

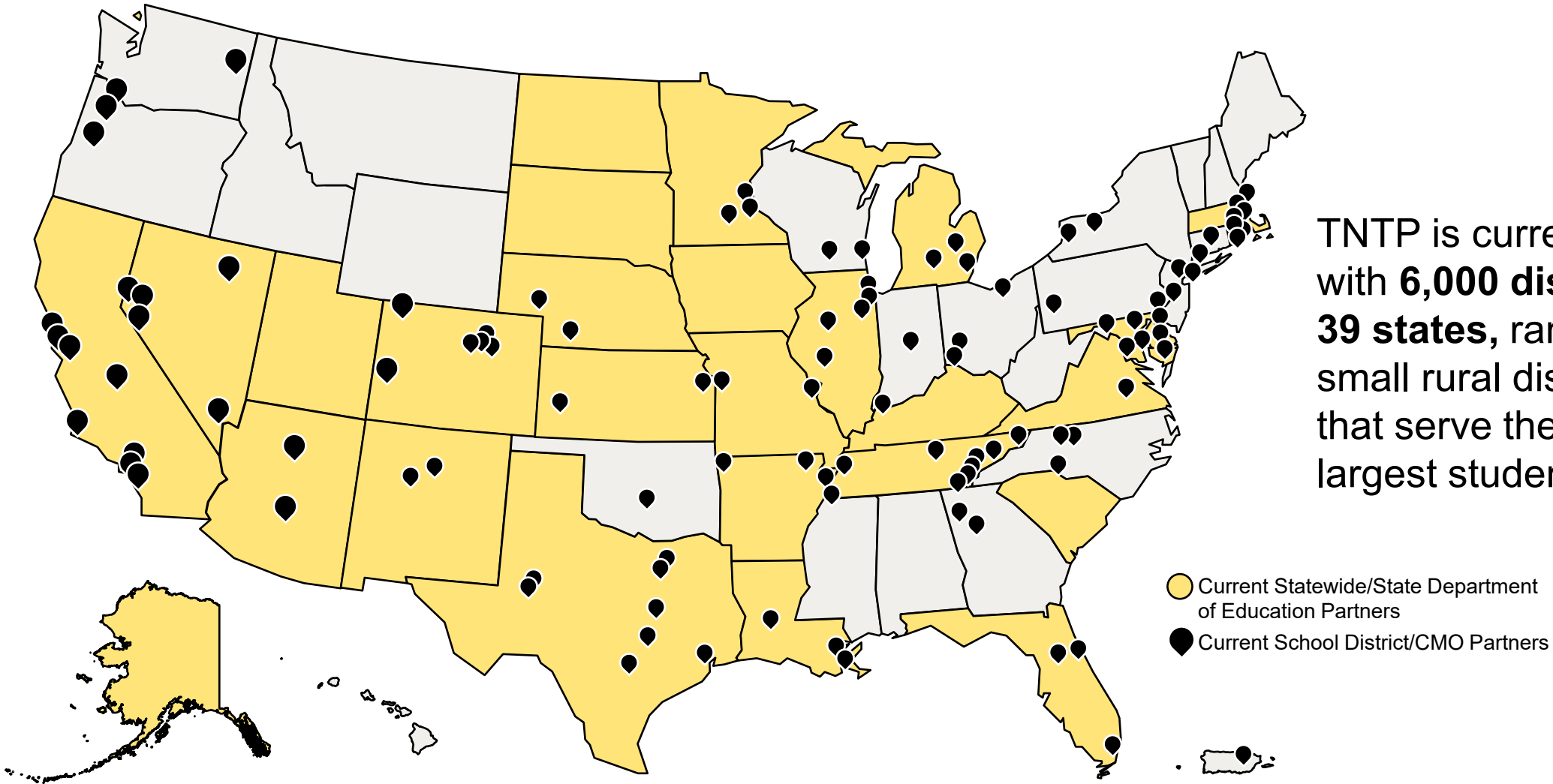
Highlighting Opportunity:

***High-Quality Instructional Materials in Service of
Quality Instruction***

Welcome!
Thank you for being here!

TNTP believes all young people should be equipped to access multiple pathways to academic, economic, and social mobility and ultimately thrive in life, careers, and democracy.

Supporting PK-12 public education nationally



TNTP is currently partnering with **6,000 districts** across **39 states**, ranging from small rural districts to those that serve the nation's largest student populations.



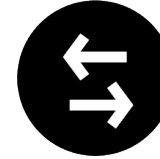
**TNTP brings research,
policy, and consulting
together to transform
America's public
education system.**



Research



Policy



Consulting

Students read together in ELA class at
J.M. Ullom Elementary in Las Vegas.

About TNTP | 5



Session Objectives




**Highlight
findings from
*The Opportunity
Myth & The
Opportunity
Makers.***



**Connect High-
Quality
Instructional
Materials (HQIMs)
to School
Improvement.**



**Describe how
standards,
HQIMs, and
Curriculum-Based
Professional
Learning can
Lead to Quality
Instruction.**



THE OPPORTUNITY MYTH

What Students Can Show Us
About How School Is Letting
Them Down—and How to Fix It

#THEOPPORTUNITYMYTH

opportunitymyth.tntp.org

TNTP's latest report, *The Opportunity Myth*, examines the quality of students' academic experiences in school—and its effect on their long-term success.



At the heart of this report are real students, their aspirations and dreams, and how school sets them up—or doesn't—to reach those goals.

For many students, the answer is no. Nationwide, nearly 70 percent of high school graduates go on to college—but far fewer are succeeding once they get there.



Graduates who opt for a career straight out of high school aren't faring much better. Many employers report that high school graduates enter their roles missing the skills they need to do their jobs well.

Students expect that school will set them up to meet their goals if they do what's asked of them—and they generally do just that.



88% of the time, students are working on activities related to class

71% of the time, students met the expectations of assignments they're given

83% earned As, Bs, and Cs in English language arts

78% earned As, Bs, and Cs in math

SOURCE: Student surveys (for time on task); Student work samples (for meeting assignment expectations); District extant data (for grades)

Low expectations contribute to a mismatch between grades students receive and their actual readiness to meet their long-term goals.

Among B students in math and English courses...



65%

were not at grade-level on grade 3-8 state tests. 94% of C students and 29% of A students were not at grade-level.



52%

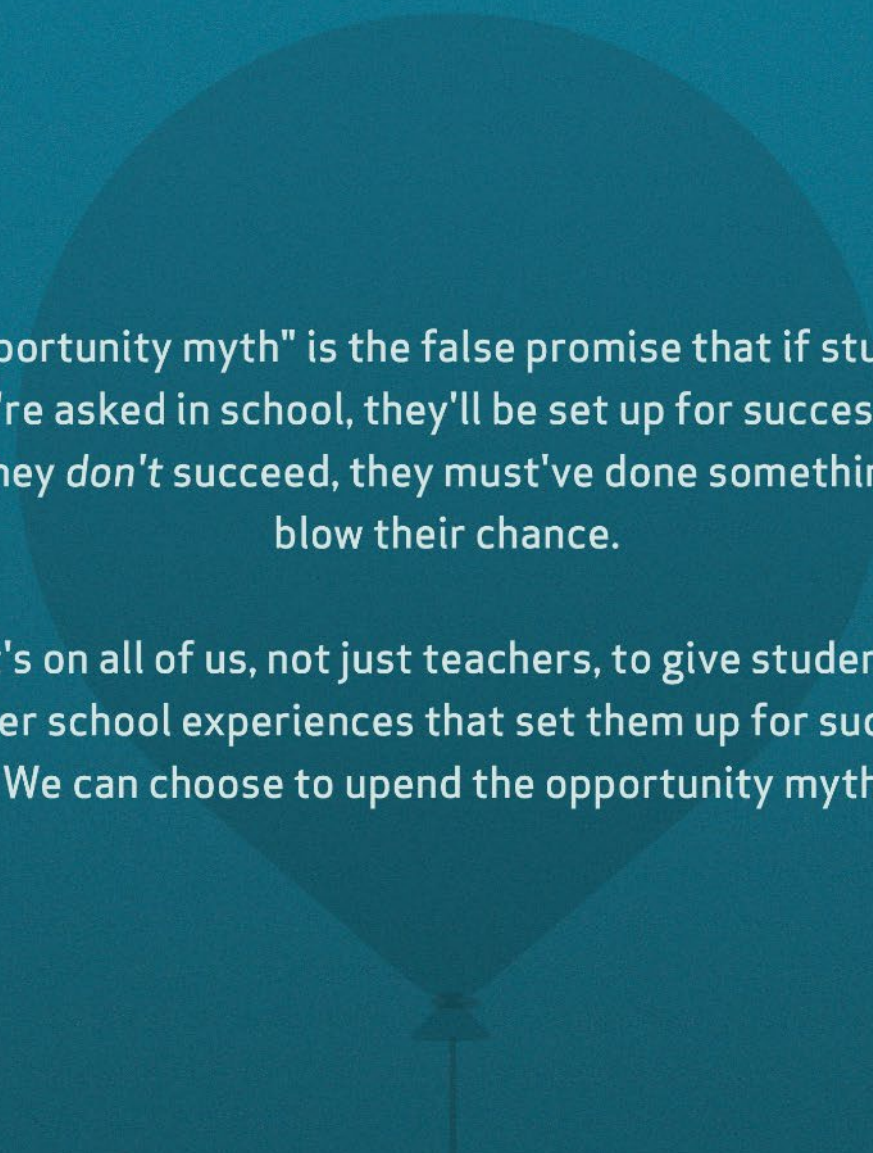
did not meet the ACT or SAT's benchmark for college readiness. 77% of C students and 18% of A students did not meet the benchmark.



80%

did not pass the AP test. 91% of C students and 50% of A students did not pass the AP test.

SOURCE: District-provided grades and assessment scores



The "opportunity myth" is the false promise that if students do what they're asked in school, they'll be set up for success—and that if they *don't* succeed, they must've done something to blow their chance.

It's on all of us, not just teachers, to give students better school experiences that set them up for success.
We can choose to upend the opportunity myth.

But most students get those chances far too infrequently.
We found four key resources that influence a student's school
experience and outcomes.

