

High Quality Instructional Materials (HQIM)

Office of School Improvement
CSI Conference – Meridian, MS

June 12, 2019



Ensuring a bright future for every child

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Bureau Director
Secondary Curriculum and Instruction

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

MISSISSIPPI STATE BOARD OF EDUCATION
STRATEGIC PLAN GOALS

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



Activity – Brainstorm

- What does HQIM mean to you?
- How/why do you think this initiative ties into your work at an “identified school”?

😊 *Note: There are no wrong answers.*



MS's Definition for HQIM-PL

In Fall 2017, the MDE adopted the following definition for High-Quality Instructional Materials and Professional Learning (HQIM-PL). This definition provides a frame of reference all public schools and districts may use when selecting resources for classroom use.

MS's Definition for HQIM-PL



Materials that are aligned with the Mississippi College- and Career-Readiness Standards, externally validated, comprehensive, and include engaging texts (books, multimedia, etc.), problems, and assessments.

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.

Activity – Table Talk

Why do you believe HQIMs are important for each audience listed below?

- **Parents**
- **Teachers**
- **Students**
- **Educator Prep Programs**



MS's Talking Points on HQIM-PL

- **Adopting high-quality materials is a highly effective and ultimately a cost-neutral strategy.**
 - Adopting high-quality materials is no more expensive than replacing the materials currently used.
 - Many high-quality materials are available online for free, so switching can save money.
 - A study found that the average cost-effectiveness of switching to high-quality materials is almost 40 times that of class-size reduction.
- **High-quality instructional materials build teachers' content knowledge.**
 - Lack of access to high-quality materials or lack of confidence in selecting high-quality instructional materials is a common concern from teachers.
 - Professional development and access to high-quality materials close gaps between the learning expectations for students and the quality of instruction to help students meet their learning goals.

MS's Talking Points on HQIM-PL

- **Teachers entering the professional will be better prepared to hit the ground running.**
 - Preservice teachers will be able to identify high-quality instructional materials for use
 - High-quality instructional materials boost the average teacher's effectiveness more than the improvement the typical teacher experiences in their first three years on the job, as they are just learning to teach.

Your child will receive better instruction in the classroom that will help them meet or exceed learning goals.

- High-quality instructional materials are better aligned to learning expectations for your child, so you will know that your child is learning at the highest level.
- Students' knowledge of subjects improves when their teachers use high-quality instructional materials in the classroom.
- Research has shown that high-quality instructional materials have a significant impact on student achievement, especially among underserved students.

What Parents Should See in Their Child's Backpack

Real-world examples that promote what students learn in English and Math.

Math homework that asks students to write out *how* they got their answer.



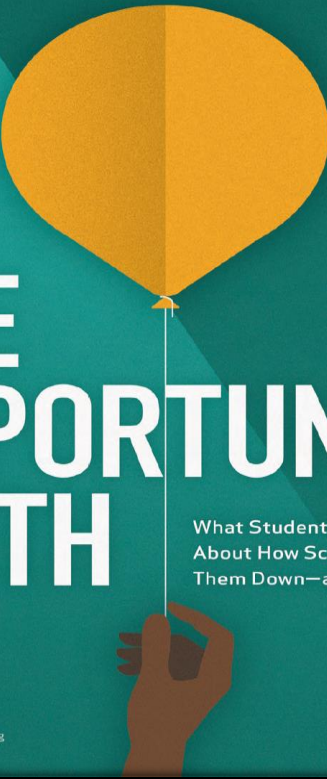
Books that are both fiction *and* non-fiction.

Writing assignments that require students to use evidence instead of opinion.

Math homework that asks students to use different methods to solve the same problem.

EXECUTIVE SUMMARY

2018



THE OPPORTUNITY MYTH

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

We partnered with
FIVE diverse school systems

We observed nearly
1,000 lessons

We reviewed nearly
5,000 assignments

We analyzed more than
20,000 student work samples

We collected nearly
30,000 real-time student surveys

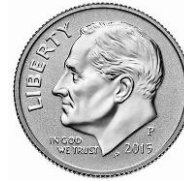
“The Opportunity Myth” by TNTP



Activity – Read “The Opportunity Myth”



PP. 10-11 and 29-30



PP. 12-13 and 34-35



PP. 14-15 and 40-41



PP. 16-17 and 44-45

Walk – Share – Discuss – What Resonates?



