

The background of the slide is an aerial photograph of a city. In the upper portion, a skyline of various skyscrapers is visible against a clear blue sky with some light clouds. Below the skyline, a wide river flows through the city. The lower portion of the image shows a lush green park area with trees, a body of water reflecting the sky, and some buildings and parking lots. The overall scene is bright and clear, suggesting a sunny day.

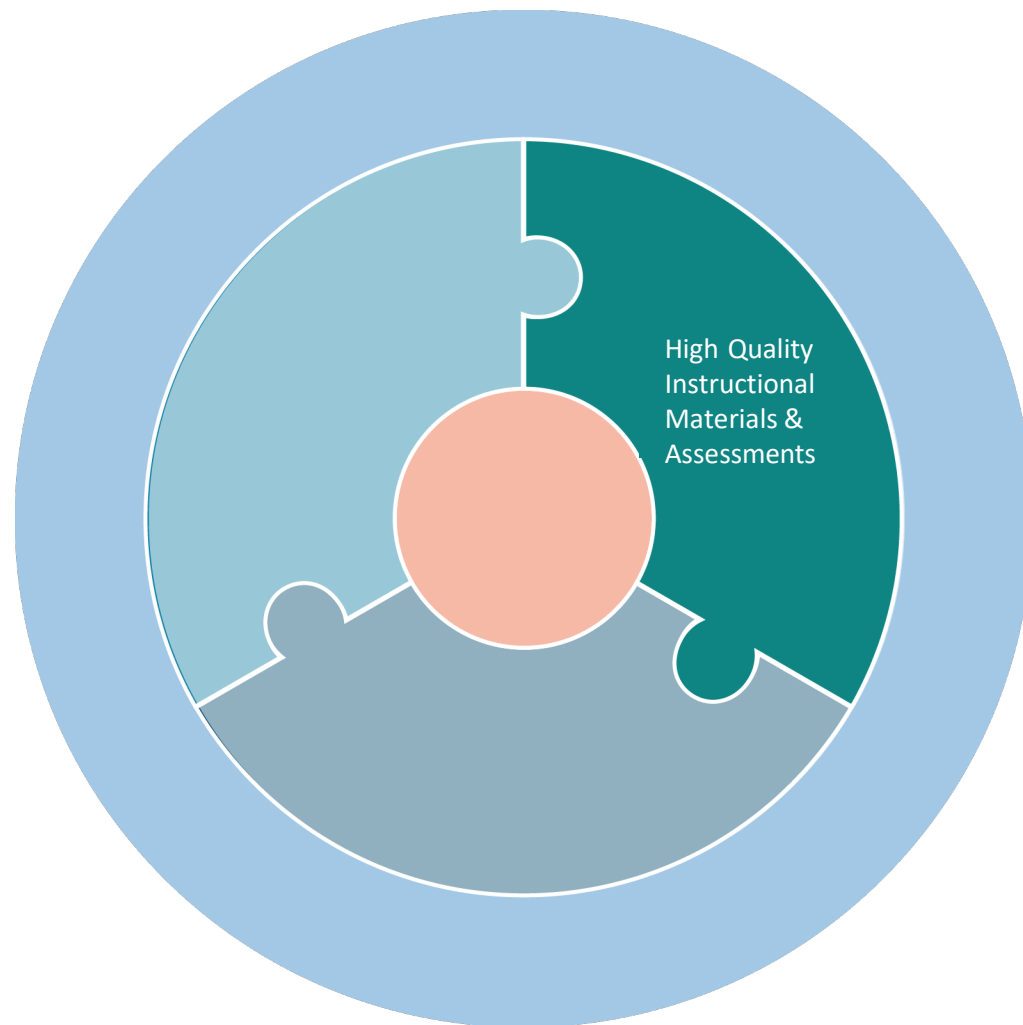
High-Quality Instructional Materials

Sept 24, 2021

Reflection: HQIM in Context



Reflection: HQIM in Context

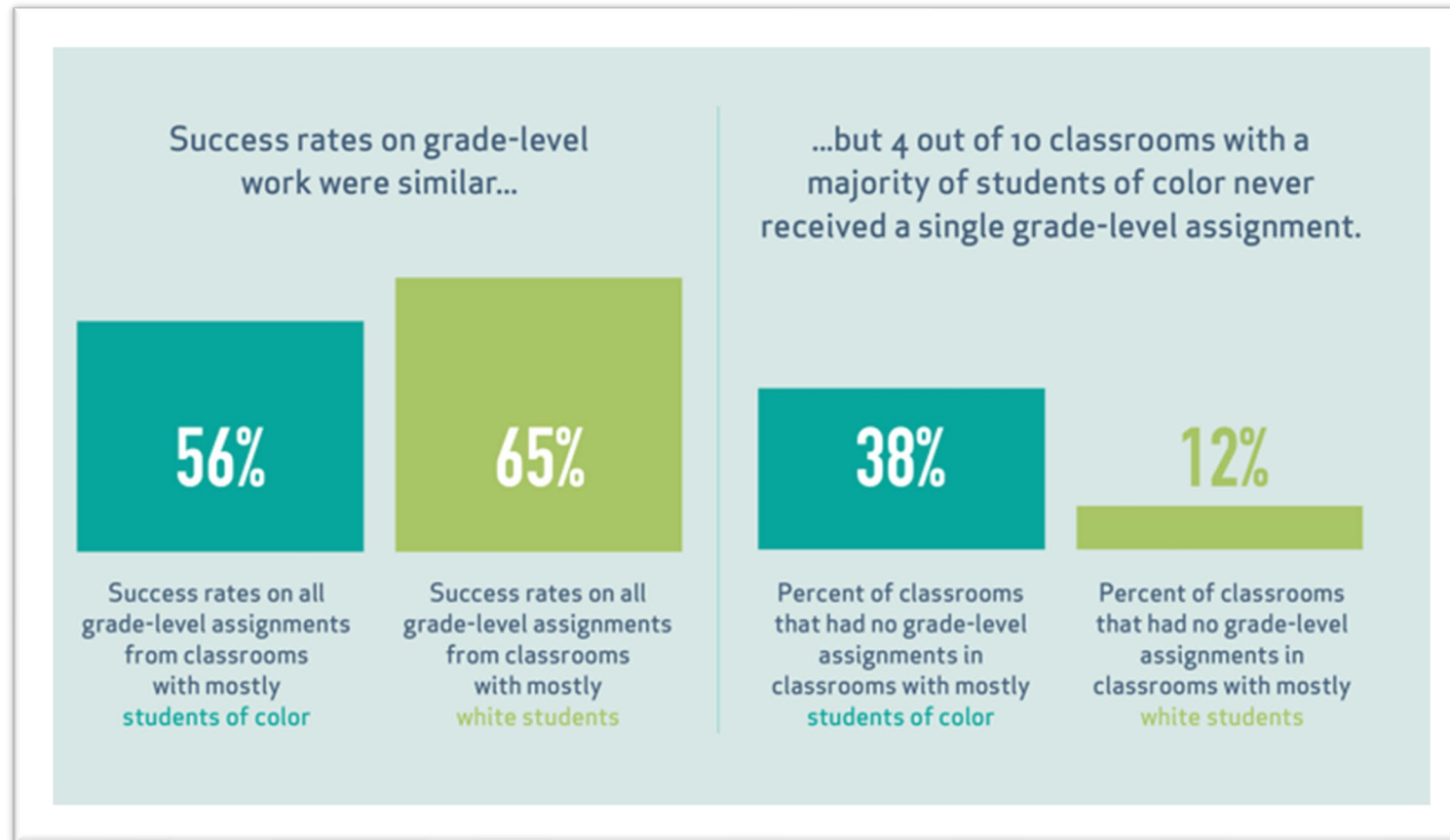


What are high quality instructional materials?

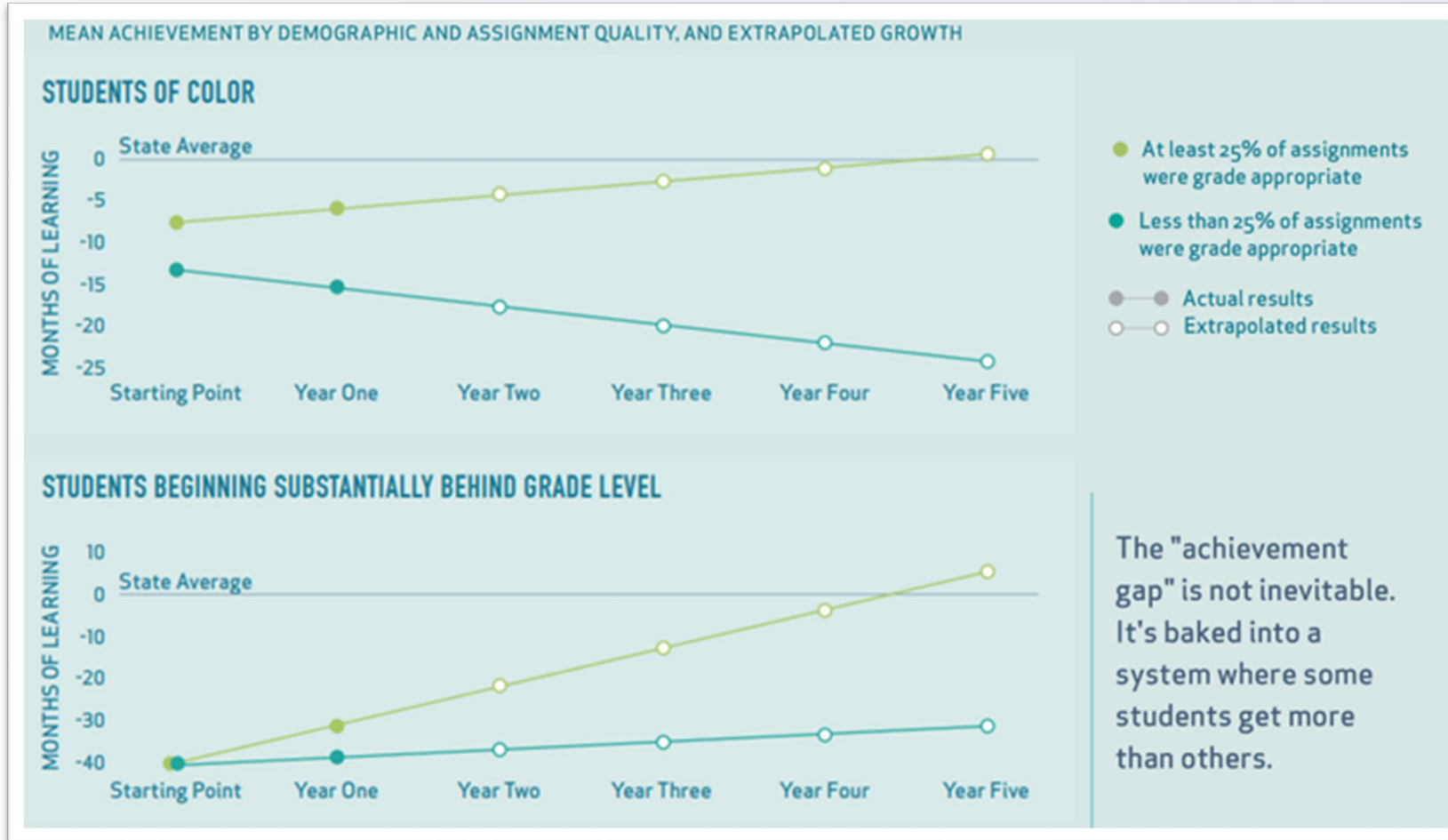
High Quality Instructional Materials (HQIM) are curricular resources that:

- ✓ Ensure full coverage of [Texas Essential Knowledge and Skills \(TEKS\)](#).
- ✓ Are aligned to [evidence-based best practices](#) in the relevant content area
- ✓ Support [all learners](#), including students with disabilities, English Learners, and students identified as gifted and talented
- ✓ Enables [frequent progress monitoring](#) through embedded and aligned assessments
- ✓ Includes [implementation supports](#) for teachers
 - teacher and student-facing lesson-level materials

When students were given a chance to do grade-level work, they succeeded more than half the time.

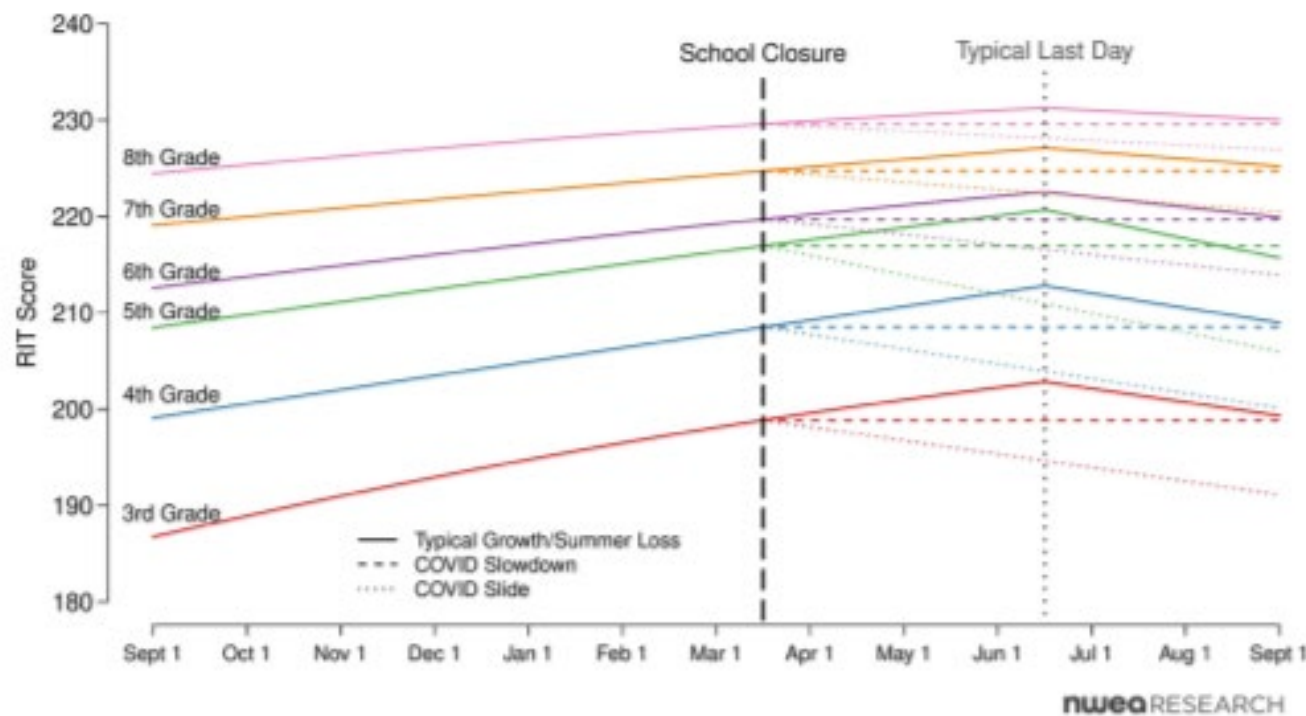


Access to grade-level work is even more critical for students beginning substantially behind



One study predicts that students will experience a learning loss of 50 percent in math...

Figure 1. Mathematics forecast



“[I]n mathematics, students are likely to show much smaller learning gains, returning with less than 50% of the learning gains and in some grades, nearly a full year behind what we would observe in normal conditions.”

We've historically tried to address learning loss in three ways.



Retention: Students that have fallen far behind their peers are retained and required to repeat an academic year of school.



Social Promotion: Students continue with their age peers regardless of their academic performance.



Remediation: At a basic level, remediation (or reteaching) means "teaching again" content that students previously failed to learn.



Due to COVID, students are likely to be further behind than ever before. And typical approaches to catching students up have not proven effective.