1 Consistent opportunities
to work on
**GRADE-APPROPRIATE
ASSIGNMENTS**

2 **STRONG INSTRUCTION,**
where students do
most of the thinking
in a lesson

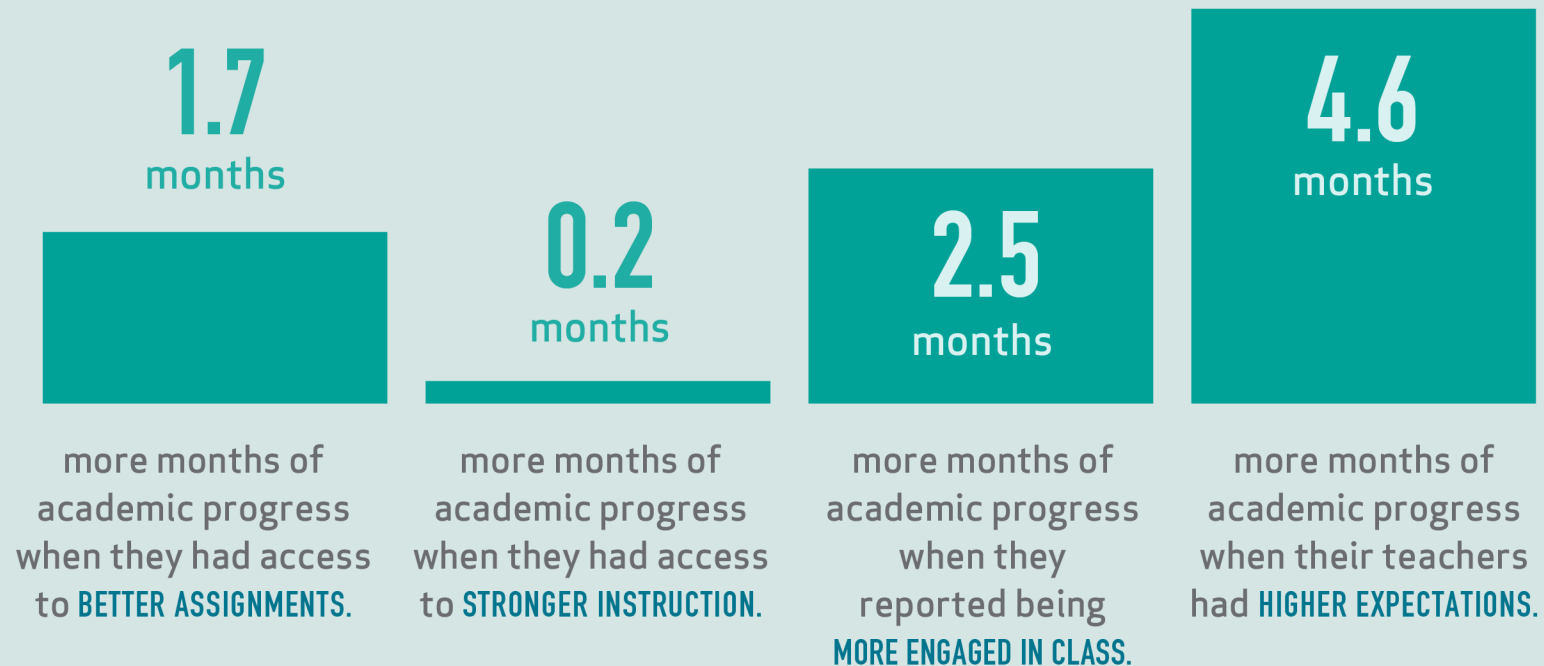
3 **DEEP ENGAGEMENT**
in what they're
learning

4 Teachers who hold
HIGH EXPECTATIONS
for students and
believe they can
meet grade-level
standards

Unfortunately, these resources are few and far between for most students
—and *particularly* for students of color, those from low-income families,
English language learners, and students with mild to moderate disabilities.

These four resources make a difference.
When students get greater access to them, their outcomes improve.

In our sample, all students made:



SOURCE: Value-added models

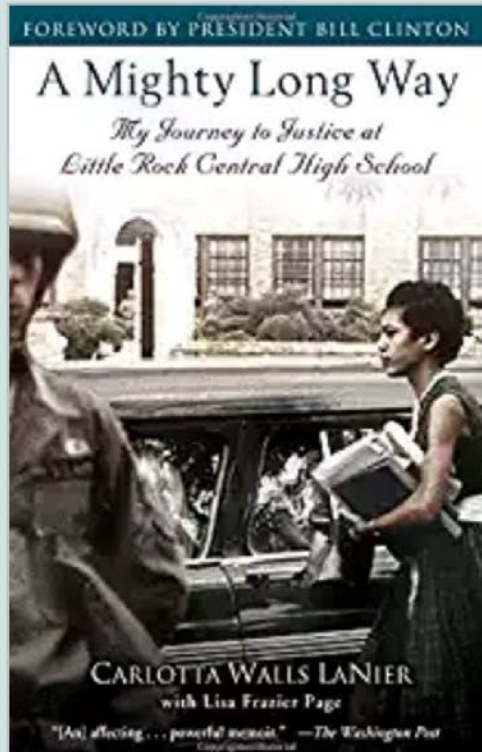
...That's especially true for students who started the year below grade-level.

In our sample, students who started the year performing substantially below average made:



SOURCE: Value-added models

Assignment quality varied widely.
Some students—like the eighth graders in this language arts class—
did have the opportunity to grapple with high-quality assignments.



 Education

GRADE 8: MODULE 3B: UNIT 2: LESSON 16

Informational Essay Planner

Name: _____

Date: _____

Focusing Question: In the events surrounding the Little Rock Nine and the struggle to integrate Central High, the press played a newly powerful role. In what ways did it serve to illuminate events for a national audience, and in what ways did it give an incomplete or even inaccurate picture of events?

Students read *A Mighty Long Way* and wrote an informational essay analyzing historical events, getting the chance to fully meet the depth of multiple standards and learn relevant content.

But eighth graders in another language arts class—
in the same district—did not have that same chance.

The “Billion Oyster Project” Brings Life Back to NYC Waters

Gazing at Manhattan’s East River, you will see huge cargo ships, ferries, and barges. You’ll see a stream of cars and trains zooming over the city’s bridges. It’s hard to imagine that this river was once an unspoiled marine habitat. Years of industrial development have taken a toll. Much of the natural ecosystem here was lost or damaged. But today, with the help of the Billion Oyster Project and lots of New York City students, that’s starting to change.



OYSTER BOATS, NEW YORK.

Long ago, oysters thrived in the waters around NYC. Have you ever heard of Pearl Street in downtown Manhattan? That street was named for all the oysters that swarmed the nearby river. But as NYC became a shipping hub, the rivers became polluted. The oyster population nearly disappeared. This impacted the whole ecosystem, because oysters were a key ingredient.

As oysters eat, they filter the water supply by removing nitrogen. We see great biodiversity around oyster reefs, because the oysters’ filtering ability attracts life. Around NYC’s oyster reefs, there were large habitats of fish and marine creatures. Even whales were a common sight here. Oyster reefs also helped to buffer Manhattan from erosion. They limited the damage from storms and waves. As NYC’s oysters died off, so did many other creatures, and so did the protective quality of the reefs. This was a big loss for the city.

The Billion Oyster Project has set out to address this loss. The project works to bring oysters back to NYC’s waters. The project began with students at New York Harbor School. It has since expanded to include many schools in the city. Thousands of NYC students have participated in reef construction and oyster planting. So far, over 26 million oysters have been planted in the waters around NYC. And it’s working! With the oysters, many more fish and marine creatures have returned as well. Even whales have been spotted again.

These NYC waterways and harbors will always be some of the world’s busiest. But with the help of the Billion Oyster Project, the dynamic natural world that once thrived here is beginning to return and to coexist more peacefully with the ferries, barges, cars and trains.

After reading a fifth-grade level text, students completed multiple-choice vocabulary questions and filled in the missing vowels in words, which is not aligned to any eighth-grade literacy standard.

Sample question from this assignment:

Add vowels (a, e, i, o, u) to complete the words from the reading.

It’s hard to imagine that this river was once an unspoiled marine H_B_T_T.



In most classrooms, students spent far too much time on content that was not appropriate for their grade.

In a single school year, the average student spends **about 530 hours** of the approximately **720 hours** in their core classes on assignments that are not grade appropriate.

Teachers report spending **7 HOURS PER WEEK** developing or selecting instructional materials and reported **CREATING OR FINDING 57% OF THEIR ASSIGNMENTS**, but those assignments tend to be **LOWER QUALITY** than those taken from any district or state provided curriculum.

Grade-Appropriate ELA Assignment: This assignment gave 3rd grade students a **Sufficient Opportunity** to engage with grade-level literacy work. Students read three grade-appropriate myths. This assignment required students to use what they learned from the text in a grade-appropriate way.

Week 3 Apply Understanding


- 2** Of all of the characters you've encountered in this unit, which one do you consider the greatest hero? Cite text evidence that explains how this character's traits and/or actions make the most positive contribution of all of the stories in this unit.



**CLOSE READING PURPOSE:**

Read "The Great Girl's Contest." Practice making connections.

Text to Self Connections



Explain how your connections helps you understand Willow's actions better.

**APPLY IT****In paragraph 8, why was Willow sad?**

- A. She always had to clean and never got to play.
- B. Willow was clumsy and people laughed at her.
- C. June made fun of her.

Non Grade-Appropriate ELA

Assignment: This assignment gave 2nd grade students **No Opportunity** to engage with grade-level literacy work.

Students read a text from the *Benchmark* curriculum, *The Great Girls' Contest*, and completed a worksheet sourced from outside the curriculum, from a popularly used website called *Markers and Minions*.

The task did not give students the opportunity to engage with the depth of the grade-level standard and did not provide meaningful practice opportunities with the content.

Domains of Strong Instruction

Culture of Learning

Are all students engaged in the work of the lesson from start to finish?

Grade-Level Content

Is the work grade-appropriate?

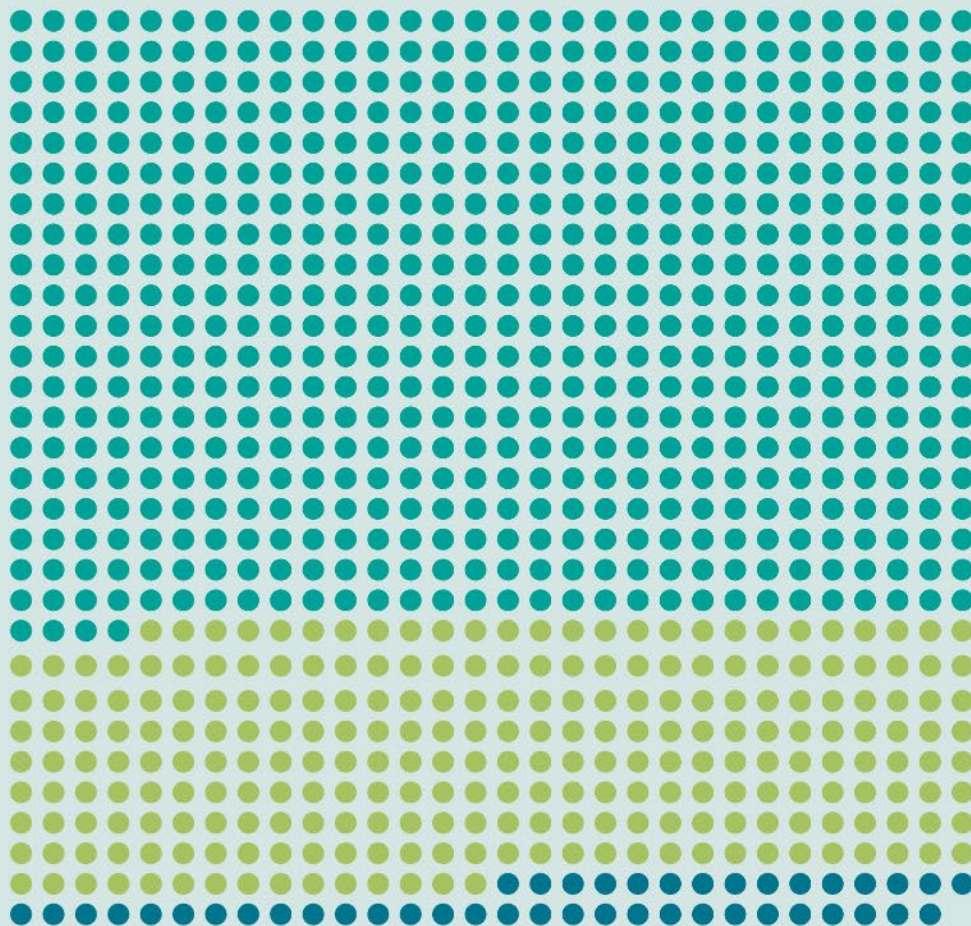
Instructional Practices

Does the lesson employ content-appropriate instructional practices?