Initial Steps for Mississippi

This meeting will focus on the new High Quality Instructional Materials and Professional Learning (HQIM-PL) Initiative developed in collaboration with the Council for Chief State School Officers (CCSSO) and the Mississippi Department of Education, Office of Academic Education. This meeting will feature two guest presenters, who will share research, data and expert advice on why this initiative will lead to increased teacher capacity, improved student outcomes and equitable access for all children in Mississippi public schools.



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THE OFFICE OF ACADEMIC EDUCATION PRESENTS

Introduction to High-Quality Instructional Materials and Professional Learning Initiative

March 29, 2018 ▶ 8:30 am – 4:00 pm

Marriott Hotel, 200 East Amite Street, Jackson

Registration: <http://www.msresaservices.com/quarterly-curriculum-coordinator>

*A team of two from each district should register for this event. The teams should consist of the Superintendent (or designee) and the Curriculum Coordinator.



REBECCA KOCKLER
Assistant Superintendent of
Academic Content, Louisiana
Department of Education

With a focus on empowering local educators, Rebecca Kockler has created a comprehensive academic support model that provides teachers, principals, and districts unique resources and direct support to integrate assessments, curriculum, and teacher evaluation.

This includes implementing a nationally recognized curricular and assessment review process, founding an advanced principal fellowship program, and training a cohort of over 5,000 teacher leaders each quarter.



DR. DAVID STEINER
Executive Director of the
Johns Hopkins Institute for
Education Policy

David Steiner currently serves as a member of the Maryland State Board of Education and the Maryland Commission for Innovation and Excellence in Education. As New York State Commissioner, Dr. Steiner took a lead role in the State's successful \$700 million Race to the Top application to support the redesign of state standards, assessments, and teacher certification requirements. His insistence on including major funding for curricula in that grant led to the launch of EngageNY, the nation's most consulted on-line curriculum resource.

Thursday, March 29, 2018 ♦ Marriott Hotel, Jackson, MS



HQIM Pilot Sites & State Collaboration

- Mississippi is one of eight states in a national network focused on the identification of high-quality resources for teachers.
- No less than eighteen (18) school districts were sought to serve as HQIM-PL pilot sites. Each pilot site will implement HQIM and research-informed systems of curriculum-aligned professional learning with fidelity.

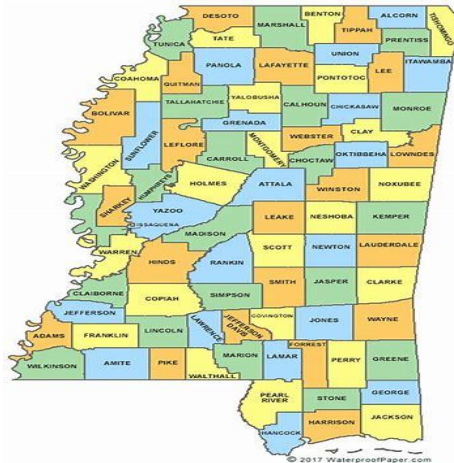
STUDENT ACHIEVEMENT PARTNERS



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3-day Institute Diving into the Math Shifts and Standards



1. Columbia
2. Cleveland
3. Harrison
4. Greenville
5. Holly Springs
6. North Pike
7. Walthall
8. Pontotoc

Our Goal & Our Partnership

To increase the capacity of teachers, administrators, and leaders to seek, identify, and demand the highest-quality instructional materials.



Mississippi High Quality Instructional Materials Mathematics Review Rubric (HQIM²R²)

The Mississippi High Quality Instructional Materials Mathematics Review Rubric (HQIM²R²) K-8 identifies the criteria and indicators for high quality instructional materials.

The HQIM²R² is complemented by Evidence Guides that support the identification of evidence and scoring criteria.

The HQIM²R² tool supports a sequential review process through **three gateways** that reflect the importance of **alignment to the fundamental design elements of the standards** and then considers other **high-quality attributes of curriculum** as recommended by educators.

The Review Process

1. Review indicators for Gateway 1.

- ★ If instructional materials **meet** or **partially meet** *expectations* for Gateway 1, move to step 2.

2. Review indicators for Gateway 2.

- ★ If instructional materials **meet** *expectations* for **both** Gateways 1 and 2, move to step 3.

