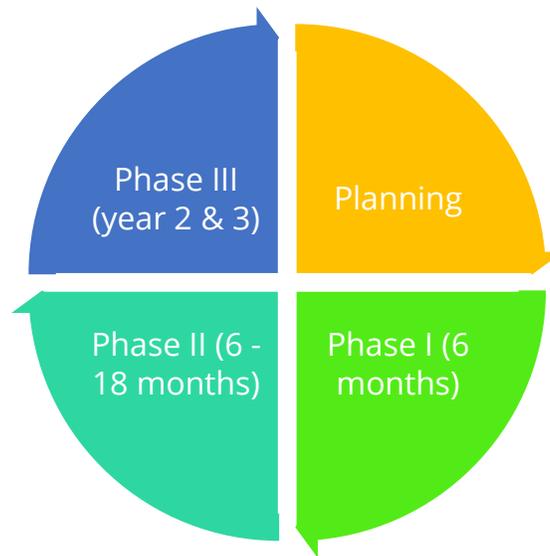


Phases of High-Quality Materials: ELA Implementation



Key Stakeholders





High-Quality Instructional Materials (HQIM) Implementation Framework

Planning Phase

- District leaders: Adoption and visioning processes; launch of messaging
- School leaders: Visioning instructional excellence in classrooms and changes in students' daily learning experiences
- Instructional coaches: Building internal capacity and understanding of materials' features; planning instruction and student-aligned work
- Teachers: Acclimating to materials and unit preparation

Phase One

- District leaders: Setting goals aligned to vision; modeling coaching and leadership practices for principals
- School leaders: Planning for structural shifts (unit planning, lesson planning, instructional feedback)
- Instructional coaches: Building internal capacity and content expertise; planning instruction and student-aligned work
- Teachers: Sequencing daily lessons building to unit outcome; using materials with integrity

Phase Two

- District leaders: Learning from regional networks; monitoring school-level implementation
- School leaders: Refining planning structures; tracking feedback trends; implementing student work analysis protocols
- Instructional coaches: Continued capacity-building through professional learning networks; staff development on content expertise and scaffolding for all learners
- Teachers: Developing strong questioning, tasks, and discussions that ensure that students are synthesizing texts to make meaning

Phase Three

- District leaders: Analyzing and adapting goals based on student performance; highlighting and expanding bright spots; district networking
- School leaders: Differentiating coaching supports based on teacher and student data, including student work analyses
- Instructional coaches: Analyzing student work and outcomes
- Teachers: Ensuring that students master daily standards-aligned work



HQIM ELA Implementation Planning: District Leaders

Vision

What is your vision for excellent instruction?

Guiding Questions:

- What do you want to see in student discussion and in student work?
- What do you want to see change in teacher practice?
- What are the two or three factors that will launch that change in instruction?

Resources: The Instructional Practice Guide, Finding Your Why (<https://simonsinek.com/find-your-why/>)

How will you communicate this vision?

Guiding Questions:

- How will stakeholders be able to share the literacy vision?
- How will principals apply the district vision to their schools?
- How will teachers internalize the district vision in their classrooms?

How will you track progress towards your vision?

Guiding Questions:

- How could you use quarterly Literacy Learning Walks to determine how teachers, teams within schools, and whole schools are progressing toward the district vision?
- How could you share and spread promising practices and bright spots?
- How could you create opportunities for schools to see the bright spots within classrooms, grade levels, and schools OR partner with another district to share bright spots and help teachers “see what it looks like”?

Structures for Unit Preparation and Lesson Preparation

What does lesson and unit preparation look like across all of your schools?

Guiding Questions:

- How will you create common expectations and structure time for unit preparation (eg. quarterly) and lesson preparation (eg. weekly)?
- How will you support your principals in designing and supporting preparation?
- How will you support the significant change for teachers FROM lesson and unit creation using high-quality materials as a resource TO lesson preparation and unit preparation keeping high-quality materials at the center of the lesson?

Resource: Sample Preparation Template in Appendix

How will you utilize and prepare teacher leaders or instructional coaches to support lesson and unit preparation?

Guiding Questions:

- What professional learning do your instructional leaders need in order to change lesson/unit planning to lesson/unit preparation?
- How will your instructional leaders be used throughout the district to support this shift when enacted weekly?
- How will your instructional leaders and principals be trained to support the significant mindset change for teachers?



Structures for Feedback

Who will provide weekly walkthrough feedback in each of your schools?