Student Ownership

Are all students responsible for doing the thinking in this classroom?

Even in classrooms where students did have grade-appropriate assignments, we often saw students missing out on strong instruction—particularly opportunities to "do the thinking" in their lessons.



Of the nearly 900
core lessons...

only 295 had
grade-level content...

and only 74 had grade-level
content *and* asked students
to do the thinking.

SOURCE: Observations

But most students get those chances far too infrequently.
We found four key resources that influence a student's school
experience and outcomes.

1 Consistent opportunities
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**GRADE-APPROPRIATE
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2 **STRONG INSTRUCTION,**
where students do
most of the thinking
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3 **DEEP ENGAGEMENT**
in what they're
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4 Teachers who hold
HIGH EXPECTATIONS
for students and
believe they can
meet grade-level
standards

Unfortunately, these resources are few and far between for most students
—and *particularly* for students of color, those from low-income families,
English language learners, and students with mild to moderate disabilities.

Turn & Talk:

**How consistently do all students
experience the four key resources
highlighted in *The Opportunity Myth*?
(Grade Appropriate Assignments, Strong
Instruction, High Expectations, Deep
Engagement)**

How do you know?

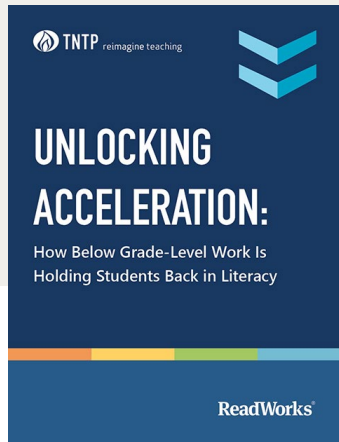
...That's especially true for students who started the year below grade-level.

In our sample, students who started the year performing substantially below average made:



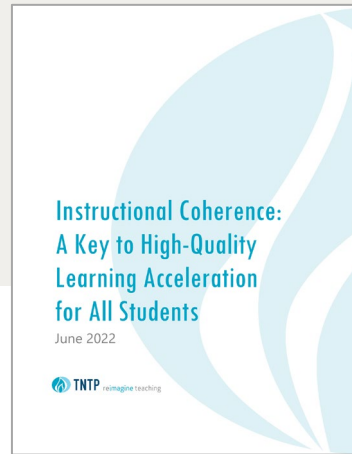
SOURCE: Value-added models

OUR RESEARCH



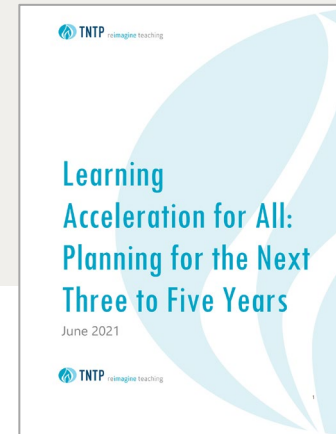
Unlocking Acceleration (2022)

New findings on learning acceleration in literacy.



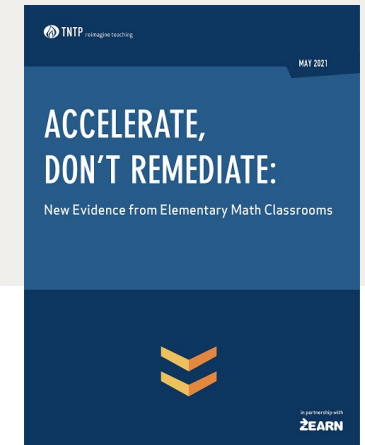
Instructional Coherence (2022)

A key to high-quality learning acceleration for all students.



Learning Acceleration for All (2021)

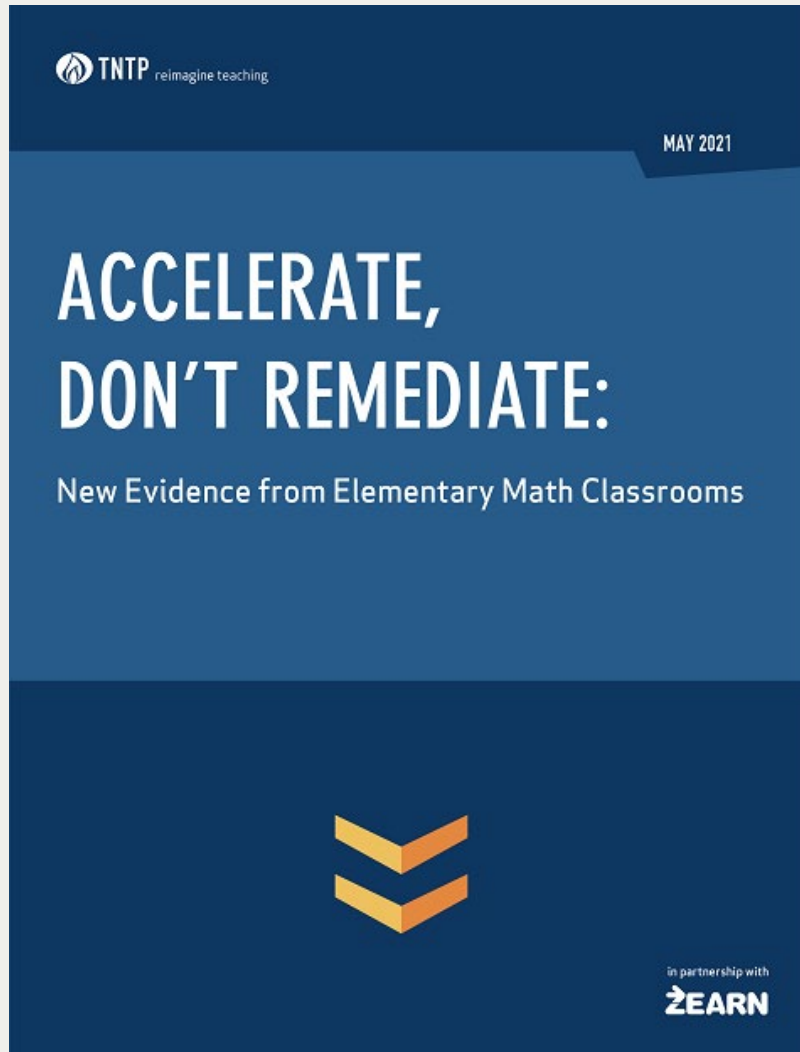
Planning for the next three to five years.



Accelerate, Don't Remediate (2021)

New findings on the promise of learning acceleration.

In 2021, we partnered with Zearn to study the impact of remediation vs. acceleration and found compelling evidence in support of acceleration in math.



Students who experienced grade-level content with just-in-time supports struggled less and learned more than students who started at the same level but experienced remediation instead.

Prioritizing grade-level content with just-in-time supports was particularly effective for students of color and those from low-income families.

Students of color and from low-income backgrounds were more likely than their white, wealthier peers to experience remediation — even when they had demonstrated success on grade-level content.

For many school districts, responding to disrupted learning added more layers of effort.



Well, **social emotional learning** is a big thing for us so everyone will get **PBIS training**, and we just launched an **equity initiative**..

but we are still working on **personalized learning**, and we have a cohort of teachers that are testing out **competency-based learning** and another group **rethinking AP**...

but most importantly, we need to get our scores up, so we adopted **new curriculum in ELA** this year and **working on math** for next year. Next year we will **focus on MTSS**...

- Teacher, 2022

What is the impact of incoherence on students?

“...when faced with incoherent activities, students are more likely to feel that they are **targets of apparently random events** and that **they have less knowledge of what should be done to succeed.**”

-Instructional Program Coherence: What It Is and Why It Should Guide School Improvement Policy

In my 5th grade class, we read the *Phantom Toll Booth*.

In my RtI Block with Mr. Willis, we talked about cause and effect and read a book about the water cycle.

During after school tutoring, I practiced making inferences and predictions about what would come next in the passage.



Turn & Talk:

**What do students,
particularly students not yet
on grade level, experience
daily in your schools?**

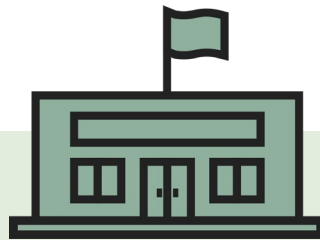
How do you know?

The Opportunity Makers

How a Diverse Group of Public Schools Helps Students Catch Up — and How Far More Can



**We can learn from the schools where
students consistently catch up.**

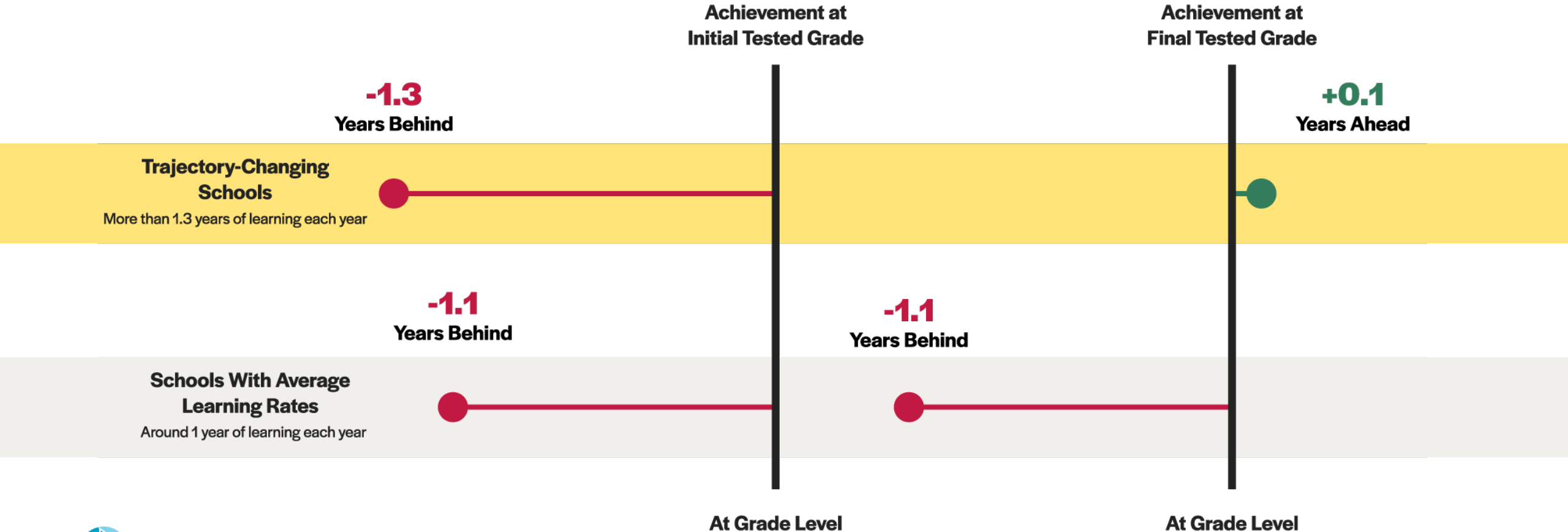


Trajectory-Changing Schools:

Schools where the average student was **not yet on grade level**
***and* grew more than 1.3 relative grade levels each year,**
based on the Stanford Education Data Archive (2008-09 to 2017-18).