3. Review indicators for Gateway 3, Rating Sheets 1-6.

Gateway 1 - Focus & Coherence

- **Focus** indicators determine whether instructional materials assess the appropriate grade-level content and spend the majority of class time on the major clusters of each grade.
- **Coherence** indicators determine whether instructional materials attend to supporting work to enhance focus, are viable for one year, are consistent with the progressions of the standards, and are coherent within a single grade.

Gateway 2 – Rigor & the Mathematical Practices

- **Rigor** indicators determine if each grade's instructional materials reflect the balances in the standards by helping students develop conceptual understanding, procedural skill and fluency, and application.
- The **Mathematical Practice** indicators determine how well materials meaningfully connect the Standards for Mathematical Content and the Standards for Mathematical Practice.

Gateway 3 – Rating Sheets

- **Rating Sheet 1:** Use and design to facilitate student learning
- **Rating Sheet 2:** Teacher planning and learning for success with MS - CCR Standards
- **Rating Sheet 3:** Assessment
- **Rating Sheet 4:** Differentiation, scaffolding, and supports for all learners
- **Rating Sheet 5:** Effective use of technology
- **Rating Sheet 6:** Supplemental Materials

HQIM²R² Protocol for MS-Specific (New) Indicators

Indicators:

- **3ei.** The materials incorporate a glossary, footnotes, recording, pictures, and/or other features that aid students and teachers in using the book effectively.
- **3piii.** The assessment materials include embedded assessments that reflect a variety of knowledge levels.
- **3piv.** Multiple types of formative and summative assessments (performance based tasks, questions, research, investigations, and projects) are embedded into the content materials and assess the learning targets.
- **Rating Sheet 6.** Supplemental materials reinforce core instruction and provide ample and a variety of resources to support student learning.

Materials with an Existing EdReports.org Review

Review Teams:

- Used the existing reports at www.edreports.org
- Reviewed MS-specific (**NEW**) Indicators 3ei, 3piii, 3piv, and Rating Sheet 6 - Supplemental Materials

The State Textbook Review Committee Process will include Evidence Guides

The K-8 Mathematics Evidence Guides are designed to support review teams to have a shared understanding of the criterion and indicators for each of the three Gateways.

GUIDANCE FOR Indicator 1d

CRITERION Each grade's instructional materials are coherent and consistent with the Standards.

INDICATOR The amount of content designated for one grade level is viable for one academic school year in order to foster coherence between grades.

Can the instructional materials reasonably be completed in one academic school year?

WHAT IS THE PURPOSE OF THIS INDICATOR?

This indicator along with indicators 1c, 1e, and 1f, determines the **shift of Coherence**. This indicator examines the materials to determine if the amount of time suggested in the materials is appropriate for one academic school year and if the expectations of the materials are reasonable for both teachers and students to complete in the suggested timeframe.

EVIDENCE COLLECTION

Evidence Collection: Guiding Questions

- Can the instructional materials be completed in a school year (approximately 140-190 days of instruction)?
- What is the length of the lesson according to the publisher? (For example, 60 minutes)

Evidence Collection: Locating Evidence Sources

Review the table of contents, any pacing guides, and scope and sequence provided by the publisher.

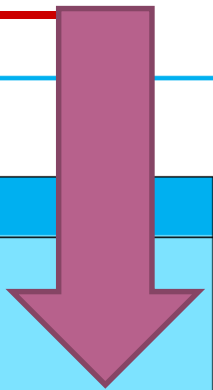
DISCUSSION POINTS FOR REVIEW TEAM MEETING

- Can students master ALL grade-level Standards in the time frame stated?
- Is there is too much or too little material to cover in one academic school year?
- Was there any information you learned from the publisher's orientation that was valuable for this indicator? If so, include this information in the report.

SCORING

2 points	The suggested amount of time and expectations for teachers and students of the materials are viable for one academic school year as written and would not require significant modifications. For those materials on the borderline of having too little or too much content (130-139 days or 191-200 days), evidence should clearly explain how students would be able to master ALL the grade-level Standards within one academic school year.
1 point	The suggested amount of time provided by the materials raises some concerns as to whether coverage of the materials and/or the expectations for teachers and students are viable. Some significant modifications would be necessary for materials to be viable for one academic school year.
0 points	The suggested amount of time for the materials is not viable for one academic school year, and/ or the expectations for teachers and students are unreasonable. Significant modifications would be necessary for the materials to be viable for one academic school year.

