


HQIM IQ

Welcome to our session! Please place a green dot in the section that describes to your district's HQIM implementation phase.

- Fully Implemented
- Partially Implemented
- Considering Implementation



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Engaging Struggling Learners Using HQIM


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Fayette, MS




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Session Norms




Collaborate



Ask Questions




Silence Cell Phones




Engage in Active Listening

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Session Goals




Explore the Benefits of Using a Scripted High-Quality Instructional Materials



Explore and Discuss Strategies for Literacy Success



Explore the Science of Reading and How the SOR impacts literacy practices



Engage in Productive Discussion on Supporting Struggling Learners with HQIM

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Where We Started

- Low Accountability Rating
- Determined a disconnect in Tier 1 instruction
- Conducted a curriculum audit
- Developed a selection process
- Implemented HQIM

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What is HQIM?

MDE has defined HQIM as materials that are aligned with the Mississippi College- and Career-Readiness Standards, externally validated, comprehensive, inclusive of engaging texts (books, multimedia, etc.), and assessments (MDE, 2019)

MDE Components of HQIM

High-Quality Instructional Materials	Standards-aligned		
	Inclusive and Engaging Texts, Problems, and Assessments	Comprehensive	Externally Validated

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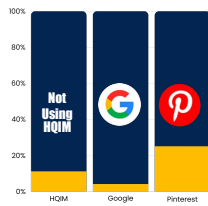
INSTRUCTIONAL MATERIALS MATTER

Policymakers have “not always connected the dots between rigorous standards and rigorous instruction” (Chiefs for Change, 2017, pp. 2–3). Policymakers have emphasized what is taught (standards) and how instruction is measured (assessments) more than they have considered the choice of instructional materials used.



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What the Research Shows



The Case for HQIM

A report conducted by the RAND Corporation (2020) showed that **only 11% of teachers nationwide used a high-quality curriculum** during instruction.

Sourcing Outside Resources

Similarly, a 2016 RAND report showed that **95% of teachers pulled resources from Google**, and **75% of teachers used Pinterest** as a source for instructional materials.

Kaufman, J., Toth, K., & Mattos, T. (2020). Are U.S. teachers using high-quality instructional materials? RAND Corporation. https://www.rand.org/pubs/research_reports/RR257581-1.html

Opler, V., Kaufman, J., Thompson, L. (2016). Implementation of K-12 State Standards for Mathematics and English Language Arts and Literacy. Santa Monica, CA: RAND Corporation. Retrieved from https://www.rand.org/pubs/research_reports/RR1528-1.html

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BENEFITS OF USING A HIGH-QUALITY SCRIPTED CURRICULUM



Makes lesson planning and progress monitoring easier



Provides content training to novice teachers

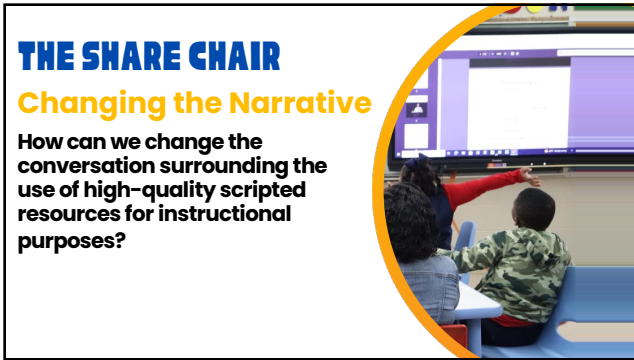


Increases sense of self-efficacy for



Sharpens skills and focus for experienced teachers

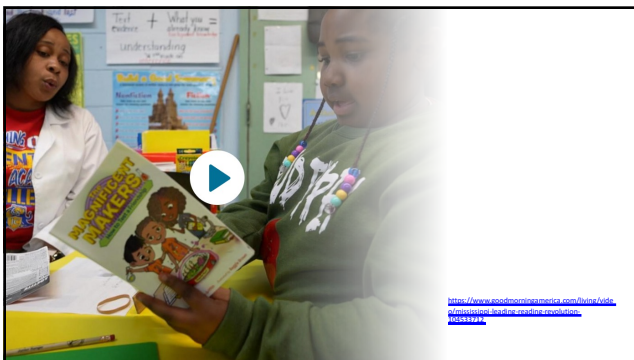
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Strategies for Success




- 1 Cultural Shifts**
We created a school culture that focused on improving literacy using a Reading HQIM.
- 2 Revamped Lesson Planning**
We changed our focus from creating compliance plans to annotating lesson plans.
- 3 Leveraged Instructional Support**
Everyone, including district administrators, principals, and instructional coaches provided direct support
- 4 Redesigned Instruction**
We used small group instruction as an extension of Tier I and independent centers using the HQIM and resources from the approved list for interventions.
- 5 Practices "Sticking to the Script"**
Focused on ensuring teachers utilized all parts of the curriculum, including the scripted portions of the lessons.