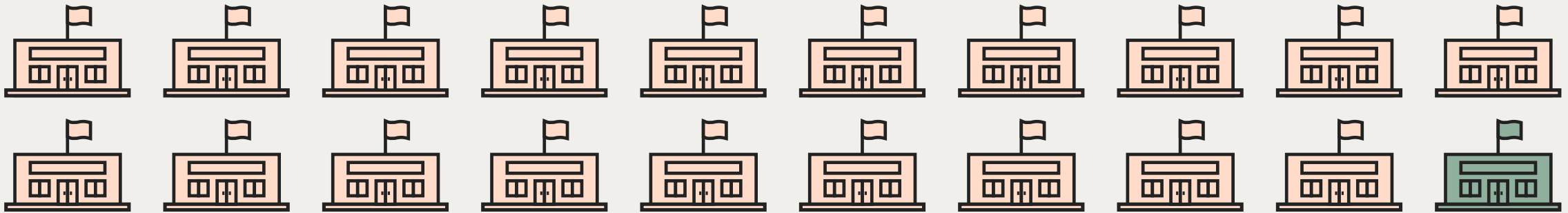
In three years, students gain a full extra year of learning.

Student Achievement Over Time at Schools Where the Average Student Is Not Yet on Grade Level



Most students who fall behind stay behind.

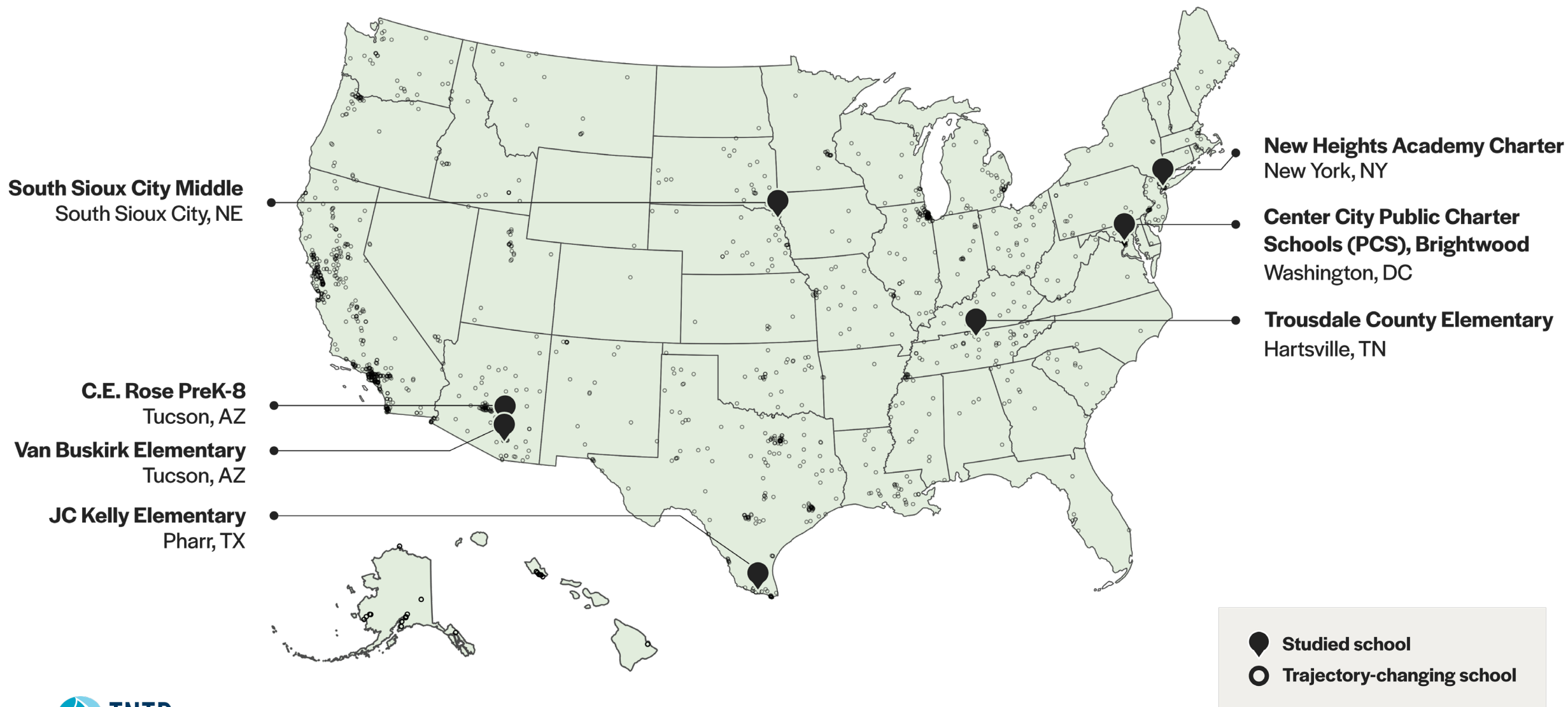
Of the **28,000** public elementary and middle schools where the average student was not yet on grade level...



More than 1.3 years of annual learning

...just 5% helped the average student catch back up.

We studied seven trajectory-changing schools in depth.



**We looked for consistent trends
across all data sets and all schools.**

Quantitative Data

491 Lessons Observed

We observed and assessed teachers for a week straight at three times during the year.

601 Surveys Conducted

We surveyed students, teachers, and caregivers on their experiences at school.

Qualitative Data

184 Students & Teachers Shadowed

We shadowed select teachers and students to understand their experience.

161 Interviews Conducted

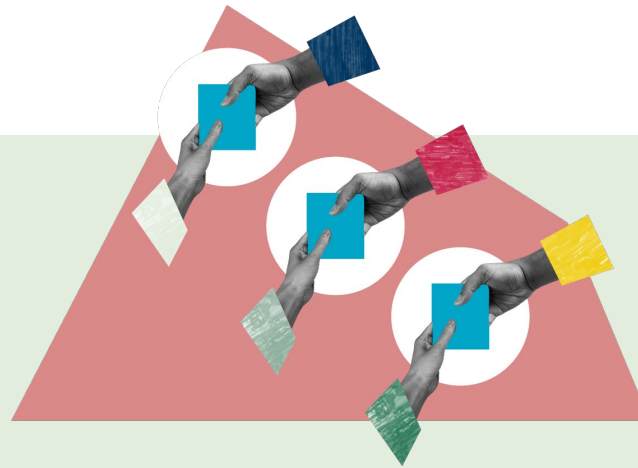
We sat down with students in small groups and with caregivers in one-on-one interviews.

Trajectory-changing schools do three things well.



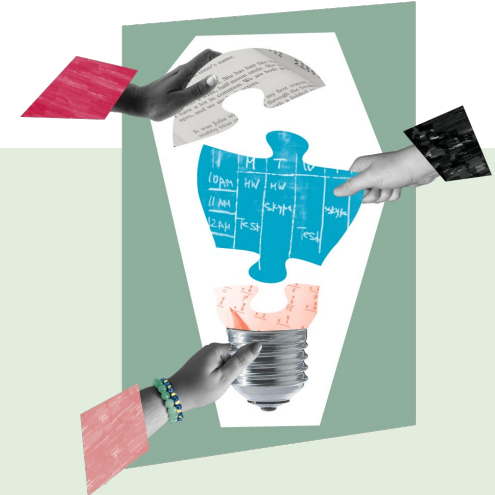
Belonging

Schools create an emotional climate for learning that activates students' ability to excel.



Consistency

Schools deliver consistently good teaching and grade-level content for all students.



Coherence

Schools build a unified instructional program and set priorities that are clear to all.

Belonging

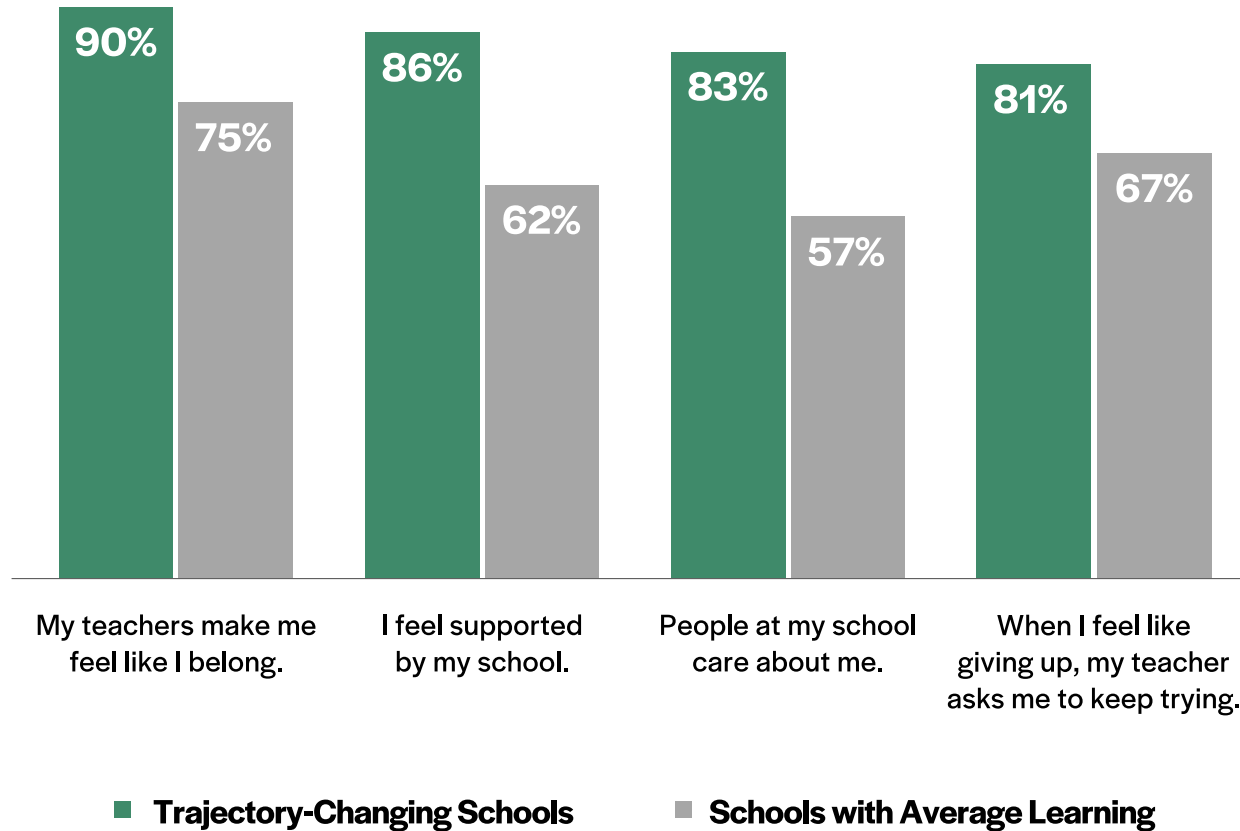
Young people say things like:

“I feel like they make every effort to know who I am as a student and as a person.”

