Shifting Into Implementation
OCDE ELA Coordinators

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EdReports
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Use EdReports to Make a Strong Choice

1. Know District Needs
2. Identify Priorities, Parameters and Decision-Making Process
3. Determine Committee & Communication Plan
4. Engage Community
5. Winnow Choices
6. Apply Local Priorities
7. Make a Decision
8. Create Rollout & Implementation Plan

- Review tool and evidence guides
- Try to hold off digging into the books until step 6
- Reviews
EdReports’ Process

Gateway 1: Text Quality and Complexity and alignment to the Standards with tasks and questions grounded in evidence

“Meets” or “Partially Meets” move to Gateway 2

Gateway 2: Building Knowledge with Texts, Vocabulary and Tasks

“Meets” for Gateways 1 & 2 moves to Gateway 3

Gateway 3: Instructional Supports and Other Usability Indicators
Instructional Materials Being Used in Orange County

Elementary

Secondary

Amplify.

myPerspectives

ENGLISH ENGLISH LANGUAGE ARTS

Benchmark ADVANCE

ENGLISH ELA/ELD
Learning Goals

- Understand the power of **ALIGNED** and **RIGOROUS** instructional materials
- Discover tools to support **FREQUENT** and **ONGOING** professional development to support teachers’ effective use of materials
- Explore resources that support **STUDENTS’ ABILITY** to **RISE** to the challenge of aligned and rigorous instructional materials

Success Criteria

- I can discuss the implications of aligned and rigorous instructional materials.
- I can describe three tools that support teachers’ effective use of materials.
- I can identify two resources that support students’ ability to learn from aligned and rigorous materials.
Key Findings

- The decision to adopt new materials is influenced by whether materials are rigorous and aligned to standards more than any other factor.
- Frequent and ongoing professional development is needed to support teachers in understanding, internalizing, and effectively using materials.
- Many teachers found students rose to meet the challenge of a high-quality, rigorous instructional materials, even when teachers initially felt the materials would be too difficult for their students.

*What Does it Take to Implement a Strong Curriculum Effectively?* Instruction Partners, 2017
Key Finding #1
ALIGNED & RIGOROUS
Instructional Materials Matter
Curriculum is deeply important, [and] that a teacher’s or district’s choice of curriculum can substantially impact student learning.

Curriculum Research: What We Know and Where We Need to Go, March 2017
Instructional Materials Matter

Results of a 144 meta-analyses project that investigated the impact of curriculum on student achievement found an average effect size of +0.45. This is greater than the influence of a student’s home and a student’s school.

- Teaching Quality +0.49
- Instructional Materials +0.45
- Student’s Home +0.31
- Student’s School +0.23
A 2015 study found that low-income students are less likely than high-income students to have high quality content and materials in the classroom.

“As it stands now, students’ chances to learn challenging content depend on whether they are lucky enough to attend a school that provides it. In effect, a defense of localism in questions about content amounts to a defense of inequality in opportunity to learn.”

Dr. William Schmidt 2013, 2015
“Education is still the great equalizer. If we give our students a quality education, which starts with quality materials, we can change the way children see the world.”

- Dr. Cynthia Nicholson
Dean, School of Arts and Sciences, Chowan University
Most teachers feel empowered, unburdened, and more creative when they have strong materials.

Teachers noted that strong materials allowed them:
- to spend their time on important content work
- to analyze student data to inform intervention efforts

*What Does it Take to Implement a Strong Curriculum Effectively?* Instruction Partners, 2017
As Opposed to...

**TEACHERS SPEND 12 HOURS PER WEEK CREATING MATERIALS**

**Teacher Time Spent Creating Instructional Materials (hours per week)**

- **7 hrs** Searching for free and paid-for resources
- **5 hrs** Creating own materials

**Sources of Instructional Materials Used (weekly or more often)**

- **19%** Open Education Resources (OER)
- **51%** Commercial materials provided by school
- **66%** Materials developed by teachers or school staff

Sources Used:

- 97% Google
- 85% Pinterest
- 79% Teachers Pay Teachers
- 39% EngageNY

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RAND Implementation of K-12 Standards Report
A Tale of Two Schools...

