High-Quality Instructional Materials (HQIM)

Expertise Template for Math

Your Organization Name: _____

Directions

This document serves as evaluation evidence for reviewers. It is intended to demonstrate your expertise in the HQIM[1] you would like to list on your profile page, if you are approved. Reviewers *will* evaluate this template to score indicator H.2; however, the information in this template will *not* be displayed publicly on the LIFT-approved provider website.

Applicants are required to pass indicator H.1 for RLA *and* indicator H.2 for math. Therefore, **applicants must complete *both* the RLA and the math templates**. Providers who want to apply to prove their expertise in more than one RLA and math HQIM may submit additional templates at the end of the application process.

Please ensure you use the **Scoring and Evidence Guide** to guide you as you craft your responses.

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[1] TEA defines HQIM as those materials that have been approved through the Texas State Board of Education's (SBOE) Instructional Materials Review and Approval (IMRA) process.

Indicator H.2 (Mathematics)
Math: Provider demonstrates an understanding of the HQIM's approach, design principles, and structure/components.

Name of math HQIM:[2] _____

1. **If you are applying to support Bluebonnet Learning Math, Edition 1 (Grade K-5, 6–8, Algebra I), which product will you use to prove your expertise in the remainder of this section?**

    Bluebonnet Learning Math, Edition 1 (Grade K-5, 6–8, Algebra I)

    Eureka Math TEKS Edition

    Eureka Math

    Carnegie Math

    My organization is not applying to support Bluebonnet Learning Math

2. **Describe the overall design, structure, and approach of the HQIM. What differentiates this HQIM from others?** If you are applying to support Bluebonnet Learning Math, include a description of how Bluebonnet differs from related instructional material (see list in question 1). (Limit 400 words)

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[2] Applicants *must* select a math HQIM from the Texas State Board of Education's [list of approved materials](#).

3. **Describe the HQIM's approach to assessment. How are formative and summative assessments used throughout the HQIM?** (Limit 150 words)

5. **Describe the HQIM's approach to daily instruction. What components does a typical lesson include? How do they reflect the overall approach of the HQIM?** (Limit 150 words)

6. **Describe the materials required to implement the HQIM. Which are required and which are optional? How do teachers and students access the materials for the HQIM?** (Limit 150 words)

7. **Describe to what extent the HQIM supports all students (e.g. EL, students of color, multilingual students, students with special needs, students with unfinished teaching or learning, etc.) with accessing and mastering grade-level content. Explicitly discuss how the HQIM supports or doesn't support specific groups of students.** (Limit 200 words)

8. **What components of the HQIM do teachers often struggle with when initially implementing?** (Limit 150 words)

9. **How does your organization address and support teachers with these challenges?** (Limit 150 words)