Schools create an emotional climate for learning that activates students' ability to excel.

- **Individual Knowledge:** Every student is known well individual and a learner.
- **Individual Needs:** Educators work together to identify needs and provide personal support.
- **Individual Growth:** Educators focus on incremental growth for every student over time.

Student Agreement with Statements on Their School Experience



Belonging is built by school-wide structures and practices.

In trajectory-changing schools, students trust the school as a whole.

In Action

Center City Public
Charter Schools,
Brightwood

PK3-8
Washington, D.C.

Belonging is relational *and* structural.

Individual Knowledge

Brightwood mapped existing relationships for every single student, identified ones without advocates, and brainstormed ways to reach them.

Individual Needs

Brightwood opens all data reviews and co-planning meetings by discussing exceptional learners, which keeps them at the center of the conversation.

Individual Growth

Brightwood views all eight years as a runway to get students on grade level, and teachers work together to build each student towards grade-level work.

Reflection: Belonging

Consider these indicators on a scale of 1 (Never) to 5 (Always).

Where does your district and/or school(s) fall on that scale?

- Leaders maintain school structures and practices that build collective knowledge of students.
- Specialists collaborate with core classroom teachers to support students' individual needs.
- The school has clear goals for growth that put students on track to reach grade level **over time**.

Consistency

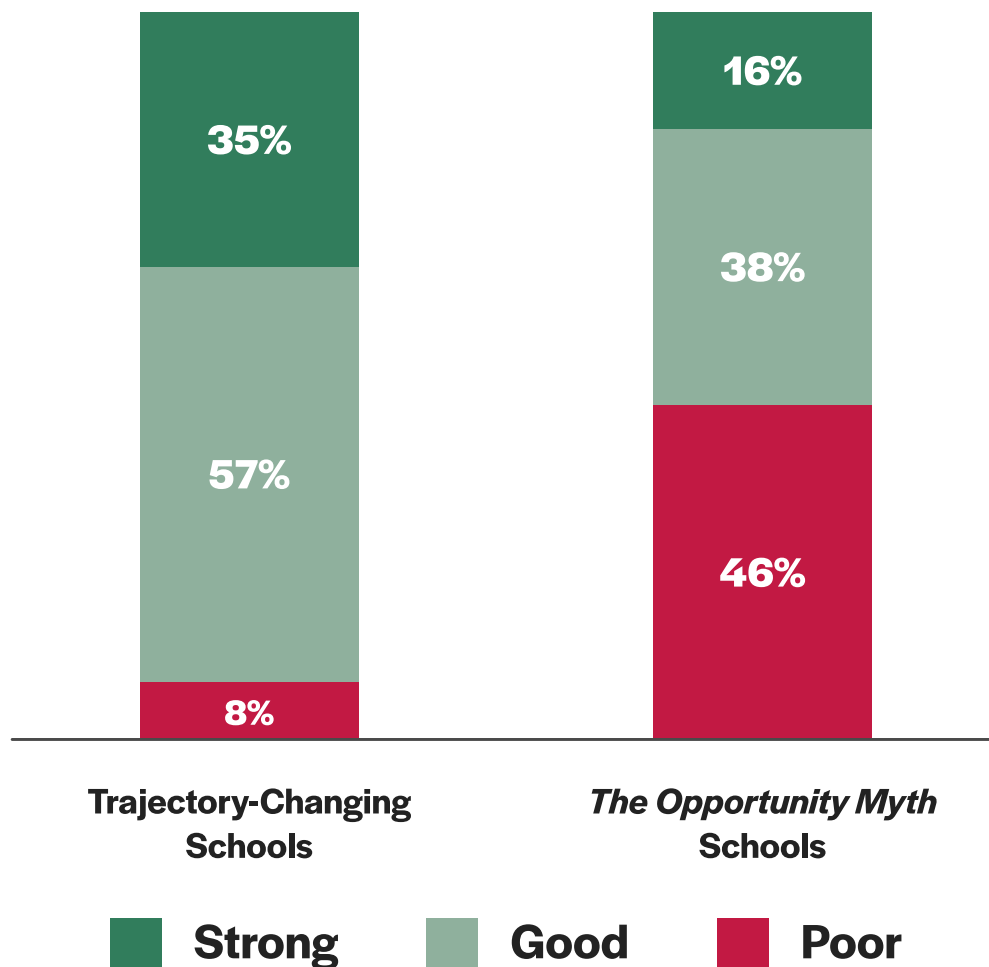
Young people say things like:

“We practice [writing] every day and I like that. Each lesson, each day, matters.”

Schools deliver consistently good teaching and grade-level content for all students.

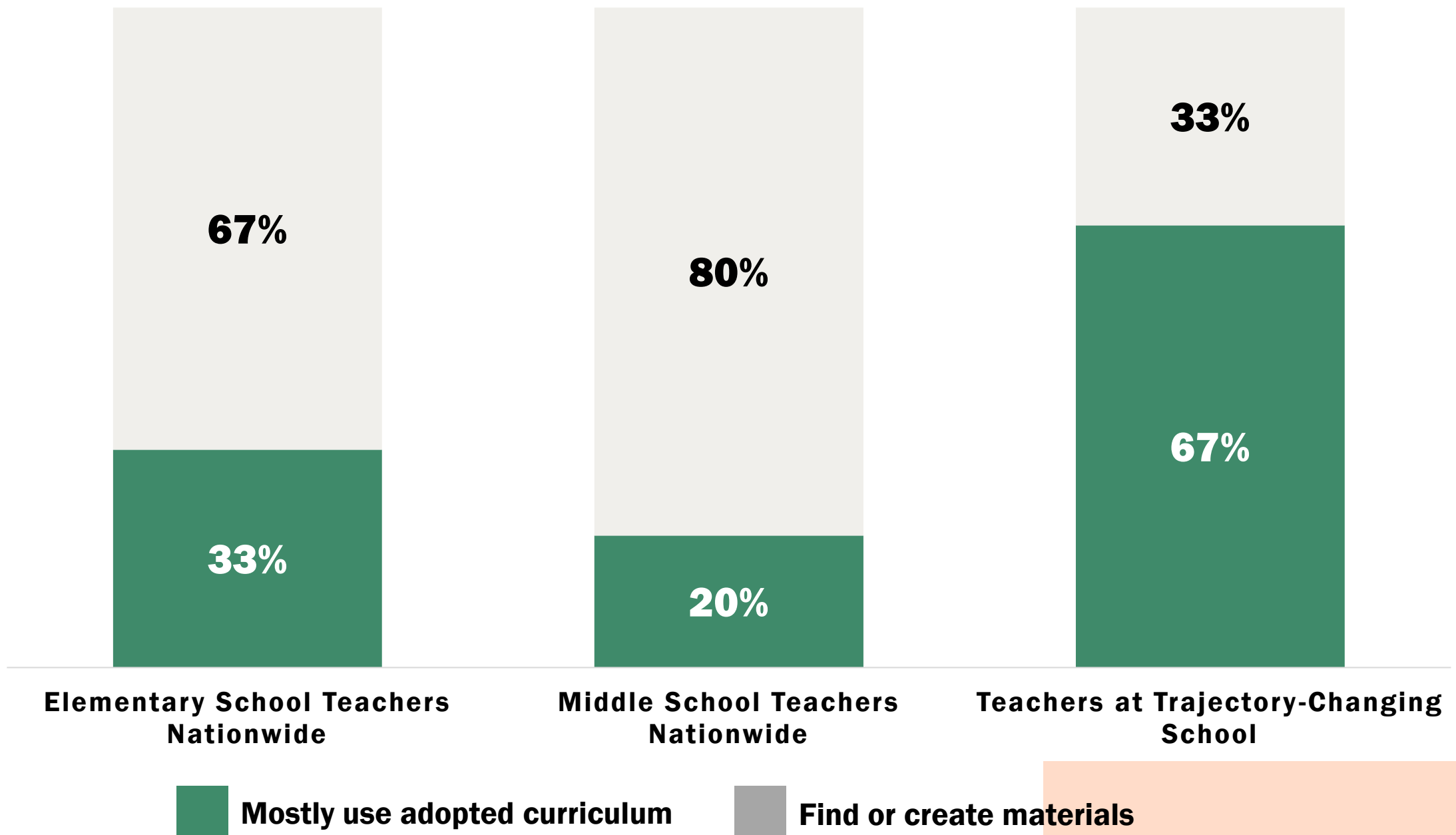
- **Consistent Content:** All students do grade-level work with different supports.
- **Consistent Collaboration:** Teachers work in structured teams to improve instruction.
- **Consistent Reinforcement:** Instructional leaders maintain a simple, shared focus.

Quality of Average Lesson in Observed Classrooms



Trajectory-changing schools raise the bar for instruction.

The average lesson was good or strong in 9 out of 10 classrooms.



Consistent Collaboration

Teachers work in structured teams to improve instruction.

1

Focus on instruction

Leaders use PLCs to reinforce school expectations for instruction and identify variations in teacher or student performance.

2

Simple questions

Discussion questions prompt data-driven reflection focused on individual students.

3

Concrete actions

Teachers commit to concrete actions for individual students, rather than for groups.

Consistent Reinforcement

Instructional leaders maintain a simple, shared focus.

1

Clear expectations

Leaders name foundational instructional practices, so teachers know where to focus.

2

Consistent routines

Leaders use the same instructional routines, week after week, to build shared habits.

3

Regular accountability

Leaders do regular classroom walkthroughs and provide focused feedback.

Reflection: Consistency

Consider these indicators on a scale of 1 (Never) to 5 (Always).

Where does your district and/or school(s) fall on that scale?

- Every student works on grade-level work, with varying degrees of support and scaffolding as needed.
- Most teachers use the adopted curriculum most of the time.
- In team meetings, teachers commit to concrete actions for individual students.
- Leaders name and reinforce foundational instructional practices.
- Leaders do regular, non-evaluative classroom walk-throughs and provide focused feedback.

Coherence

Young people say things like:

“[In math intervention], you see the lesson and the topics a little before your math class. It always helps me with the lessons that I have coming up.”