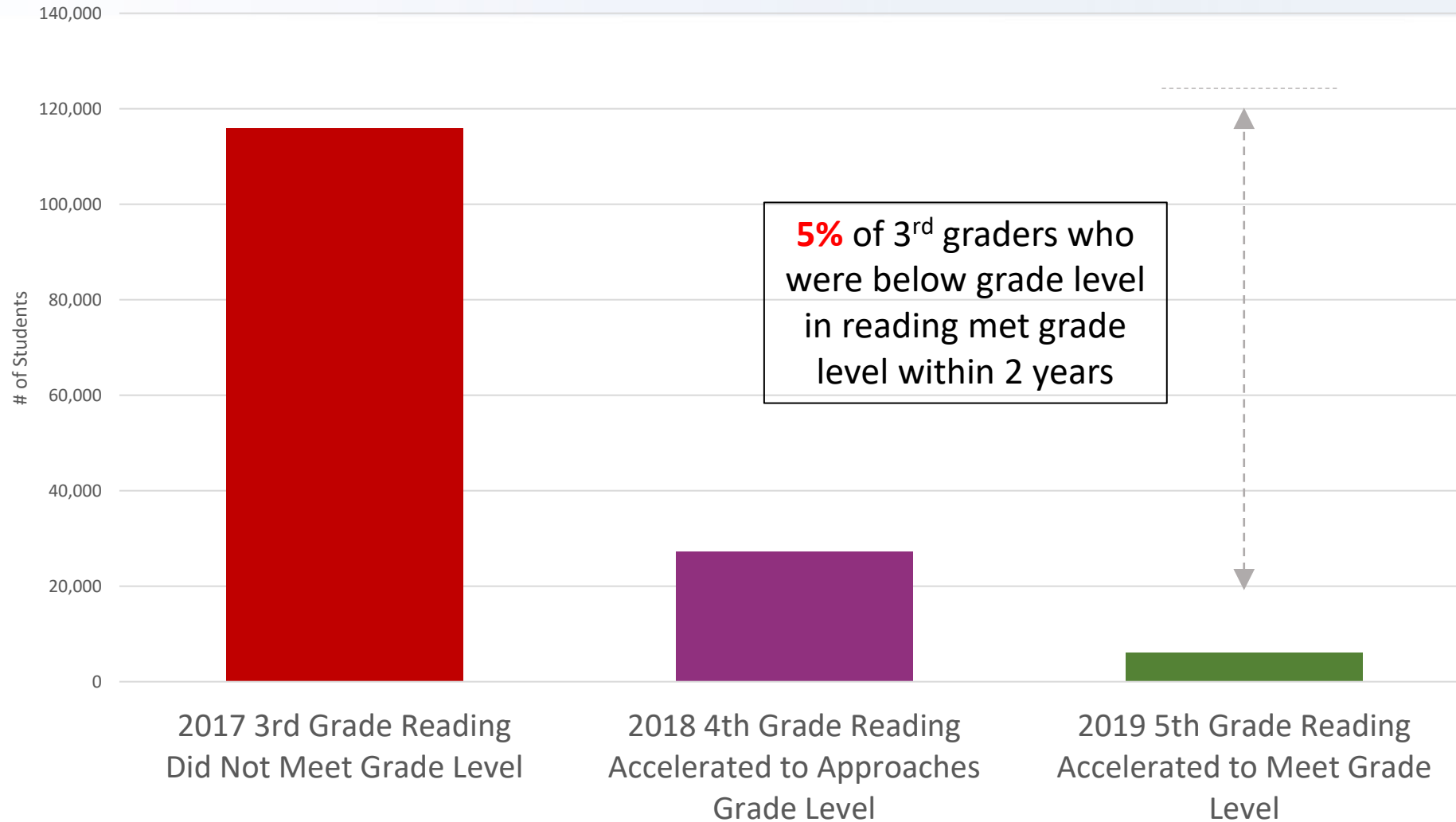
**In 2021-22, we need to accelerate
—not remediate—student learning.**

**That starts by keeping grade-level content
at the heart of instruction.**





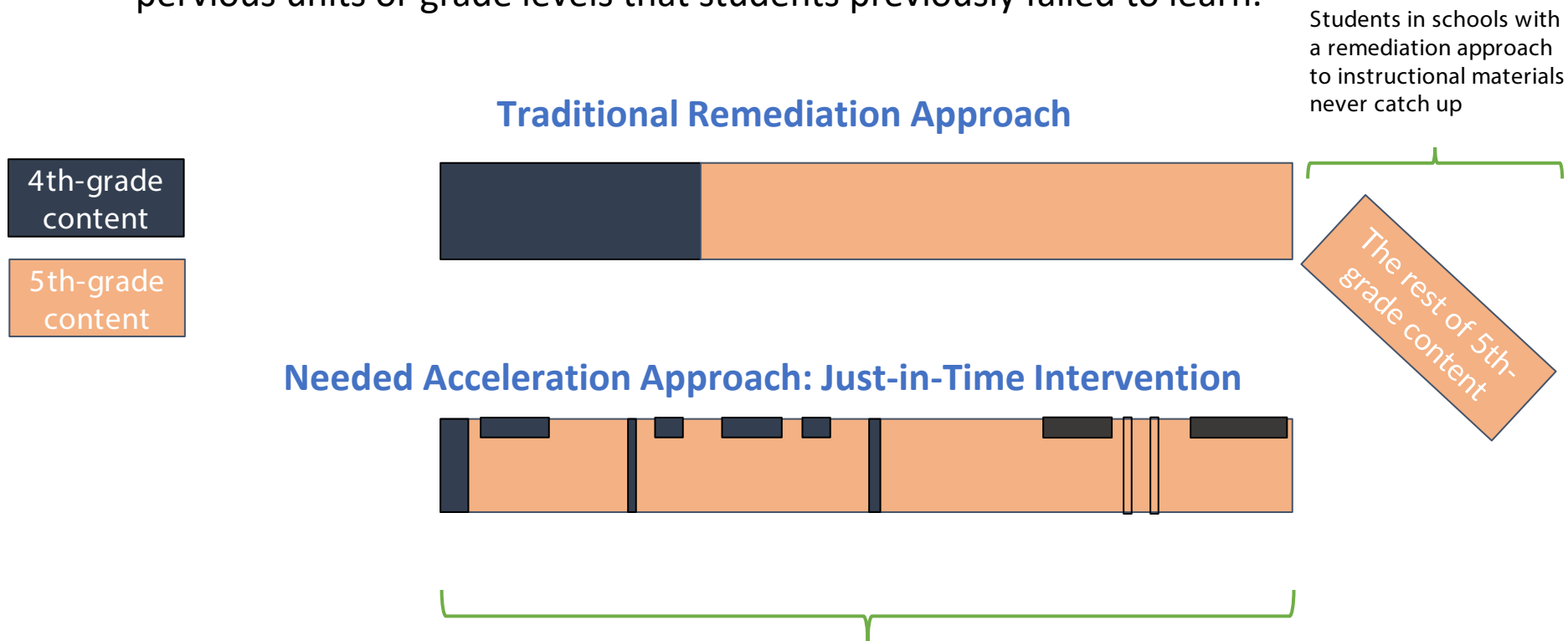
We must improve practice: Acceleration to grade occurs for only 4% of students across all grades/subjects