Gateway 1 – Focus & Coherence



Overall Gateway 1 Rating: Focus and Coherence

- Reviewers should use data recorded in Rating Sheet 1 to determine the Gateway 1 final rating.

	CRITERIA	RATING SCORE	EVIDENCE
<p>GATEWAY 1: FOCUS AND COHERENCE: The instructional materials are coherent and consistent with “the high school standards that specify the mathematics which all students should study in order to be college and career ready” (p. 57 of CCSSM).</p> <p>Earned: ____ of 18 points</p> <p><input type="checkbox"/> Meets expectations (14-18 points)</p> <p><input type="checkbox"/> Partially meets expectations (10-13 points)</p> <p><input type="checkbox"/> Does not meet expectations (<10 points)</p>	<p>1a-1e. The instructional materials are coherent and consistent with “the high school standards that specify the mathematics which all students should study in order to be college and career ready” (p. 57 of CCSSM).</p>	<p>Point Totals from Rating Sheet(s):</p>	

MATERIALS MUST MEET EXPECTATIONS OR PARTIALLY MEET EXPECTATIONS FOR GATEWAY 1 TO MOVE ON TO GATEWAY 2.

Gateway 2 – Rigor & Mathematical Practices

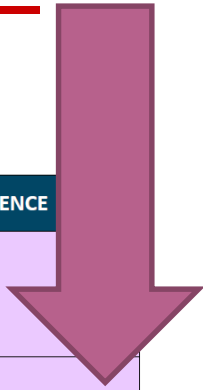
Overall Gateway 2 Rating: Rigor and Mathematical Practices

- Reviewers should use data recorded in Rating Sheets 1 and 2 to determine the Gateway 2 final rating.

	CRITERIA	RATING SCORE	EVIDENCE
GATEWAY 2: RIGOR AND MATHEMATICAL PRACTICES: The materials align with CCSS expectations for rigor and mathematical practices. Earned: ___ of 16 points <input type="checkbox"/> Meets expectations (14-16 points) <input type="checkbox"/> Partially meets expectations (10-13 points) <input type="checkbox"/> Does not meet expectations (<10 points)	2a-2d. The instructional materials reflect the balances in the Standards and help students meet the Standards' rigorous expectations, by helping students develop conceptual understanding, procedural skill and fluency, and application.	Point Totals from Rating Sheet(s):	
	2e-2h. Materials meaningfully connect the Standards for Mathematical Content and the Standards for Mathematical Practice.	Point Totals from Rating Sheet(s):	

MATERIALS MUST MEET EXPECTATIONS FOR GATEWAY 1 AND GATEWAY 2 TO MOVE ON TO GATEWAY 3.

Gateway 3 – Instructional Supports & Usability

	CRITERIA	RATING	EVIDENCE
<p>Gateway 3: Instructional Supports and Usability Indicators:</p> <p>Materials support student learning and engagement and support teacher learning and understanding of the Standards. Materials also offer supports to differentiate instruction for diverse learners and enrich instruction through technology.</p> <p>Earned: ____ of 36 points</p> <p>Meets expectations (30-36 points)</p> <p>Partially meets expectations (22-29 points)</p> <p>Does not meet expectations (<22 points)</p>	<p>3a-3e. Materials are well designed and take into account effective lesson structure and pacing to facilitate student learning.</p>	<p>Point Totals from Ratings Sheet(s):</p>	
	<p>3f-3l. Materials support teacher learning and understanding of the Standards.</p>	<p>Point Totals from Ratings Sheet(s):</p>	
	<p>3m-3q. Materials offer teachers resources and tools to collect ongoing data about student progress on the Standards.</p>	<p>Point Totals from Ratings Sheet(s):</p>	
	<p>3r-3y. Materials support teachers in differentiating instruction for diverse learners within and across grades.</p>	<p>Point Totals from Ratings Sheet(s):</p>	
	<p>3z-3ad. Materials support effective use of technology to enhance student learning.</p>	<p>Unrated</p>	

So Who Made the 2019 Math Textbook Adoption List for Grades K-8?