Schools build a unified instructional program and set priorities that are clear to all.

- **Coherence in Class:** Students start with Tier 1 content in both classwork and interventions.
- **Coherence at School:** Leaders clear space for teachers to focus.
- **Coherence at Home:** Caregivers know where students stand and how to help.

In Action

Instructional incoherence creates a disjointed and confusing experience for students.

- **In his fifth-grade math class (Tier 1),** Ethan adds and subtracts fractions with unlike denominators.
- **In his intervention block,** Ethan practices multiplying and dividing with factors of 6 and 9.
- **During after-school tutoring,** Ethan practices adding fractions using the “butterfly method trick.”
- **In extended time,** Ethan uses an adaptive digital program and solves word problems by subtracting within 1,000, a second-grade standard.

**Core/Tier 1
Instruction**

Interventions

**High-
Dosage
Tutoring**

**Extended
Time**

In Action

Trousdale County
Elementary
School

PK-5
Hartsville, TN

Instructional coherence feels logical, predictable, and unified for students.

- **In his fifth-grade math class (Tier 1),** Ethan adds and subtracts fractions with unlike denominators.
- **In his intervention block,** he practices adding fractions with common denominators, a fourth-grade concept critical to mastering this week's lesson.
- **During after-school tutoring,** Ethan practices tape diagrams using problem sets from the core curriculum.
- **In extended time,** Ethan completes fluency practice adding benchmark fractions.

**Core/Tier 1
Instruction**

Interventions

**High-Dosage
Tutoring**

Extended Time

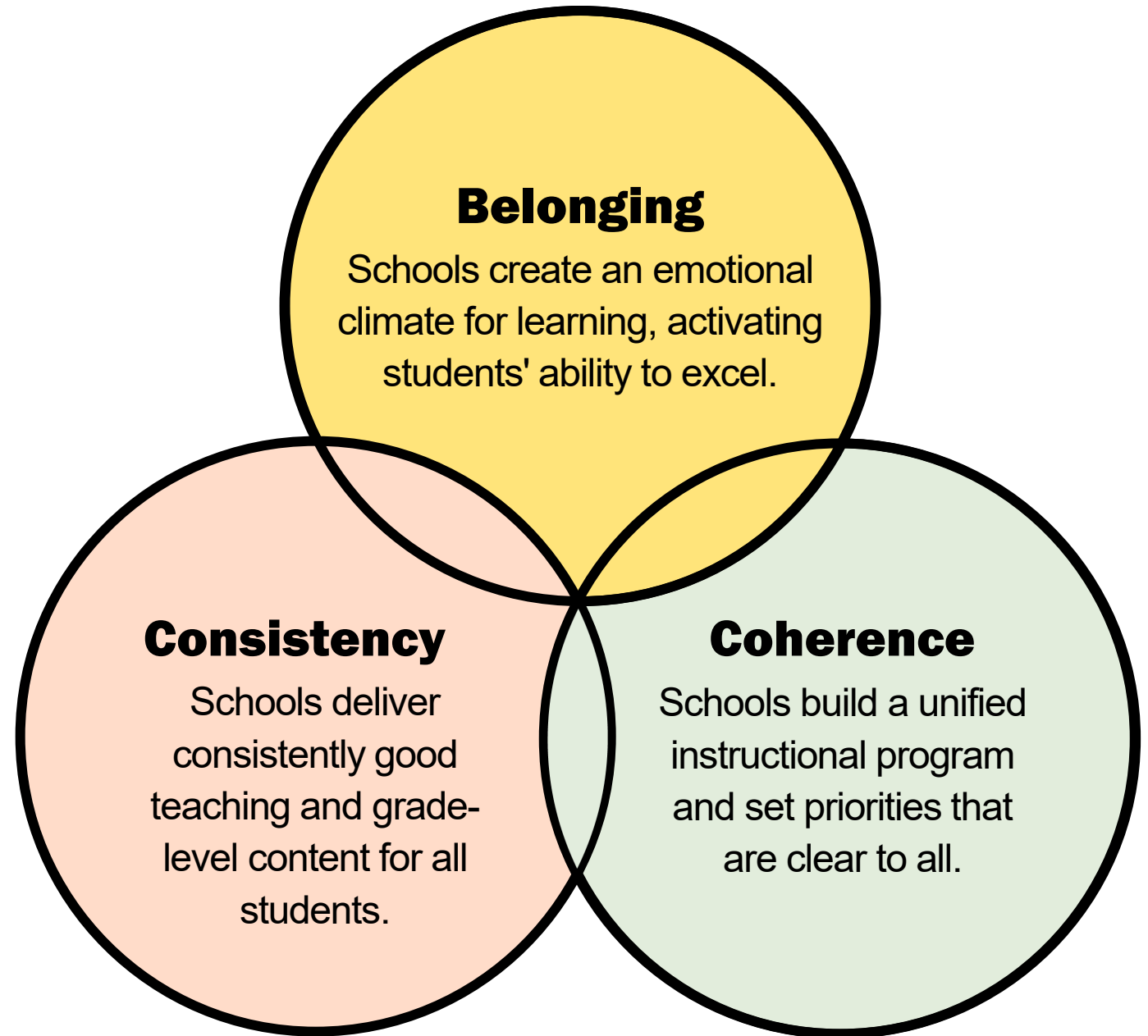
Reflection: Coherence

Consider these indicators on a scale of 1 (Never) to 5 (Always).

Where does your district and/or school(s) fall on that scale?

- All learning spaces – core classes, intervention, tutoring, and extended time – support Tier 1 content.
- Intervention uses materials aligned to core instruction.
- Leaders set one or two schoolwide goals each year.
- Leaders clear barriers to help teachers focus on those goals.
- Caregivers receive transparent academic updates based on student work and assessment data.

The three focus areas intersect and reinforce each other.



**To read the report and access
the toolkit.**



[tntp.org/publication/the-opportunity-
makers/](https://tntp.org/publication/the-opportunity-makers/)

The Fundamentals of School Improvement in Kansas

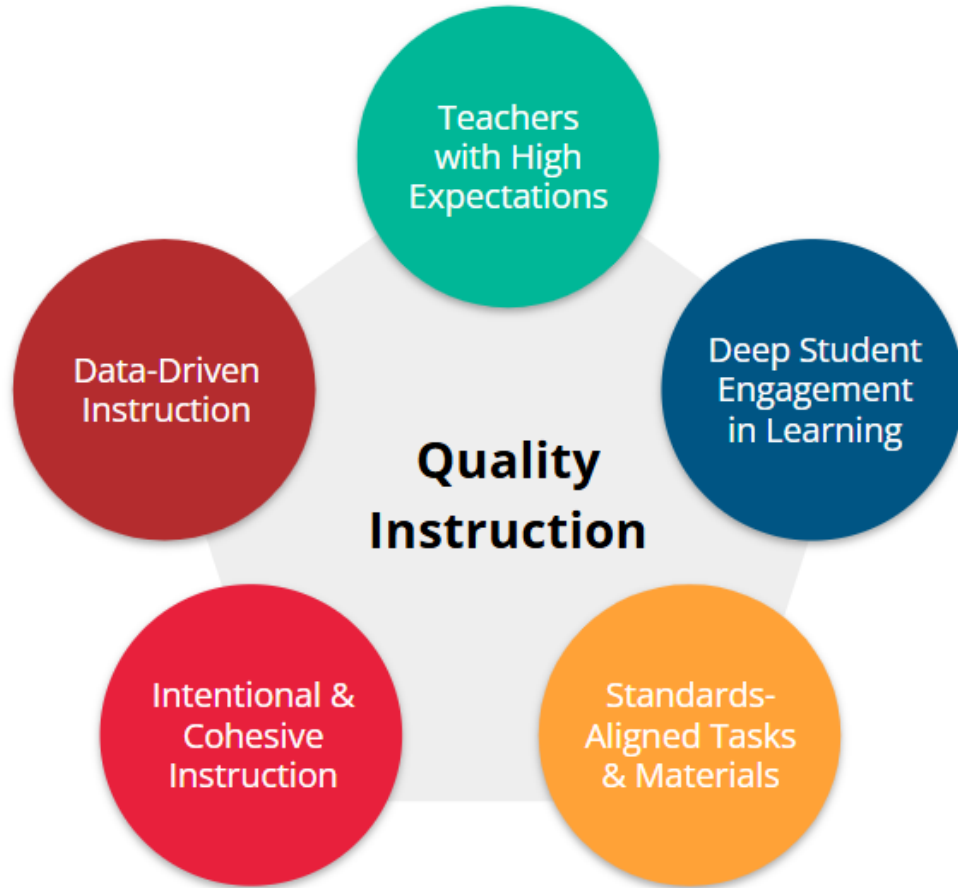
The Fundamentals of School Improvement

In Kansas, school improvement is characterized by school systems implementing the **Fundamentals** through the selection of **Lead Indicators** associated with **Structures** that reinforce instructional coherence.

The Fundamentals (Structured Literacy, Standards-Alignment, Balanced Assessment, Quality Instruction) are interconnected and associated with actions and strategies that each school system must execute exceedingly well to maximize opportunities and reduce limitations for each students.

A lead indicator is **high-quality instructional materials** (HQIMs).

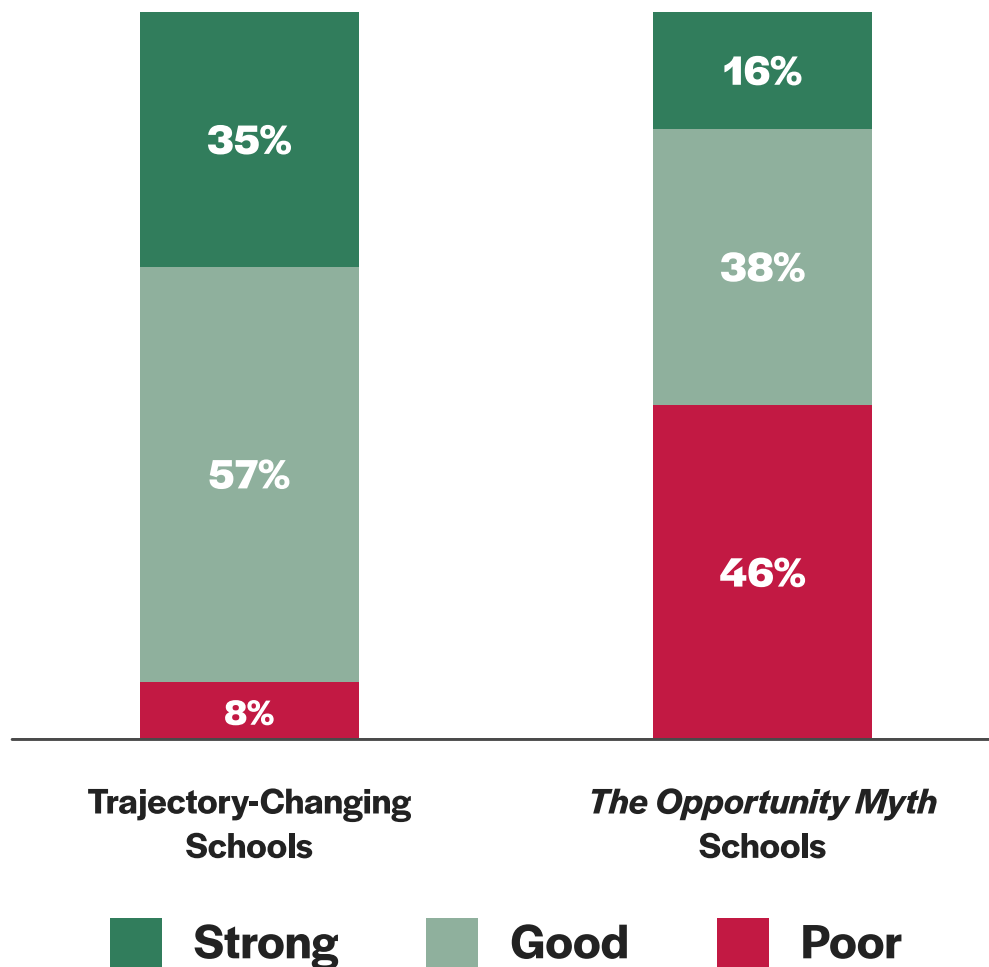
Vision for Quality Instruction



The KSDE believes that all Kansas students deserve consistent access to Quality Instruction.