Guiding Questions:

- a. If the principal is the most powerful agent in changing teachers' practice, how will you leverage your principals?
- b. How will other instructional leaders (i.e., coaches or teacher leaders) be used to support teacher feedback?
- c. How will you norm instructional feedback throughout your schools?
- d. How will your instructional leaders and principals be trained to support the significant mindset change for teachers?

Resources: Instructional Practice Guide: Beyond the Lesson Discussion Guide

(<https://achievethecore.org/page/1119/instructional-practice-guide>); Concept-Based Adoption Model

(<http://www.sedl.org/cbam/>)

How will you provide ongoing support for feedback practices across your district?

Guiding Questions:

- a. What additional district or external resources could be made available to support teachers or groups of teachers who have additional challenges with implementation?
- b. How could you leverage teacher leaders, teacher advisory groups, or bright spots and promising practices to model lesson preparation?
- c. Are there additional schools, districts, or regional supports that could be helpful in supporting teachers with implementation?

District Measures for Mid-Year Success:

- 100% of schools have teachers using high-quality instructional materials in daily instruction.
- All ELA teachers are using unit preparation and lesson preparation protocols with support.
- All ELA teachers are receiving weekly feedback using the Instructional Practice Guide.
- School and district communities are engaged in visioning conversations.
- District has had at least one quarterly literacy learning walk to gauge progress and identify necessary supports.



HQIM ELA Implementation Planning: School Leaders

Vision

How will you help your school internalize the district's vision for excellent ELA instruction?

Guiding Questions:

- a. What are the challenges that your staff will encounter around the change that occurs when implementing high-quality instructional materials?
- b. How can the district vision and Instructional Practice Guide help support the change?
- c. How will you utilize teacher leaders to embody the vision and move the talking points forward throughout the school?

How could you use walkthroughs to highlight promising practices that are moving toward this vision?

Guiding Questions:

- a. How could bright spots show what is possible for students and for teachers (see article below)?
- b. How could you create structures to help other teachers watch and learn from bright spots within your school, across schools, or in a neighboring district?
- c. How will you utilize teacher leaders to embody the vision and move the talking points forward throughout the school?

Resource: Bright Spots Theory (<https://www.shrm.org/resourcesandtools/hr-topics/benefits/pages/danheath.aspx>)

Structures for Unit Preparation and Lesson Preparation

When will your teachers collaboratively prepare lessons and units?

Guiding Questions:

- a. Do you have consistent preparation time during the week for teachers to review the lesson plans in the high-quality materials?
- b. Do you have processes and templates to support preparation that help teachers move away from lesson creation?

Resource: Sample Preparation Template in Appendix

Who will support lesson and unit preparation?

Guiding Questions:

- a. Who will you visit and support during lesson and unit preparation sessions?
- b. Do teachers have access to external experts, coaches, and leaders during lesson and unit preparation?

Reminders: Teachers are no longer creating lesson plans with materials as resources. The materials launch the process with pre-designed lessons for teachers to internalize and adjust for student needs.

Note: Many schools no longer collect lesson plans. Is there a different way to collect evidence in schools?

Structures for Feedback

Who will provide weekly walkthrough feedback?

Guiding Questions:

- a. If you are the most powerful agent in changing teachers' practice, how will you be connected to feedback practices?
- b. How will you use instructional leaders (e.g. coaches or teacher leaders) to support teacher feedback?
- c. How will you norm instructional feedback (using the Instructional Practice Guide) throughout your school?
- d. How will you support the significant mindset change for teachers?

Resources: Instructional Practice Guide, Beyond the Guide: <https://achievethecore.org/page/1119/instructional-practice-guide>, Concept-Based Adoption Model <http://www.sedl.org/cbam/>

How will you and your team provide feedback?

Guiding Questions:

- a. If multiple leaders are providing feedback, how will your leadership team norm on feedback and feedback conversations?
- b. How will you create opportunities for teachers to learn from one another in response to feedback?

Additional Questions to Consider:

Do you need a schedule?

Who will provide the feedback?

How will you support teachers with implementing feedback?



HQIM ELA Implementation Planning: Instructional Coaches and Teachers

Vision

What should your classroom instruction look like?

Guiding Questions:

- a. How are your materials driving the lesson?
- b. What does student success look like today and at the end of the unit?
- c. How will you support (provide entry points) for learners with challenges to be successful?

Structures for Unit Preparation and Lesson Preparation

How should lesson preparation and unit preparation look different for you?

Guiding Questions:

- a. How will collaborative conversations focus on students and how students will engage with texts, questions, and tasks?
- b. Where will students struggle and how will you reinforce the learning in the text (e.g., targeted questions, repeated reading of a text section, turn and talks, stop and jots)?
- c. Where will you check for understanding and identify the evidence that you should see demonstrating understanding?
- d. How will you measure mastery at the end of each lesson?