School A
- No outside criteria or professional development utilized
- Followed a traditional pilot process
- Committee selected program

School B
- Provided multi-day training on ELA/ELD instructional shifts
- Followed a traditional pilot process with evidence collection
- Created a consensus building plan for selection
Pause and Reflect

Consider the research

- What do you find confirming or reassuring?
- What was noteworthy or caught your attention?
- Share with a partner

High-quality materials allow teachers to "focus their very real and creative energy and expertise on unlocking the potential of the curriculum to meet the particular needs of the students they serve every day."

- Kathleen Porter-Magee
  Superintendent, Partnership Schools
Key Finding #2
Frequent & Ongoing Professional Development

The Process to Successful Implementation
Ensure High-Quality Curriculum

Using EdReports to...

- Pinpoint the strengths and gaps in your materials
- Develop guidance tools and curricular supports
- Highlight areas of need for professional learning opportunities
- Plan for professional learning communities
- Consider where/when supplements might be needed
Making the Most of Materials

When you know your materials deeply, you can better identify the best strategies for how to improve them for students without jeopardizing quality

- Pedagogical shifts
- Supplement
- Supplant
- Omit

Making the Most of your Materials: Using Our Reviews to Plan for Successful Implementation

Materials don’t come off the shelf or virtually tailored to meet all students’ needs. The following guide helps you to analyze how well your instructional materials are aligned and what adjustments you may need to consider in order to ensure that all students have access to high-quality, aligned materials.

STEP 1: Pull up the following resources

- Review tool and evidence guides for K-12 ELA
  1) Go to www.edreports.org
  2) Click on “Resources,” select “Tools and Evidence Guides”
  3) Select “ELA K-8 or High School”
  4) Download “Quality Instructional Tool” and “Evidence Guides”

- The grade level reviews for your instructional materials
  1) Go to “ELA,” then “View ELA Reports”
  2) Enter your program title in the search bar

- Publishers’ Criteria for ELA documents

STEP 2: Prepare to read the reviews

- Scan the edReports.org gateway and indicator graphics to see how the shifts are represented within the reports and tool.
- Consider your data and confer with your team: What grade level/series would you like to most learn about?

STEP 3: Read the grade level/series review

- Locate the report for your adopted curriculum.
- Start with the series summary page. What questions do you have after seeing the thermometer scores and reading the summary evidence?
- Open a grade-level review.
  1) Highlight or take notes on which evidence confirms your experience with the materials.
  2) Highlight (in a different color) or take notes on which evidence you want to confirm.

STEP 4: Assess the materials

Use the graphic organizer when answering these questions:
- Do the materials “meet, partially meet, or do not meet” the criteria according to the report? What are the strengths/weaknesses?
- Does this confirm what we are observing in classrooms? What evidence do we still have questions about?
- In order to align with our district priorities and content, which of these gaps would we address first? Why?
- Can this be addressed through a pedagogical change, PD or policy? If so, what would be our strategy?
- If not, is it a simple tweak? Do we omit something? Do we need to swap the unit/chapter with something better?
### Using EdReports Reviews to Plan for Classroom Success (ELA)