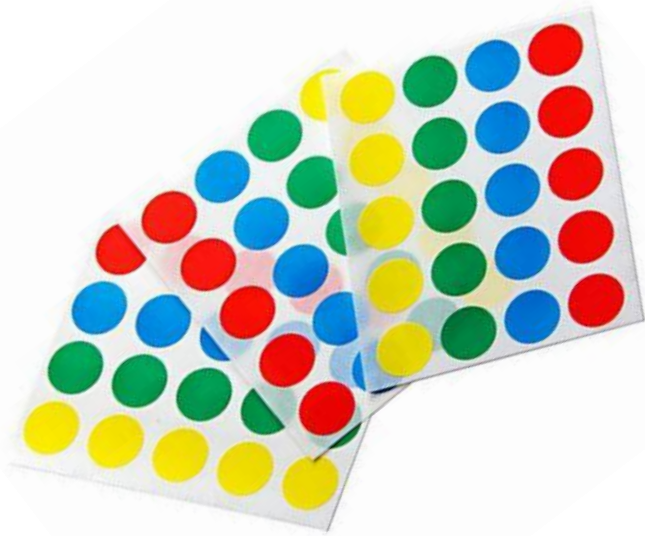
Grades K-5	Grades 6-8
Great Minds, LLC <i>Eureka Math</i>	Carnegie Learning, Inc. <i>Carnegie Learning Middle School Math Solution</i>
McGraw Hill Education (MHE) <i>My Math</i>	Great Minds, LLC <i>Eureka Math</i>
Pearson Education <i>Envision Mathematics 2020 –MS Edition</i>	LearnZillion <i>Illustrative Mathematics</i>
	Pearson Education <i>Envision Mathematics 2020 –MS Edition</i>

Activity – Assess Your Teachers’ Readiness/Expertise

Directions:

Each person will

1. locate the “Writing Mat”, markers, and colored dots in the center of your table.
2. identify a region of the Mat closest to you.
3. review the **abbreviated** HQIM criteria in the center.
4. use one colored dot for each abbreviated criteria to indicate your teachers’ readiness/expertise.
5. use the space provided to explain in detail your dot choice.
6. be prepared to report out.



Large view of the HQIM rubric can be found by accessing:

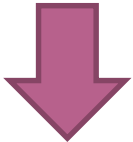
www.mdek12.org



Directory



Textbooks



2018 Instructional Review Rubric - Mathematics

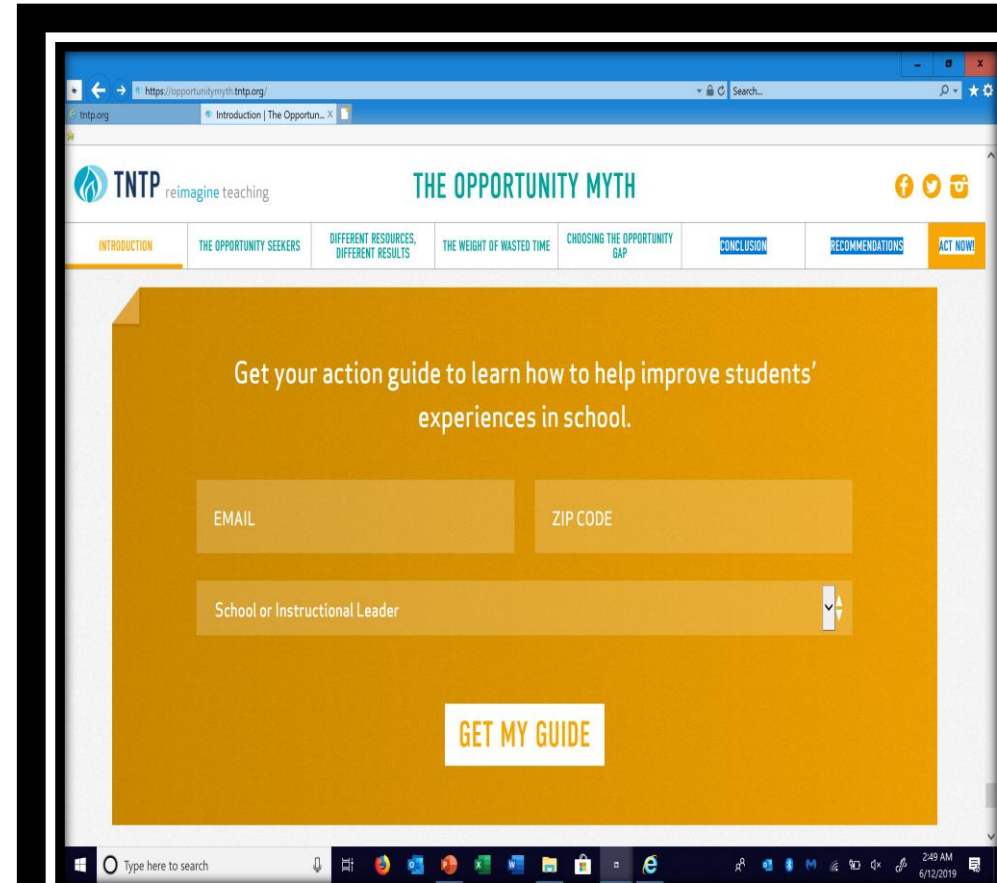
The image shows a thumbnail of the 'High Quality Instructional Materials Math Review Rubric' document. At the top right is the Mississippi Department of Education logo. The title is 'High Quality Instructional Materials Math Review Rubric' with the subject 'Mathematics K-8'. Below the title are fields for 'Evaluator', 'Rating Committee', 'Publisher', 'Title of Textbook Series/Instructional Program', 'Grade Range of Textbook Series/Instructional Program', and 'Specific Grade Evaluated'. The document text defines HQIM as material aligned with Mississippi College- and Career-Readiness Standards, and describes the HQIM²R as a tool for identifying areas of strength and opportunities for growth. It also includes a section on the scoring protocol and criteria, which includes alignment to MS CCR Standards, revision of report structure, and training on the use of the rubric. The document is divided into three sections: Alignment to Standards, Learning Progressions, and Coherence; Alignment to Rigor, and the Standards for Mathematical Practice; and Usability and Design of Materials.