With COVID, the # of students below grade level is likely to increase dramatically

Instructional Materials must be changed to support acceleration

At a basic level, remediation (or reteaching) means reteaching content from previous units or grade levels that students previously failed to learn.



Two very different approaches to teaching lessons throughout the school year require very different operating practices and lead to two very different results for students

Accelerated Learning versus Remediation



Remediation often focuses on drilling students on isolated skills that bear little resemblance to current curriculum.

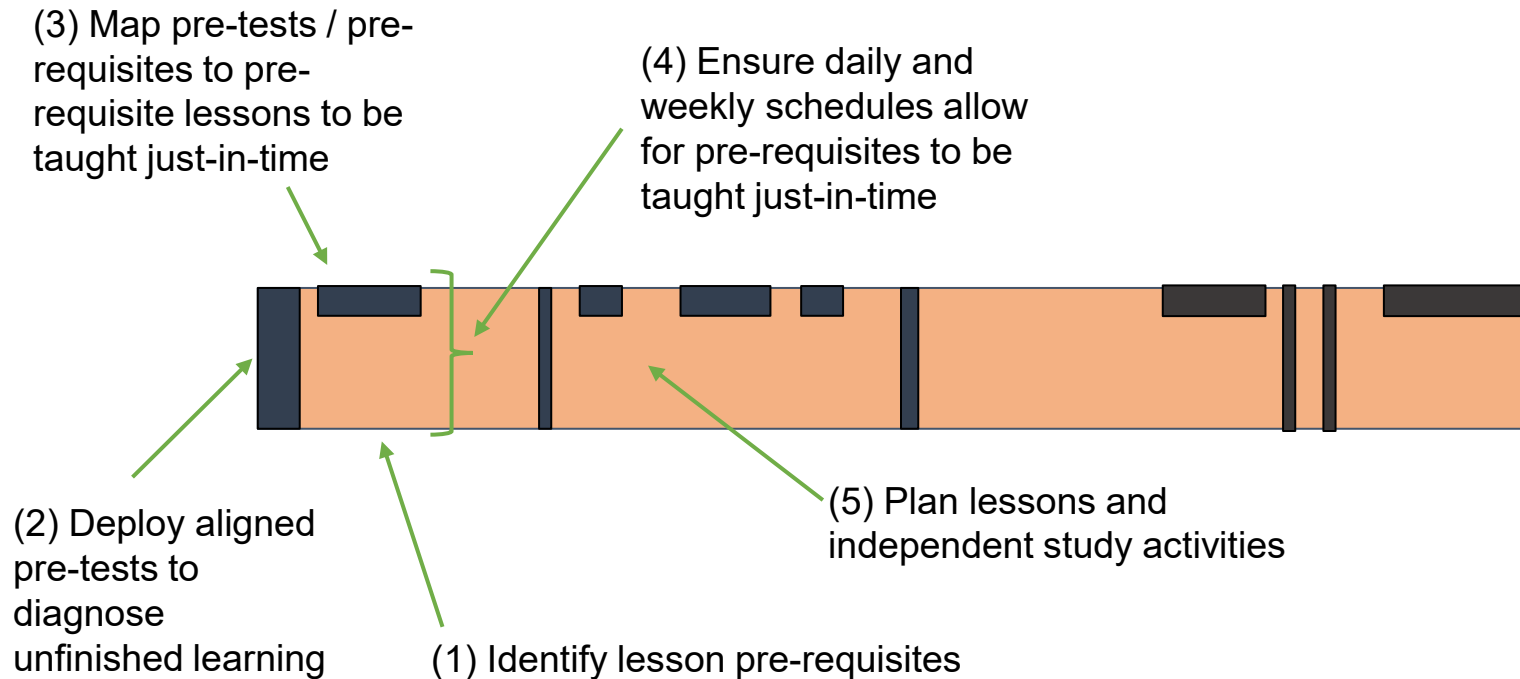
Activities connect to standards from years ago and aim to have students master content from years past.



Accelerated Learning strategically prepares students for success in current grade-level content.

Acceleration readies students for new learning. Past concepts and skills are addressed, but always in the purposeful context of current learning.

Providing Just-in-Time Intervention Requires Significant Operational Changes



Instructional materials must be designed to enable teachers to do provide this kind of instruction. Significant **teacher support** (training) is required. **More time** will also help improve learning acceleration.

THL Instructional Materials are Designed to Help Teachers

Spend less time on...

- ✗ Building lessons from scratch
- ✗ Searching the internet for materials and activities
- ✗ Modifying existing classroom materials for remote learning

...and more time on...

