

High-Quality Instructional Materials and Professional Learning Pilot

July 2018



Office of Elementary Education and Reading

Mississippi Department of Education

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



State Board of Education Goals FIVE-YEAR STRATEGIC PLAN FOR 2016-2020

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



3

High-Quality Instructional Materials and Professional Learning (HQIM-PL)

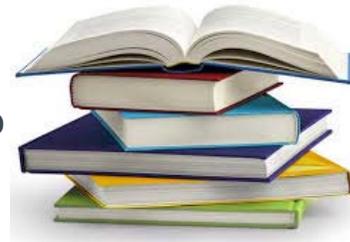
Overview of the HQIM-PL Initiative



4

What are high-quality instructional materials?

High-quality instructional materials are those materials that are designed to help build a teacher's content knowledge, provide guidance to inform lesson planning, and offer structures to support collaboration with other teachers.



Mississippi's HQIM-PL Theory of Action

If we establish a clear definition of high quality instructional materials (HQIMs), compelling reasons for adopting them, and incentives leading to the use of HQIMs and aligned professional learning for districts and vendors in Mississippi, **then** we will accelerate student growth to proficient or advanced performance for students, as measured by the Mississippi Academic Assessment Program.



High-Quality Materials in Mississippi

Professional development focus

- Regional Education Service Agency partnership
- Professional development coordinators added in 2014-15

Exemplar lessons and other resources

- PK – 8th grade, Algebra I, and English II units (2016-17)
- MS CCRS Scaffolding documents (2012-13, revised 2016-17)
- Family Guides to Student Success (2015-16)
- Mississippi Online Course Approval Process (2016-17)

Mississippi has joined CCSSO's national network of states focused on quality materials and aligned professional learning (2017-18)

- Delaware, Massachusetts, Mississippi, Nebraska, New Mexico, Rhode Island, Wisconsin



7

Evidence-Based Resources Webpage

Evidence-Based Programs

The Mississippi Department of Education supports school district efforts to invest in proven strategies that have an evidence-base for effectiveness toward improving outcomes for children in our schools. The factors that undergird the MDIE's position include, but are not limited to the expectations and requirements bulleted below.

- State law requires that we categorize all programs and activities based on evidence of effectiveness (MS Code 27-103-150).
- Federal law requires that we select and implement evidence-based programs when using federal funds (Every Student Succeeds Act).
- MDIE State Board of Education established the expectation that we are to create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce. To obtain this vision, we must use evidence-based practices/programs with a proven track record of success.

Evidence-Based Programs Defined
 Strengthening Effectiveness
 ESSA's Four Levels of Evidence
 Identifying Evidence-Based Programs
 Evidence-Based Resources

Resources

- Evidence Provisions within ESSA

- **NOW** available on the School Improvement, Academic Office, Federal Programs, and Intervention Services webpage
- Designed to assist schools/districts with identifying and selecting evidence-based resources



8

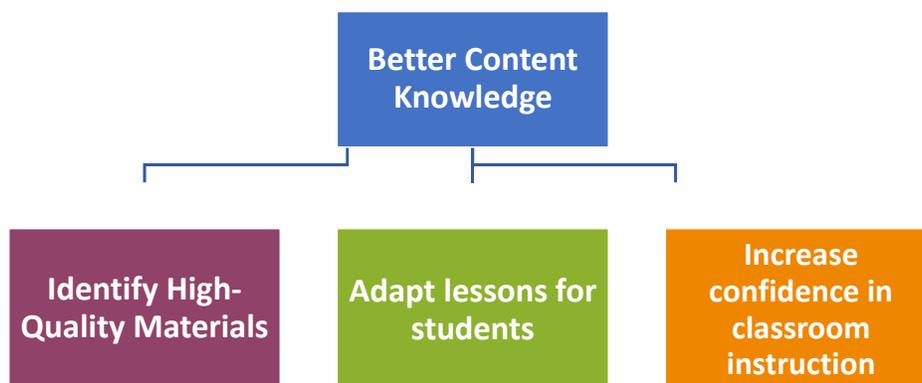
How do high-quality instructional materials help teachers/districts?

Adopting high-quality materials is a highly effective and ultimately a cost-neutral strategy.



How do high-quality instructional materials help teachers/districts?

High-quality instructional materials build teachers' content knowledge.



Curriculum Matters

Research shows that students gain months of learning when teachers use stronger instructional materials.

- The average middle school student using aligned mathematics textbooks gains about 8 months of additional learning compared with a student using unaligned materials ([Kane & Owens, 2016](#)).

Quality curricula promotes equity.

- Based upon an American Education Research Association Study, **low-income students are more likely to be exposed to weaker math content in schools**—and this accounts for a substantial share of the Socio-Economic Status (SES) achievement gap.

Why the focus on high-quality instructional materials?

Teachers will choose what high-quality materials are suitable for their students.



Why the focus on high-quality instructional materials?

Teachers entering the profession will be better prepared to hit the ground running.



2017-2020 Implementation Plan



STATEWIDE

- Awareness Campaign
- Textbook adoption process and manual revision
- Professional learning delivered to and led by teacher-leaders
- Work with IHL educator prep programs to align expectations
- Launch of HQIM-PL webpage for quick access and information



PILOTS

- Minimum of 18 districts
- Intense MCCRS training
- Review/vet **mathematics** materials and professional learning for MCCRS alignment
- Develop a comprehensive list of mathematics materials and professional development

HQ Instructional Materials Key Strategies

By 2020,

- ✓ At least, 80% of new K-12 **mathematics adoptions** in Mississippi public schools will be HQIMs
- ✓ At least 18 high-quality instructional materials and professional learning (HQIM-PL) pilot districts will implement HQIM **AND** research-informed systems of curriculum-aligned professional learning with fidelity
- ✓ All subgroups in the 18 HQIM-PL pilot districts will demonstrate annual improvement in proficiency on all state mathematics assessments based on previous years' outcomes
- ✓ Teacher preparation coursework will include a study of state-recommended HQIM and performance expectations related to use of HQIM
- ✓ All Mississippi educators will be equipped with knowledge, skills and tools to champion the need for and implementation of HQIM for all students



15

CHANGE

**WHAT NEEDS CHANGING...
NOT WHAT'S EASY**



16

HQIM-PL Pilot Districts

Overview of the HQIM-PL Pilot



17

HQIM-PL Initiative

The overall result of this initiative will be a strengthened review and selection process for textbooks and instructional materials for all schools in Mississippi. As a part of this pilot, the MDE is seeking districts that are interested in proactive participation, through the training of teachers for materials review, through the adoption of HQIM, and through participation in professional learning aligned to selected HQIM.



18

What will pilot districts receive?

- **Priority access to intensive** Mississippi College- and- Career- Readiness Standards training
- **Invitations to review/vet mathematics** materials
- **Priority access** to additional professional learning aligned with the MCCRS
- **Participation** in the development of the comprehensive list of mathematics materials and accompanying professional learning



19

What will the pilot districts need to commit?

- Serve as a pilot district for three (3) academic years (2018-19, 2019-20, and 2020-21).
- Release designated district and/or lead teachers for a maximum of six (6) school days for face-to-face and/or virtual training during each academic year.
- Participate in periodic meetings and/or surveys administered by the MDE regarding district-wide implementation.



20

...pilot districts need to commit? Cont.

- Participate in on-site observations conducted by MDE staff and its partners.
- Work with institutions of higher learning to provide opportunities for pre-service teachers to complete teacher internships within the district.
- Extend face-to-face professional learning and observation opportunities to teachers within the district, surrounding districts, and/or institutions of higher learning.



21

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22