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INTERNALIZING LESSONS


Read Through Lessons/Targeted Standards
What do we want students to know and be able to do?



Determine the Aspects of Rigor
What should the lesson look like? What will mastery look like?




Practice/Perform the Task
Try the task in a way that your students might approach the task; Identify possible misconceptions.




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INTERNALIZING LESSONS


Determine Priority Tasks
What will be prioritized? How do the tasks align with the standards?



Prepare for Instruction
How do students interact with the priority tasks? Which questions are most important to discuss whole group? How do we respond to misconceptions?



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JCES LITERACY CLUB

The Literacy Club experience is social and can enable students to learn from others. Students gain a deeper understanding of people through conversations, and provide opportunities to keep the growth mindset and celebrate success.

Third and fourth grade students meet every first and third Monday after school. Students conduct experiments from the book that are based STEM related. Reading Literature Standards will be covered as they read.

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LET'S READ JEFF CO!

Let's Read Jeff Co! is a reading initiative started in 2022. The program aims to foster literacy and independent reading skills in young children. The initiative partnered with the elementary school and community members to provide reading activities that focused on developing a love for reading.

Parents, please encourage your child to read for 10 minutes a day!!!

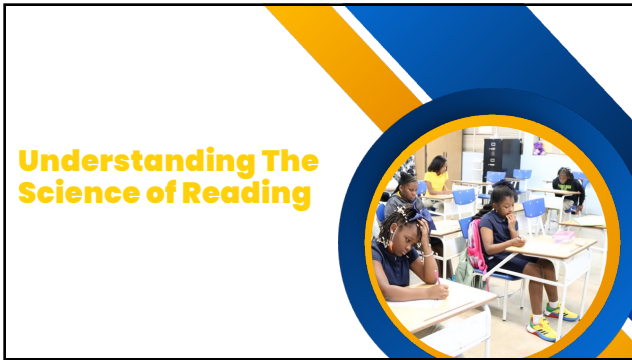
Members, please come out and read to JCES students Fridays between 12:00-1:00 p.m.

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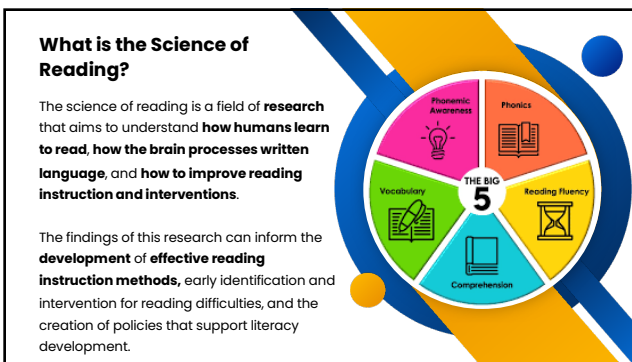


Discuss strategies you're using in your school to engage struggling learners using HQIM.

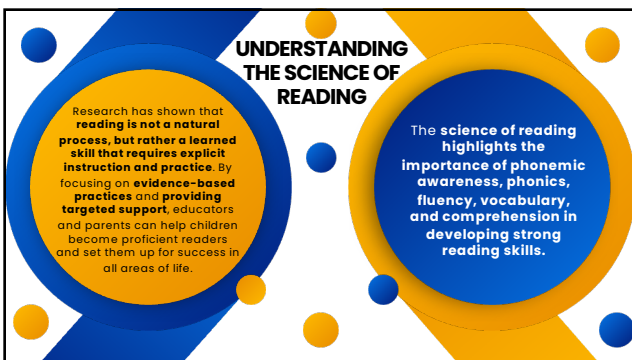
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Simple View of Reading & Scarborough's Reading Rope

Scarborough illustrates the complex set of skills and processes involved in reading.

The model consists of two intertwined strands: the **"language comprehension strand,"** which involves the ability to understand and use spoken and written language, and the **"word recognition strand,"** which involves the ability to decode and recognize words.

The Reading Rope demonstrates that strong reading ability requires proficiency in both of these areas and that they are interdependent.