- ✓ Differentiating lessons and activities for individual students
- ✓ Analyzing and acting on student progress data
- ✓ Customizing virtual and remote materials to fit your unique teaching style

THL Provides Powerful Support for Your COVID Response











Products provide strong Tier 1 instruction

Within the materials, there are embedded ways to address learning loss

All products support both in-person and remote instruction

Using high-quality instructional materials provides teachers with more time to do what matters most to support all students

10 THL Instructional Materials Released to Date

Subject	Publisher	Materials Available?*
Integrated Pre-K	 Teaching Strategies for Texas	All
Math	 Eureka Math Texas Edition	Modules 1-3 & 4 for most grades
	 ST Math Created by MIND Research Institute	Full program access available
	 TEXAS MATH SOLUTION	Carnegie Learning (6-12) Topics 1 – 8
RLA: English	 TEXAS ELEMENTARY LITERACY PROGRAM	Amplify (K-5 + K-2 Skills) ^o Units 1-4 & 5 for most grades
	 Amplify ELAR TEXAS	Amplify (6-8) Unit A
	 Amplify Reading TEXAS	Amplify (supplemental) Full K-2 & 6-8 Product Available
	 ODELL TEXAS HIGH SCHOOL LITERACY PROGRAM	Odell Education (9-12) ^o Unit 1 – 2
RLA: Spanish	 TEXAS LECTOESCRITURA EN ESPAÑOL	Amplify (K-5) ^o Units 1 – 4
	<i>K-2 Skills Coming Soon</i>	
Science	 PhD SCIENCE TEXAS EDITION	Great Minds (K-5) ^o Module 1 & 2 for most grades
Social Studies	<i>K-5 Coming Soon</i>	

Learning Acceleration in Math Materials

Keys to Accelerating Learning through Just-in-Time Intervention

- 1 **Prioritize the most critical prerequisite skills and knowledge** students will need to access that grade level content in upcoming units
- 2 **Diagnose students' unfinished learning** on prerequisite content. Scope and deploy pre-unit assessments, preferably utilizing curriculum-based resources
- 3 **Integrate just-in-time lessons** and supports in the scope and sequence to address unfinished learning on prerequisite content
- 4 **Adapt schedule** to ensure ample time to support Tier 1 scope and sequence and to provide high-leverage Tier 2 & 3 intervention blocks for additional student support
- 5 **Train teachers and leaders to plan and execute just-in-time supports** on critical content
- 6 **Monitor your students' progress**

HQIM Example

Geometry and Measurement

The student applies mathematical process standards to select and use units to describe length, area, and time.¹ The student is expected to:

- 2.9A find the length of objects using concrete models for standard units of length;
- 2.9B describe the inverse relationship between the size of the unit and the number of units needed to equal the length;
- 2.9C represent whole units and parts of a unit using a number line, a tape diagram, or a diagram;
- 2.9D determine the length of an object using a number line, a tape diagram, or a diagram;
- 2.9E determine the length of an object using a number line, a tape diagram, or a diagram.

Foundational Skills

The student is expected to:

- 1.7A use measuring tools to measure the length of objects to reinforce the continuous nature of linear measurement;
- 1.7B illustrate that the length of an object is the number of same-size units of length that, when laid end-to-end with no gaps or overlaps, reach from one end of the object to the other;
- 1.7D describe a length to the nearest whole unit using a number and a unit.

Foundational Standards

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- 1.7D describe a length to the nearest whole unit using a number and a unit.

Focus Mathematical Process Standards

Mathematical Process Standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:

- (C) select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems;
- (E) create and use representations to organize, record, and communicate mathematical ideas;
- (F) analyze mathematical relationships to connect and communicate mathematical ideas;
- (G) display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication.

HQIM Example



Eureka Math Equip.

Pre-module assessments that focus on essential pre-module knowledge necessary to tackle grade level content in the units.

BRANCH QUESTION 10 of 11

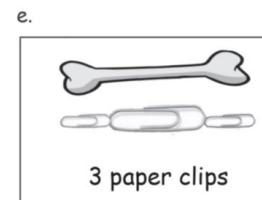
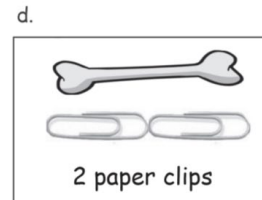
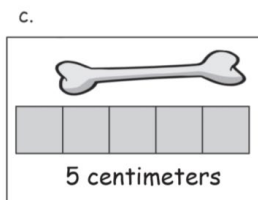
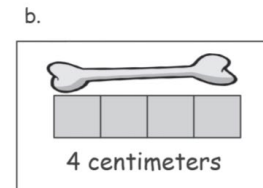
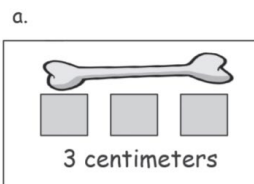
Measure the length of the crayon by dragging centimeter cubes next to the crayon. Then complete the sentence.



A STORY OF UNITS – TEKS EDITION

End-of-Module Assessment Task 1 • 3

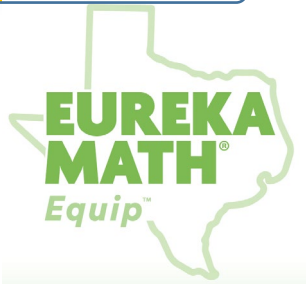
3. Circle the pictures that show a correct measurement.  is a centimeter cube.



a. Why did you pick these pictures? Explain your thinking with two reasons.

