruction intentionally target the aspect(s) of rigor called for by the standard(s) being addressed. | | |
| <input type="checkbox"/> Strong Evidence <input type="checkbox"/> Partial Evidence <input type="checkbox"/> No Evidence <input type="checkbox"/> Not Observed | Conceptual Understanding —see the MS CCRS including terms such as understand, recognize, or interpret <input type="checkbox"/> The teacher makes the mathematics of the lesson explicit by using representations, examples, multiple pathways to solutions, explanations, and/or classroom discourse. <input type="checkbox"/> The teacher checks for understanding throughout the lesson using informal but deliberate methods (e.g., questioning, assigning short problems, etc.). <input type="checkbox"/> Students access concepts from multiple perspectives to see math as more than a set of mnemonics or discrete procedures. | |
| <input type="checkbox"/> Strong Evidence <input type="checkbox"/> Partial Evidence <input type="checkbox"/> No Evidence <input type="checkbox"/> Not Observed | Procedural Skill and Fluency —see MS CCRS including terms such as fluently, find, or solve <input type="checkbox"/> Students are provided the opportunity to develop a conceptual understanding of the operation(s) <input type="checkbox"/> Student solution methods are based on mathematics principles, not mnemonics or tricks. <input type="checkbox"/> Students are given an extensive opportunity to develop speed and accuracy with core function calculations in preparation for more complex concepts and procedures. | |
| <input type="checkbox"/> Strong Evidence <input type="checkbox"/> Partial Evidence <input type="checkbox"/> No Evidence <input type="checkbox"/> Not Observed | Application —see MS CCRS including phrases such as word problems or real-world problems <input type="checkbox"/> Students apply mathematical knowledge in real-world problem-solving situations. <input type="checkbox"/> A variety of student-solution methods are shared and examined together to support understanding. | |



Math Learning Walk



SCAN for documents.



Link msinstructionalmaterials.org/selecting-materials



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Sharing the Message

What key communications can we share about HQIM in our work?

High-Quality Instructional Materials (HQIM) are materials that have been vetted and adopted by the state. The state list only includes HQIM.



| msinstructionalmaterials.org



HQIM will help
students at all levels.

HQIM are the
foundation for strong
learning opportunities
for students and support
for teachers.

HQIM helps
teachers make
the best use of
their time.



Link msinstructionalmaterials.org/resources/about/



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Directions

- ✓ Review the key messages and scenarios
- ✓ Determine roles
- ✓ Plan a response
- ✓ Practice the response



Scenario 1:

Partner A is a Superintendent and Partner B is an MDE Representative. The Superintendent has reached out to MDE to ask for clarification about the HQIM list and whether it is required for the district to select an HQIM from the list.

- The Superintendent for the last two years in a mid-sized rural district that performs at the state average.
- He asked teachers to select an HQIM from the state-adopted list for purchase. He does not think that there are enough options based on feedback he has received from his teachers.
- The district wants to continue using the old literacy curriculum that is based on leveled texts and centers worksheets based on teacher feedback.
- The district has been using the old literacy curriculum for the last 15 years and has gotten steady, moderate results on the state assessment.

PLANNING SPACE FOR PARTNER A:

What is your core motivation as the Superintendent?

What are you hoping to achieve from the conversation?

Script your initial ask to MDE:

PLANNING SPACE FOR PARTNER B:

What is your stance and goal for the conversation?

Which key messages can you use to support your stance?

Script your response to the Superintendent's ask:

Role Play the Conversation!



SCAN for documents.



Link msinstructionalmaterials.org/selecting-materials



Partner A: What is your core motivation as the Superintendent?



Partner A: What are you hoping to achieve from the conversation?



Partner B: What is your stance and goal for the conversation?



Partner B: Which key messages can you use to support your stance?



Directions

- ✓ Review the key messages and scenarios
- ✓ Determine roles
- ✓ Plan a response
- ✓ Practice the response



Scenario 2:

Partner B is a school principal, Partner A is a representative from MDE. The principal has reached out to MDE because he would like to partner to adjust the scope and sequence for his school's math HQIM.

- The district selected Illustrative Math and have implemented the HQIM for one year.
- The principal reports that the school implemented the program with integrity but now wants to make some adjustments to the scope and sequence based on teacher feedback that the pacing is aggressive, and they can't teach all the content before the end of the year. The teachers also disagree with the order of the units.
- The district's results on the state assessment were the same pre- and post-implementation of HQIM.
- The principal would like support from MDE in making decisions about how to rearrange the HQIM's scope and sequence for grades 6-8 to better meet the needs of students and teachers based on the data.

PLANNING SPACE FOR PARTNER B:

What is your core motivation as the principal?

What are you hoping to achieve from the conversation?

Script your initial ask to MDE:

PLANNING SPACE FOR PARTNER A:

What is your stance and goal for the conversation?

Which key messages can you use to support your stance?

Script your response to the Principal's ask:

Role Play the Conversation!



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Partner B: What is your core motivation as the Principal?



Partner B: What are you hoping to achieve from the conversation?



Partner A: What is your stance and goal for the conversation?

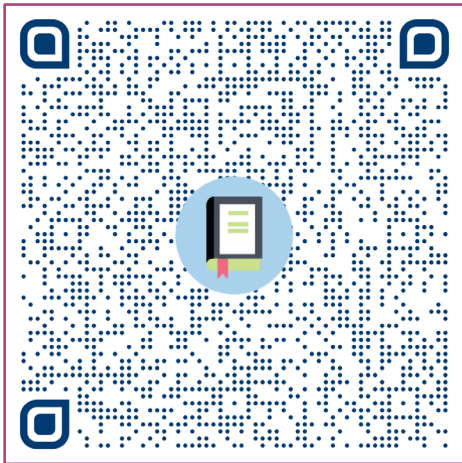


Partner A: Which key messages can you use to support your stance?





Wrap-Up Talk



Complete the Exit Ticket for
Elements 6 and 7

MS Materials Matter: Translating Great Materials into Great Literacy Instruction Session 4

FRIDAY, APRIL 12, 2024, 9:30 – 11AM



MISSISSIPPI INSTRUCTIONAL MATERIALS MATTER.


[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

MDE Contact Email

esimmons@mdek12.org

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/HQIMSessionELA



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MS Materials Matter: Translating Great Materials into Great Math Instruction Session 5

FRIDAY, APRIL 19, 2024, 9:30 – 11AM



Sign Up

MISSISSIPPI INSTRUCTIONAL MATERIALS MATTER.

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

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Link

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tinyurl.com/HQIMSessionMath



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PARTNERS

To subscribe, send a message to esimmons@mdek12.org with “subscribe textbook” as the subject of the email.

Please include name, role, and name of school and district.



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