<table>
<thead>
<tr>
<th>Text Complexity and Quality</th>
<th>Tasks and Questions: Foundational Skill Development (Grades K-5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>High-quality texts are the focus of lessons and are at the appropriate grade level text complexity.</td>
<td>Materials in reading, writing, speaking, listening, and language targeted to support foundational reading development are aligned to the standards.</td>
</tr>
<tr>
<td>Alignment to the Standards with Tasks and Questions Grounded in Evidence</td>
<td>Building Knowledge with Texts, Vocabulary and Tasks</td>
</tr>
<tr>
<td>Materials have quality tasks aligned to the standards in service to grow literacy skills.</td>
<td>Materials build knowledge through integrated reading, writing, speaking, listening, and language.</td>
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| Do the materials “meet, partially meet, or do not meet” the criteria according to the reviews? What are the strengths? | Do the materials “meet, partially meet, or do not meet” the criteria according to the reports? What are the strengths? |
| Do we still have questions about this? | Do we still have questions about this? |
| In order to align with our priorities and context, are there gaps we should address first before others? Why? | In order to align with our priorities and context, are there gaps we should address first before others? Why? |
| Can this be addressed through a pedagogical change, PD, or policy? If so, what would be our strategy? | Can this be addressed through a pedagogical change, PD, or policy? If so, what would be our strategy? |
| If not, is it a simple tweak? Do we omit something? Do we need to swap the unit/chapter with something better? | If not, is it a simple tweak? Do we omit something? Do we need to swap the unit/chapter with something better? |
Discuss: How do you ensure teachers are making intentional decisions to impact student learning?

- Omit lessons/units
- Accentuate/bring in pedagogical strategy
- Supplement
- Supplant

Look back at your graphic organizers and consider these guiding questions:

What is your proposed solution? Omit, Accentuate, Supplement, or Supplant

Omit lessons/units
Ensure you know the quality aspects of what you omit so that you don’t inadvertently remove critical components of the shifts and/or standards alignment.

Accentuate/bring in pedagogical strategy
Examples include removing scaffolds or changing the instructions, implementing group work, or reworking the lessons to have a more student-centered approach.

Supplement
Based on your investigation, you may want to bring in additional content or lessons to increase alignment, e.g., to build in more opportunities for students to engage in work that meets the speaking and listening standards.

Supplant
If you’re replacing units or lessons, select from a vetted source, e.g., the open educational resources that EdReports has reviewed or other educator-vetted materials.
A Tale of Two Schools...

School C
- Selected instructional resources that had been identified as highly aligned
- Provided ongoing PD to support teachers’ implementation (3 years)

School D
- Selected instructional resources that had been highly aligned, but provided no PD
- After 1 year, minimal use to no use
- Within first year of PD, 70-80% of teachers have begun to use
“The goal of the Materials Adaptation Project planning guides is to offer guidance to teachers, curriculum leaders and administration on how to best understand and use the essential features of aligned materials to guide and “enhance” students’ experience of the “traditional basal,” in this case Journeys Common Core, to improve alignment to the instructional shifts required by sets of College and Career Readiness standards.”
3 Recommended Adaptations

1. Elevating lessons centered on rich texts worthy of close study
2. Using text-specific questions and writing tasks that focus students on the central idea of the text
3. Substituting and supplementing with program texts, other open sourced high quality resources, and cumulative student activities to grow knowledge and vocabulary on the topic under study.
Wonders has nearly all the materials and approaches needed to allow children to become literate and knowledgeable students. But clear direction on how, when, and how much to use the various components to provide children with maximal chance to grow their literacy abilities is absent, as is a yearlong approach to ‘gradual release.’ The Materials Adaptation Project (MAP) provides maps to answer those questions for you and your students.
Summary of Instructional Modifications

1. Always support foundational skills, ALWAYS.
2. Elevate the best texts…they’re there!
3. Let rereading of less complex texts happen outside of whole group instruction (in small groups or independently).
4. Cut to the heart of the instructional purpose of the lessons (avoid extraneous activities or questions).
5. Build knowledge and vocabulary, whenever possible!
6. Reduce the number of transitions your students have to make each day.
Consider the adaptations made to *Journeys* and *Wonders*. How do these projects make intentional choices to do the following?