Just as an FYI - High School Reviews

- Part of the Mississippi Educators High School Review process (*tentatively scheduled for the week of July 15, 2019*) will be to identify whether the instructional materials align to the HS course objectives/standards using a similar tool (as developed by EdReports)
- There are substantive differences in Gateways 1 and 2 between the K-8 tool and the High School tool
- EdReports.org's High School tool and evidence guides are designed to look at a complete series across HS courses regardless of how they are delivered (traditional Algebra/Geometry/Algebra2, or in an integrated approach).

Homework Assignments / To-Do-List

#1. Download: Action Guide for School Leaders & Instructional Leadership Teams



#2. PLCs: Use MDE HQIM rubric to begin evaluating current resources in use

www.mdek12.org



Directory



Textbooks



2018 Instructional Review Rubric - Mathematics

High Quality Instructional Materials Math Review Rubric
Subject: Mathematics K-8

Evaluator _____ Rating Committee _____

Publisher _____

Title of Textbook Series/Instructional Program _____

Grade Range of Textbook Series/Instructional Program _____ Specific Grade Evaluated _____

Mississippi defines High-Quality Instructional Materials (HQIM) as material that are aligned with the Mississippi College- and Career-Readiness Standards, externally validated, comprehensive, and include engaging texts, which include books-both digital and print; and multimedia material, rigorous problems, and aligned assessments. HQIM can be used to identify students' areas of strength and opportunities for growth and 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.

The High-Quality Instructional Materials Mathematics Review Rubric K-8
The High-Quality Instructional Materials Mathematics Review Rubric K-8 (HQIM[®]R) identifies the criteria and indicators for high quality instructional materials. The K-8 Evidence Guides complement the K-8 Quality Instructional Materials Review Tool by elaborating details for each indicator including the purpose of the indicator, information on how to collect evidence, guiding questions and discussion prompts, and scoring criteria.

HQIM[®]R Scoring Protocol and Criteria

- For instructional materials for which there is an existing EdReports review, an adjusted EdReports (AER) review will include:
 - Alignment to MS CCR Standards
 - Revision of report structure to match Mississippi High-Quality Instructional Materials Review Rubric
 - Training for review of specific Mississippi
- For instructional materials for which there is no existing EdReports review:
 - Training on the use of Mississippi High-Quality Instructional Materials Review Rubric Evidence Guide

The HQIM[®]R is comprised of three sections:
Section 1: Alignment to Standards, Learning Progressions, and Coherence - This is a requirement for submission.
Section 2: Alignment to Rigor, and the Standards for Mathematical Practice - This is a requirement for submission.
Section 3: Usability and Design of Materials



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