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STRUCTURED LITERACY

GOAL OF STRUCTURED LITERACY

The goal of structured literacy is to help students develop strong foundational skills that will enable them to become proficient readers and writers.

WHY DO WE NEED STRUCTURED LITERACY?

By breaking down language into its component parts and teaching them in a structured way, students are able to develop a strong foundation in literacy that will support their reading and writing skills throughout their lives.

WHAT IS STRUCTURED LITERACY?

Structured Literacy is an evidence-based approach to teaching literacy that focuses on the foundational skills of reading and writing.


EXAMPLES

- Teacher-Led Table
- Decoding Strategies
- Decodable Readers and Text
- Groups based on data

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Explore the Benefits of Structured Literacy for Struggling Readers

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HQIM, MAAP, & KRA

The purpose of HQIM is to have a cohesive TIER 1 program to ensure all students are receiving high-quality Tier 1 instruction. A cohesive Tier 1 program can help to reduce achievement gaps and ensure that all students have access to the same opportunities.

Mississippi Academic Assessment Program (MAAP) and the Mississippi Kindergarten Assessment System (KRA) are not aligned to any curriculum. HQIM, MAAP, and the KRA are aligned to the MS-CCRS.

Students who are taught using the MCCRS are more likely to be successful on statewide assessments and be prepared for college and/or their future careers.

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HQIM AND ASSESSMENTS

HQIM and assessments are important components of effective teaching and learning, as they help to ensure that students are receiving high-quality instruction and making progress towards academic goals.

TEACHER MADE ASSESSMENTS vs HQIM

HQIM assessments are aligned with high academic standards and are created by experts in the field, ensuring that they are reliable and valid measures of student learning.

HQIM assessments provide teachers with immediate feedback on student performance, allowing them to adjust their instruction accordingly.




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DOMINO EFFECT WITH HQIM

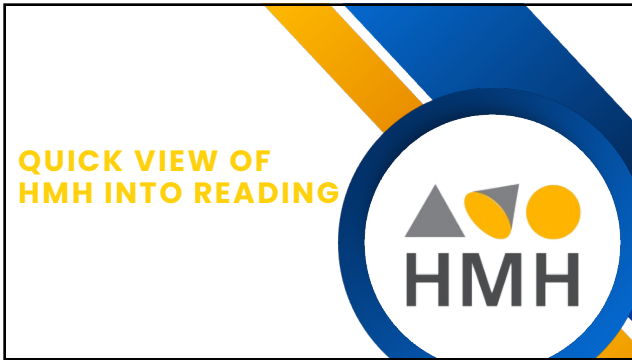
The use of high-quality instructional materials (HQIM) can have a positive domino effect on teaching and learning. The domino effect of using HQIM can lead to improved educational outcomes for both teachers and students.

No Test Prep

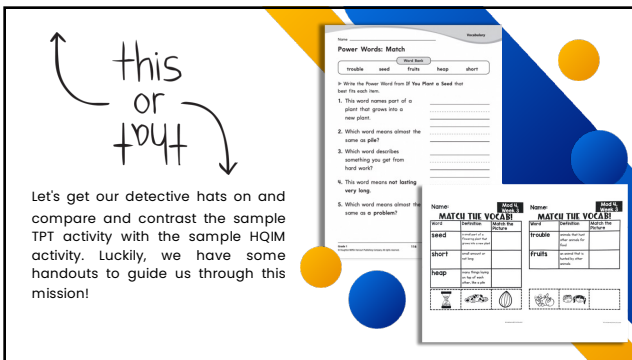
Educators do not have to "shut down" instructional time to prepare students for testing.



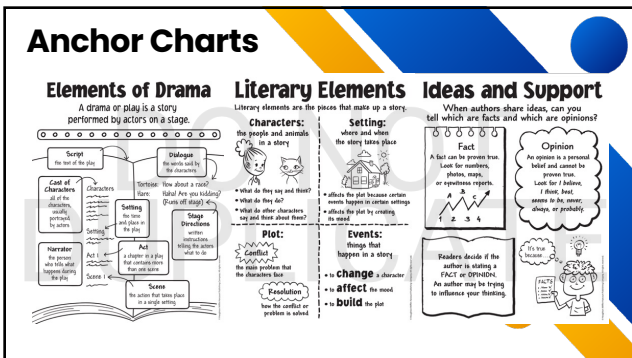
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Questions

Thank you for attending our session.
Please feel free to stay and ask any questions.

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