- Omit
- Accentuate
- Supplement
- Supplant

Discuss with a partner

### Materials Adaptation Project

<table>
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<th>HMH Journeys</th>
<th>McGraw Hill Wonders</th>
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https://achievethecore.org
Modified Week at a Glance

- Build Academic Language
- Close Reading of Text
- Volume of Writing
- Foundational Skills
- Volume of Reading
- Selected Independent Work Activities

<table>
<thead>
<tr>
<th>Essential Question:</th>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Build Academic Language</strong></td>
<td>Build Background: Introduce Essential Question</td>
<td>Build Vocabulary: Expand Vocabulary</td>
<td>Build Vocabulary: Reinforce the Words</td>
<td>Build Vocabulary: Connect to Writing (can be moved to Independent Work)</td>
<td><strong>Day 5 Activity Menu Selected Activities:</strong></td>
</tr>
<tr>
<td><strong>Close Reading of Text</strong></td>
<td>Reading/Writing Workshop: Shared Read</td>
<td>Literature Anthology (from TE Days 3 &amp; 4)</td>
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<td>Select additional text(s) (or continue work with the Literature Anthology)</td>
<td></td>
</tr>
<tr>
<td><strong>Volume of Writing</strong></td>
<td>Write to Sources with Reading/Writing Workshop Text (from TE Day 2)*</td>
<td>Write to Sources with Literature Anthology Text* (modify TE Day 2 R/W Workshop prompt)*</td>
<td>Grammar</td>
<td>Grammar</td>
<td>Grammar Application</td>
</tr>
<tr>
<td><strong>Foundational Skills</strong></td>
<td>Word Work</td>
<td>Leveled Readers</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>(during small group time)</td>
</tr>
</tbody>
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*Teacher’s Edition (TE) is only referenced on the WAG when this plan uses a lesson component on a different day than it appears in Wonders.

Other instructional elements: Assessment, Smart Start, Week 6
A Cautionary Tale...

- Instructional coaches explored the MAP Project and shared with colleagues...
  - Assumed others would understand the tool and its recommended adaptations
  - Minimal application
The guide can be used for **ALL** of the following:

- lesson planning
- PLC/teacher team meetings
- discussing instructional strategies
- selecting a focus area for improvement
- peer observation
- coach observation
- reviewing classroom video
The Instructional Practice Guide: Coaching tool has **3 Core Actions** teachers take when they are implementing the CA CCSS

- **CA 1**: Focus each lesson on a **high quality text** (or **multiple texts**)
- **CA 2**: Employ **questions** and **tasks**, both oral and written, that are **text-specific** and accurately address the analytical thinking required by the grade-level standards
- **CA 3**: Provide **all** students with opportunities to **engage** in the work of the lesson
Professional learning cannot live up to its potential unless it’s rooted in the content teachers teach in their classrooms. Relevant professional learning using instructional materials should focus in the first instance on making sure the instructional materials reflect the full aspiration of college and career readiness. It’s the professional learning equivalent of ‘you are what you eat.’

- Weiner and Pimentel, Practice What you Teach, April 2017
Key Finding #3

Students meet the Challenge

Meaningful Engagement
IPG - Core Action 3 Engagement

Pair Up & Read Indicator A through the lens of a...

Teacher

Repeat through Indicators B, C, D, E
Limiting “Teacher Talk”

After 6 weeks, 90% of teachers reported this work was valuable use of their time and noted they talked less and students were more engaged!

To Limit Teacher Talk...
- Ask all students to engage in the work
- Increase time students spend reading
- Build independence
Participating in ongoing professional learning gave teachers the confidence to allowing students more independence and improved alignment between materials and instruction.
Reflect on our Learning

Learning Goals

- Understand the power of **ALIGNED** and **RIGOROUS** instructional materials
- Discover tools to support **FREQUENT** and **ONGOING** professional development to support teachers’ effective use of materials
- Explore resources that support **STUDENTS’ ABILITY** to **RISE** to the challenge of aligned and rigorous instructional materials

Success Criteria

- I can discuss the implications of aligned and rigorous instructional materials.
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THANKS!

Any questions?
You can find us at
agranger@ocde.us & kfoster@ocde.us
sestep@edreports.org
Resources

- Achievethecore.org
- Edreports.org
- Instructionpartners.org