Quality Instruction refers to the implementation of evidence-based lesson design that reflects high expectations, meaningful student engagement, and learning activities aligned to the Kansas Curricular Standards. A data-driven system of differentiated supports is necessary to help each student meet rigorous state standards.

Quality of Average Lesson in Observed Classrooms



Trajectory-changing schools raise the bar for instruction.

The average lesson was good or strong in 9 out of 10 classrooms.

Turn and Talk:

What structures are in place in your district and/or school that lead to the consistency of quality instruction?

Instruction Aligned with State Standards

Alone, strong state standards will not improve classroom instruction. Additional supports are necessary.

- In some cases, instructional materials—the textbooks and other materials that drive lesson content—may not be aligned or reflect the instructional shifts of state standards. This impacts instruction.
- As a result, many states have focused on improving use of standards-aligned, high-quality instructional materials as a strategy to improve classroom instruction.

RAND Corporation (2016). *Creating a Coherent System to Support Instruction Aligned with State Standards: Promising Practices of the Louisiana Department of Education*.

Rand Corporation (2021). *The Rise of Standards-Aligned Instructional Materials for U.S. K–12 Mathematics and English Language Arts Instruction: Findings from the 2021 American Instructional Resources Survey*.

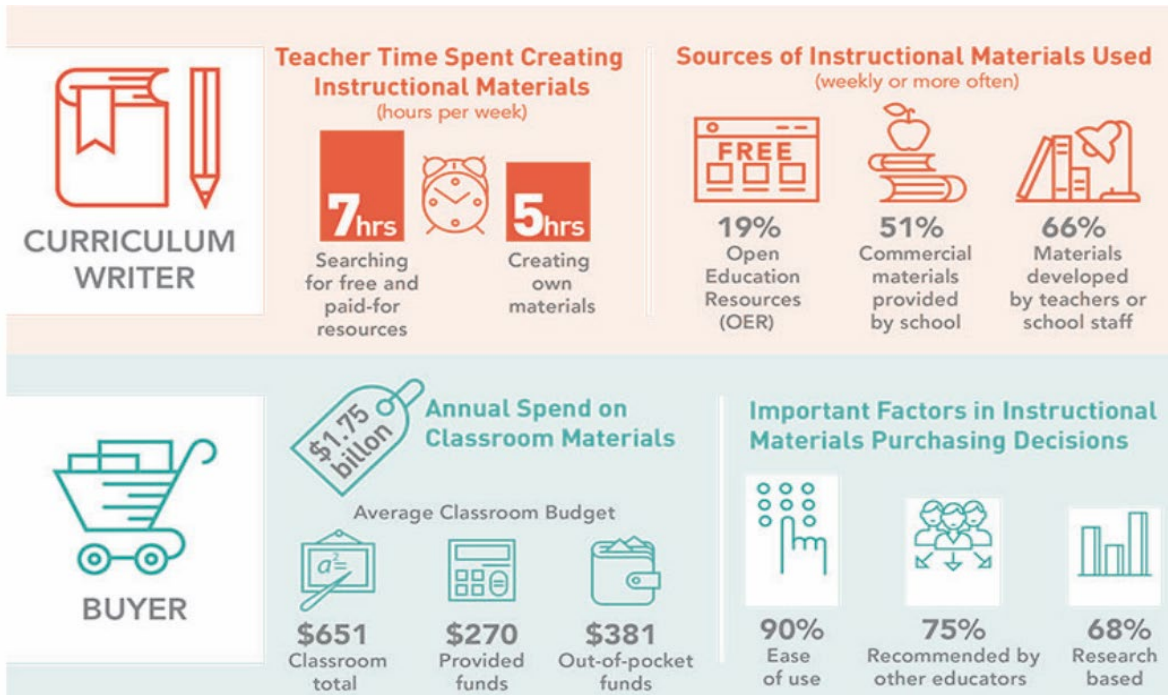
High-quality instructional materials (HQIMs) are a lead indicator for quality instruction.

A significant portion of teachers may lack access to standards-aligned, high-quality instructional materials, making it difficult to provide standards-based instruction.	States that have adopted college and career readiness standards identified a gap in deep understanding and instructional practice aligned with these standards.
Teachers lack access to professional learning that could fill this gap and help build their knowledge about aligned instructional practices.	Currently, instructional materials vary dramatically in level of standards alignment and quality.

RAND Corporation (2016). *Creating a Coherent System to Support Instruction Aligned with State Standards: Promising Practices of the Louisiana Department of Education*.

Rand Corporation (2021). *The Rise of Standards-Aligned Instructional Materials for U.S. K–12 Mathematics and English Language Arts Instruction: Findings from 2021 AIRS*

Why Focus on Instructional Materials?



EdNet Research, State of the Market 2016

Teachers are heading online to supplement or piece together curriculum.

-  97% Google
-  85% Pinterest
-  79% Teachers Pay Teachers

How might this impact instruction?

Why Focus on Instructional Materials?

- Making HQIMs central to school improvement efforts allow teachers to focus instruction versus curriculum design.
 - HQIMs are a **starting point** for instructional improvement.
- “If materials are an afterthought in our efforts to improve student outcomes, and we do not give sufficient professional development to properly implement those materials, we’ve made a hard job nearly impossible...”
 - “Spending hours on creating units and lessons from scratch is burdensome, may result in lessons of lower rigor and quality, and is almost certainly a less valuable use of teacher time than studying student work, giving feedback, developing subject matter expertise, and building relationships with students and their families.”

“Simply sending teachers to a training and handing them a set of materials won’t get the job done.

Across the country, a clear implementation gap is playing out in real time, as districts rush to enact important changes without ensuring that educators can make necessary and practical connections to the unique learners who sit in their classroom every day.”

-Bailey Cato Czupryk, TNTP

OpEd *The 74*



IM Implementation Framework Example (Kentucky)

- How consistent is the implementation of your IMs across all classroom?
- What challenges have you noted with consistent IM implementation? What is a solution you created?
- How do you ensure consistent implementation occurs across all tiers of instruction (i.e. Tier 1 – Tier 2 – Tier 3)?

Stage 1: Launch			
As districts prepare for initial implementation of the local curriculum and high-quality instructional resources (HQIRs), the main focus is on developing or updating the systems, structures and protocols that will support the initial phase, or launch, of implementation.			
District Leaders	School Leaders	Teachers	Students
<p>District leaders ensure selected HQIR(s) is purchased and distributed.</p> <ul style="list-style-type: none"> Ensure resource materials are ordered well in advance and plan for timely distribution. Ensure schools remove existing resources not outlined in the local curriculum document as primary or potential supplemental resources. 	<p>School leaders work with district leaders to ensure that the selected HQIR(s) is purchased, delivered and distributed.</p> <ul style="list-style-type: none"> Ensure resource materials are ordered well in advance and plan for timely distribution. Remove existing resources not outlined in the local curriculum 	<p>Teachers ensure HQIR(s) are received and adjust existing resources to align with expectations for the local curriculum.</p> <ul style="list-style-type: none"> Remove existing resources not outlined in the local curriculum document as primary or potential supplemental resources from 	<p>Students are prepared for the shifts in expectations that will accompany curriculum implementation.</p> <ul style="list-style-type: none"> Develop an understanding of the content area instructional vision and why a change in curriculum and resources is necessary to achieve it.