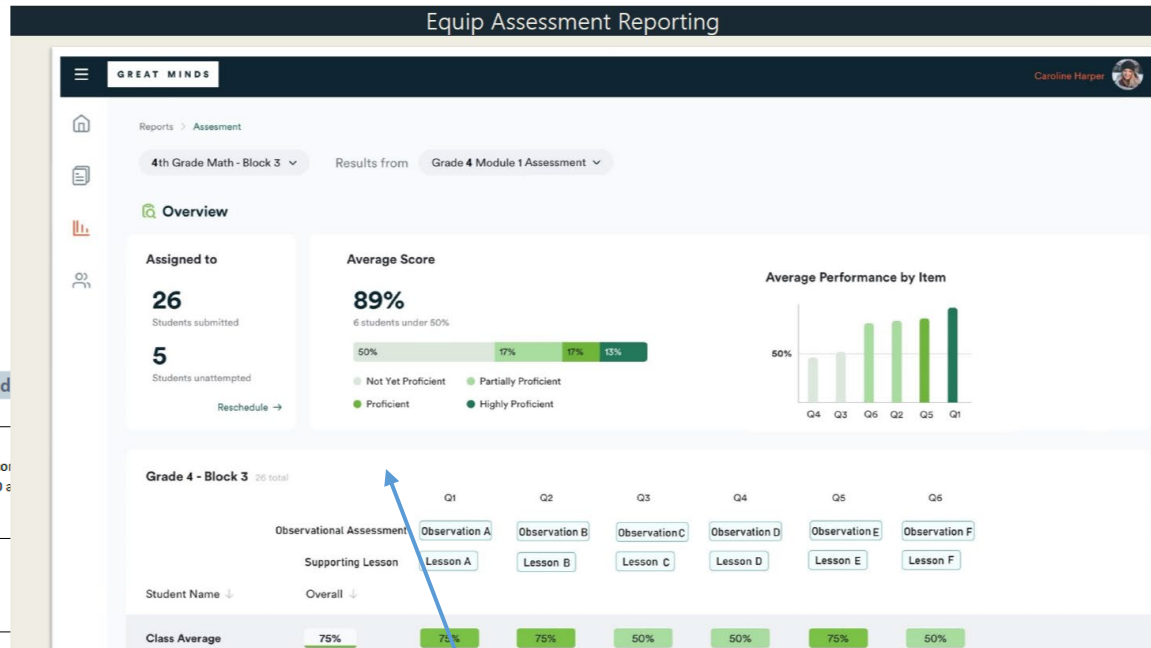
Utilize Previous Grade-Level Resources
Grade 1, Module 3

HQIM Example



A STORY OF UNITS – TEKS EDITION Equip Found

Essential Foundational Knowledge	Identify multiple ways to decompose a whole within 10 into two addends.		Find the missing addend of a two-addend number sentence when the sum is 10.		Represent two-digit numbers as tens and ones.		Decorate
Pre-Module Assessment Item Number / Observational Assessment Item	1	Observation A	2	Observation B	3	Observation C	4
Student Name	Record results for each assessment item below.						



Data reports support teacher planning

Observational assessment data monitors students' foundational knowledge development

Just-in-Time Acceleration Preparation

Without HQIM	With HQIM
<ul style="list-style-type: none"> • Study the TEKS and develop clear understanding of the upcoming standards specific to the upcoming unit being taught. • Identify and sequence the pre-requisite standards required for success on grade-level standards. • Map prerequisite standards to the grade-level sequence. Collaborate with teachers/leaders across grade levels to ensure coherence of topics and instructional strategies across grade levels. • Develop a year-long scope and sequence to ensure coverage of grade-level concepts. • Identify and prioritize the most important skills for a specific unit or lesson sequence. • Develop a culminating task for the end of the unit that provides opportunities for students to demonstrate conceptual understanding, mastery of procedural skills and fluency, and application. • Identify the most important prerequisite skills critical to success on each unit • Adjust scope and sequence to prioritize small, just-in-time interventions in units to address gaps in prerequisite knowledge and skills. 	<ul style="list-style-type: none"> • Review and internalize the curriculum scope and sequence and aligned standards. • Study the unit resource to identify the foundational, prerequisite standards for the upcoming unit. • Internalize the unit. Read the unit overview and complete the assessment to understand the knowledge and skills needed to master the unit.

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Keys to Accelerating Learning through Just-in-Time Intervention

1

Prioritize the most critical prerequisite skills and knowledge students will need to access that grade level content in upcoming units

2

Diagnose students' unfinished learning on prerequisite content. Scope and deploy pre-unit assessments, preferably utilizing curriculum-based resources

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Adapt schedule to ensure ample time to support Tier 1 scope and sequence and to provide high-leverage Tier 2 & 3 intervention blocks for additional student support