Note: These are guiding questions that instructional coaches could use during rounds of unit and lesson preparation.

Structures for Feedback

What is my school leader looking for during walkthroughs?

Recommendation: Teachers will need a professional learning session before the year starts on what walkthroughs will look like, what their purpose is, and what kind of feedback they will receive. Focus on how materials will be used to design a lesson “worthy of students’ time.”



HQIM ELA Implementation Phase I: District Leaders

Communicating Vision

How do you help your district continue to focus on your vision for excellent literacy instruction and push through the hurdles of implementation?

Guiding Questions:

- a. How will you maintain a clear vision for the WHY to help maintain focus through the challenges of implementation?
- b. What opportunities will be provided to highlight bright spots and student successes (e.g., posting student writing, sharing videos and student work on social media and, at board meetings, encouraging school visits and tours)?
- c. Where can you continue to message your vision consistently through success sharing?

Direct Support for Lesson and Unit Preparation

How do you support your schools' change instruction?

Guiding Questions:

- a. How do you highlight the schools that are effectively utilizing their schedule to support unit and lesson preparation so that you are ensuring all schools are using lesson preparation?
- b. How is the district team supporting the use of preparation protocols throughout schools? As teachers need thought partnership and guidance in preparation, how is the district supporting instructional coaches and school leaders in unit preparation and lesson preparation processes?
- c. How is the district finding and highlighting bright spots in teacher practice (both preparation and lesson delivery) as well as student successes (e.g., posting student writing, sharing videos and student work on social media, at board meetings, and encouraging school visits and tours)?

Feedback

How do you use teacher feedback to support high-quality material implementation?

Guiding Questions:

- a. How will you focus your school leaders on assessing how teachers are moving from core action one focused feedback to core action two focused feedback? (The Instructional Practice Guide is not a checklist, but teachers should generally be moving toward tasks and questioning feedback by mid-year).
- b. As you complete quarterly learning walks, how will you model walkthrough conversations focused on lessons "worthy of student time" and questions like "How are teachers' questions guiding students back to text-based conversations?"
- c. As you complete quarterly learning walks, how will you design supports for instructional leaders, principals, and teachers to continue to support overarching district needs evident from the trends in walkthroughs?

District Measures for Planning (Year One) Success:

- All ELA teachers are using unit preparation and lesson preparation protocols as well as receiving weekly feedback using the Instructional Practice Guide and reporting that feedback is supporting their implementation.
- School and districts are supporting implementation challenges through bright spots and focusing on the WHY.
- District has had at least one quarterly meeting to review trend data and design school site visits and/or professional learning supports to support core action two practices.



HQIM ELA Implementation Phase I: School Leader

Communicating the Vision

How do you help your district push through the hurdles of implementation?

Guiding Questions:

- a. How will you continue to reiterate the why and key messages when teachers face challenges during the implementation process?
- b. How can you continue to highlight bright spots and student successes (e.g., posting student writing, sharing videos and student work on social media and, at board meetings, encouraging school visits and tours)? (Continue to message your vision consistently through success sharing).

Direct Support for Lesson and Unit Preparation

How do you support change in your teachers' preparation for instruction?

Guiding Questions:

- a. How will you ensure that time scheduled for intentional collaboration continues to provide effective collaboration and preparation time for teachers?
- b. Is there a way to utilize feedback in lesson preparation?
- c. How can lesson preparation and unit preparation be connected to core action feedback?
- d. As teachers continue to focus on students in preparation, how can you incorporate discussions about student work and student successes?
- e. As teachers continue to focus on student engagement in the lesson, how can teachers share scaffolds to support struggling learners?

Note: Consider opportunities to promote reflection by individual teachers and provide frequent classroom visits by peer teachers that result in “grows and glows” feedback to each teacher observed.

Feedback

How do you use teacher feedback to support a focus on teacher moves that drive instructional practices within HQIM?

Guiding Questions:

- a. How can you eliminate barriers to focus on frequent cycles of classroom walkthroughs that include specific feedback?
- b. Does your school provide professional learning opportunities that include sharing of best practices in all teacher collaboration times specific to the adopted high-quality ELA materials?
- c. How can you promote student success and growth in student work when discussing feedback with teachers?
- d. How do you continue to recognize bright spots using the Instructional Practice Guide to build capacity in all teachers to recognize the teacher strategies (moves) that best support the core actions?