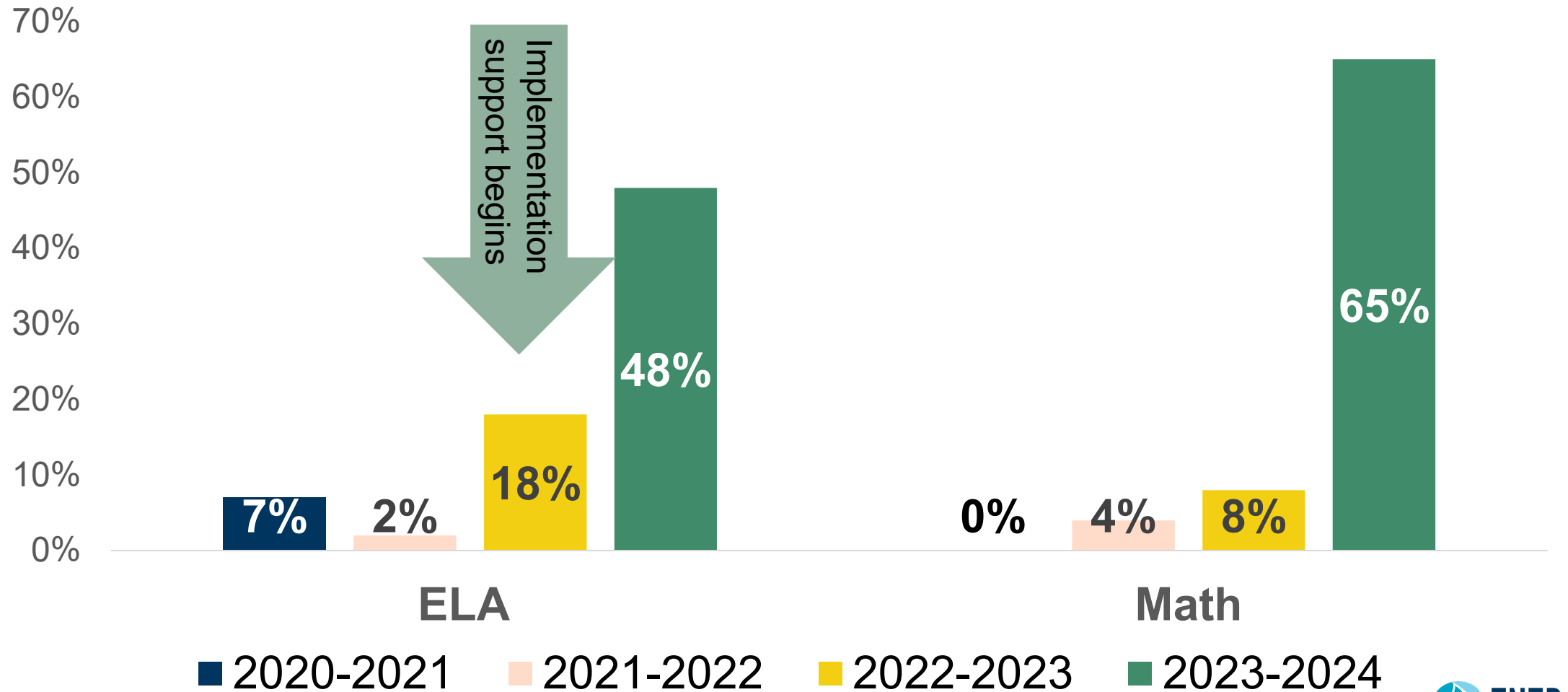
primary of potential su resources.				
District leaders provide te and leaders professional (PL) to develop a shared understanding of the curr and HQIR(s).				
<ul style="list-style-type: none">Continue to develop a understanding across stakeholders of the co instructional vision, the behind HQIR(s), and l local curriculum and s HQIR(s) align to the vi (PSEL Standard 4, ElemLeverage site visits (in and/or external model classroom observation develop understanding state of instruction vs. with school leaders anPlan for initial training and teachers to develc understanding of the c				
Stage 2: Early Implementation				
Leaders guide work toward goals for early implementation, helping establish systems, structures and expectations. Teachers begin using the instructional resources, deepening understanding of the curriculum and becoming effective in its use. Students have consistent opportunities to engage with grade-level content and tasks.				
District Leaders	School Leaders	Teachers	Students	
District leaders establish expectations for implementation and begin to establish structures and procedures for monitoring implementation at the district level.	School leaders establish expectations for implementation and begin to establish structures and procedures for monitoring implementation at the school level.	Teachers engage in PL and use curriculum and HQIR(s) as designed in instruction. <ul style="list-style-type: none">Work collaboratively in PLCs to prepare for lesson delivery	Students engage with standards-aligned, grade-level learning grounded in the curriculum and HQIR(s). <ul style="list-style-type: none">Engage in lessons where	
Stage 3: Ongoing Implementation				
Leaders continue to ensure systems, structures and expectations align with and support the imple HQIR(s) into regular practice, becoming more skillful and taking increased ownership to meet the ownership of the learning and engage deeply with other students in grade-				
District Leaders	School Leaders	Teachers		

Stage 3: Ongoing Implementation			
Leaders continue to ensure systems, structures and expectations align with and support the implementation of HQIR(s). Teachers integrate HQIR(s) into regular practice, becoming more skillful and taking increased ownership to meet the needs of all learners. Students take increased ownership of the learning and engage deeply with other students in grade-level content and tasks.			
District Leaders	School Leaders	Teachers	Students
<p>District leaders establish stage-specific expectations for implementation and refine structures and procedures for monitoring at the district level. (PSEL Standard 7, Element C) / (PSEL Standard 10, Element J)</p> <ul style="list-style-type: none"> Work with school leaders to set yearly implementation goals and develop an aligned monitoring plan. Work with school leaders to develop yearly professional learning plan aligned to teacher and leader needs around HQIR use and determine how PL might best be structured (e.g., in quarterly PL cycles) <ul style="list-style-type: none"> Plan for yearly launch training for new staff (staff new to the school/ district or to a grade-level) Determine common observation tool (e.g., vendor-specific tool, KDE-provided instructional practice guide (IPG)) for providing feedback aligned to instructional shifts for ongoing implementation. Review HQIR feedback, potentially including the need to 	<p>School leaders establish stage-specific expectations and utilize shared leadership to build the capacity of school staff to take increased ownership of implementation. (PSEL Standard 7, Element C / PSEL Standard 10, Element J)</p> <ul style="list-style-type: none"> Work with district leaders to set yearly implementation goals and develop an aligned monitoring plan. Work with district leaders to develop yearly professional learning plan aligned to staff needs around HQIR use and determine how PL might best be structured (e.g., in quarterly PL cycles) <ul style="list-style-type: none"> Plan for yearly launch training for new staff (staff new to the school/ district or to a grade-level) Work with district leaders to determine common observation tool (e.g., vendor-specific tool, KDE-provided instructional practice guide (IPG)) for providing feedback aligned to instructional shifts for ongoing implementation. Review HQIR feedback, potentially including the need to supplement (e.g., address gaps to support full alignment to the KAS), provided by 	<p>Teachers continue to take ownership of structures and protocols for unit and lesson internalization, learning and feedback as they drive improvements in their own practice.</p> <ul style="list-style-type: none"> Continue to take ownership of unit/lesson internalization, lesson rehearsal and other collaborative professional learning structures (e.g., lesson study). Provide peer feedback using the common observation tool (e.g., vendor-specific tool, KDE-provided IPG). Engage with school leaders in identifying personal targets for feedback and support. Use the language of the common observation tool (e.g., vendor-specific tool, KDE-provided IPG) to discuss instruction within the context of the local curriculum and HQIRs. Continue to participate in learning opportunities that help deepen understanding of the HQIR (e.g., professional learning provided by the school, district or an external 	<p>Every student engages in high-quality, standards-aligned classroom experiences that leverage HQIRs to meet their individual needs.</p> <ul style="list-style-type: none"> Engage in lessons where students spend a majority of the time with grade-level content, knowledge and skills. <p>Students continue in routines from the curriculum and HQIR that foster student engagement and ownership.</p> <ul style="list-style-type: none"> Continue to assume responsibility for active engagement in vibrant learning experiences and to set goals for themselves as learners. Continue to engage with questions, texts and tasks that attend to building academic vocabulary. Continue to build content knowledge through questions, texts and tasks intentionally structured to promote deeper learning (inquiry, critical thinking, application of knowledge and skills, etc.). Increase ownership of their learning as they think, analyze



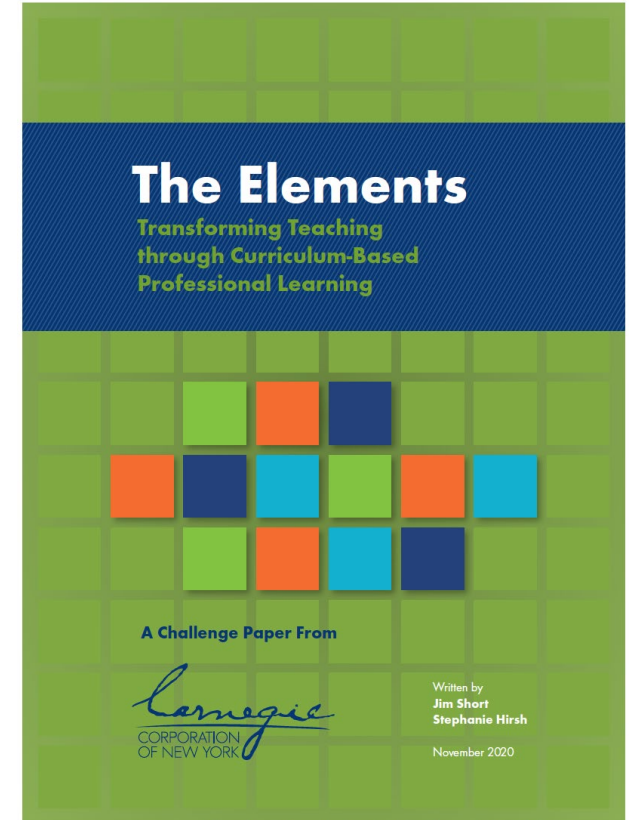
What is the potential impact of focusing on consistent implementation of standards-aligned, HQIMs?

State Assessment Results (Percent Proficient)



Curriculum-Based Professional Learning (CBPL)

- “Curriculum-based professional learning invites teachers and leaders to participate in the same sort of rich, inquiry-based learning that new academic standards require. Such learning places the focus squarely on the curriculum.”
- “It is rooted in ongoing, active experiences that prompt teachers and leaders to change their instructional practices, expand their content knowledge, and challenge their beliefs.”



Short, Jim and Hirsch, Stephanie. *The Elements: Transforming Teaching through Curriculum-Based Professional Learning*

- With CBPL, teachers and leaders receive coaching, modeling, and opportunities to participate in collaborative learning communities that make direct connections between what they've learned in structured literacy professional learning and their instructional materials.

CBPL supports implementation of HQIMs and quality instruction.

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

Short, Jim and Hirsch, Stephanie. *The Elements: Transforming Teaching through Curriculum-Based Professional Learning*

What about Principals?

Principals must be able to speak to the characteristics of quality instruction, including content-specific characteristics. They must:

- Participate in the same professional learning as teachers and instructional coaches (i.e. CBPL),
- Understand how the HQIMs support quality instruction, and
- Use a content-specific walk-through tools.

Ed Week: Principals Have a Lead Role in the ‘Science of Reading.’ Are They Ready?



The job of an instructional leader is never done. And the work is human and emotional.

Emily Freitag, CEO, Instruction Partners

Turn and Talk:

How can we ensure teachers and leaders have the resources and support they need so that all Kansas students experience consistent quality instruction?

Supports for Quality Instruction

KANSAS
STATE DEPARTMENT OF
EDUCATION

Instructional Materials Selection Guidance

Instructional Materials Selection Guidance

Selecting instructional materials is one of the most critical decisions a district will make. Finding instructional materials that are aligned to the Kansas Curricular Standards and that meet the needs of your district can be overwhelming, particularly when examining a crowded marketplace. This guide aims to help teachers and administrators feel confident that their choices will positively impact students' academic experiences and achievement. **The Kansas Department of Education (KSDE) believes that both the materials and the process used to select those materials matter.**

KSDE believes that:

- The selection and implementation of high-quality instructional materials, supported by ongoing professional learning, is a transformative school improvement measure.
- Decisions regarding curriculum and instructional materials should be made at the local level, with support and resources provided by the KSDE. These decisions should prioritize the expertise of educators while incorporating the perspectives of students, families, and the community.
- Instructional materials should be aligned to the Kansas Curricular Standards, attend to the vision for Quality Instruction, and be based on research.

KSDE recommends the selection process occur across three phases:

PLAN	STUDY	ACT
Determine your process. Develop your lens. Build skill.	Know & narrow your choices. Investigate the materials.	Make a decision. Plan for implementation.

The guidance below is designed to assist districts with prioritizing time while maximizing choice and flexibility. While the guidelines and actions are not exhaustive, they can be customized to address local needs as your district moves through the stages of selecting, adopting, and implementing high-quality instructional materials. The actions include links to tools and resources that offer additional support to ensure the materials selection process is thoughtfully planned, transparent, and well-documented.

- Standards-Alignment Toolkits
- Vision for Quality Instruction
- Content-Specific Visions for Quality Instruction
- **IM Selection Guidance**
- Content-Specific IM Selection Guidance
- IM Implementation Guidance
- Content-Specific Observation Tools

Thank you!

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