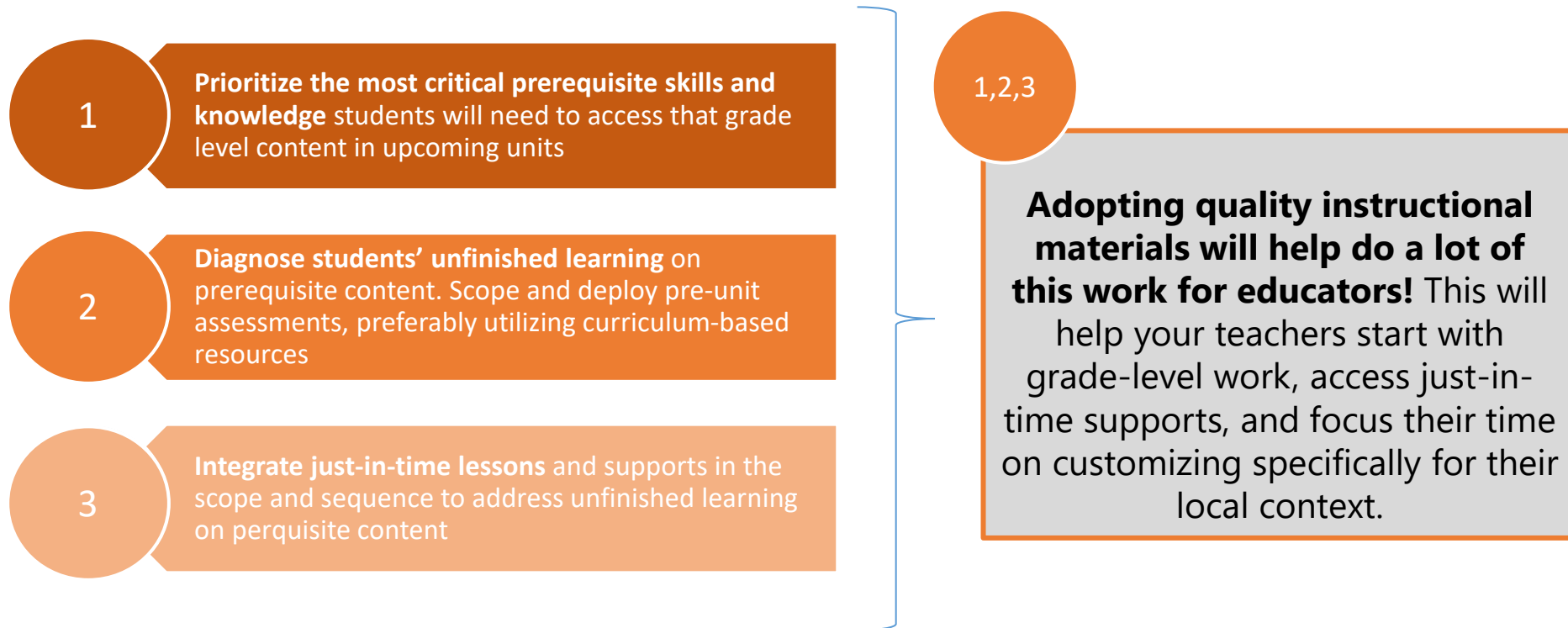
5

Train teachers and leaders to plan and execute just-in-time supports on critical content

6

Monitor your students' progress

HQIM resources can help provide support across these steps



Planning to Support Just-in-Time Intervention in your System

Rather than addressing unfinished learning through “nine weeks of remediation” or some other structure that puts students in below-grade-level work, you could:

1,2,3

Adopt quality instructional materials and support teachers to use them. Rather than teachers spending tremendous personal time planning their own activities, support them to prepare to use the high-quality materials that you’ve added.

4

Adapt schedule to ensure ample time to support Tier 1 scope and sequence and to provide high-leverage Tier 2 & 3 intervention blocks for additional student support

5

Train teachers and leaders to plan and execute just-in-time supports on critical content

6

Monitor your students’ progress

Planning to Support Just-in-Time Intervention in your System right now.

1,2,3

Adopting quality instructional materials and support teachers to use them. Rather than teachers spending tremendous personal time planning their own activities, support them to prepare to use the high-quality materials that you've added.

- Evaluate quality of Tier 1 and Tier 2 & 3 instructional materials.
- Explore available quality instructional materials.
- Evaluate diagnostic tools for highest-leverage data, including screeners and available curriculum-embedded curriculum.

4

Adapt schedule to ensure ample time to support Tier 1 scope and sequence and to provide high-leverage Tier 2 & 3 intervention blocks for additional student support

- Collect and evaluate master schedules
- Begin planning and adjusting summer and fall instructional sequence

5

Train teachers and leaders to plan and execute just-in-time supports on critical content

- Pilot and practice just-in-time instructional practices with a group of teachers or in a single grade-level this spring.
- Plan summer PD to ensure JIT intervention and acceleration training opportunities.
- Plan to support students at all different levels in and out of Tier 1 instruction.

As we prepare for the 2021-22 school year, how are you thinking about accelerating learning for students?

Texas Resource Review

Vision for Texas Resource Review



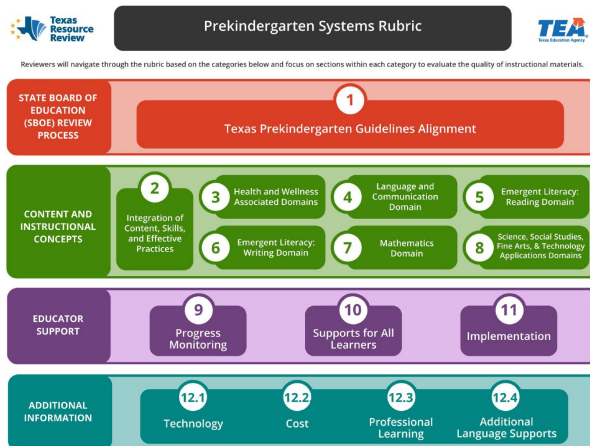
Texas Resource Review

What is the purpose?

The purpose of the Texas Resource Review is to assist districts in **selecting high quality instructional materials.**

How does it work?

The Texas Resource Review is designed to provide comprehensive and user-friendly information about the quality of instructional materials, using evidence captured by teams of Texas educators trained on a Texas-specific quality rubric.



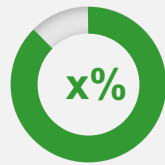
How the Process Works

Instructional Materials Submitted for Quality Review



SBOE TEKS/TPG Coverage Process

Reviewers determine which standards are met



Percent TEKS Coverage

Quality Review Process

Reviewers collect evidence to determine how well standards are met



Clear, Transparent, User-Friendly Results Published on Portal

1. TEKS and ELPS	2. Quality and Variety	3. Interaction	4. Literacy Skills	5. Diverse Learners	6. Ease of Use	7. Technology, Cost, & Professional Learning
94%	82%	100%	36%	72%	94%	✓

Texas Resource Review Rubrics and Reports

Texas Resource Review Rubrics

Rubrics show all the criteria that reviewers consider when reviewing a product

You can access the rubrics and use them for your own process

Texas Resource Review Reports

These detailed reports provide findings and evidence about instructional materials

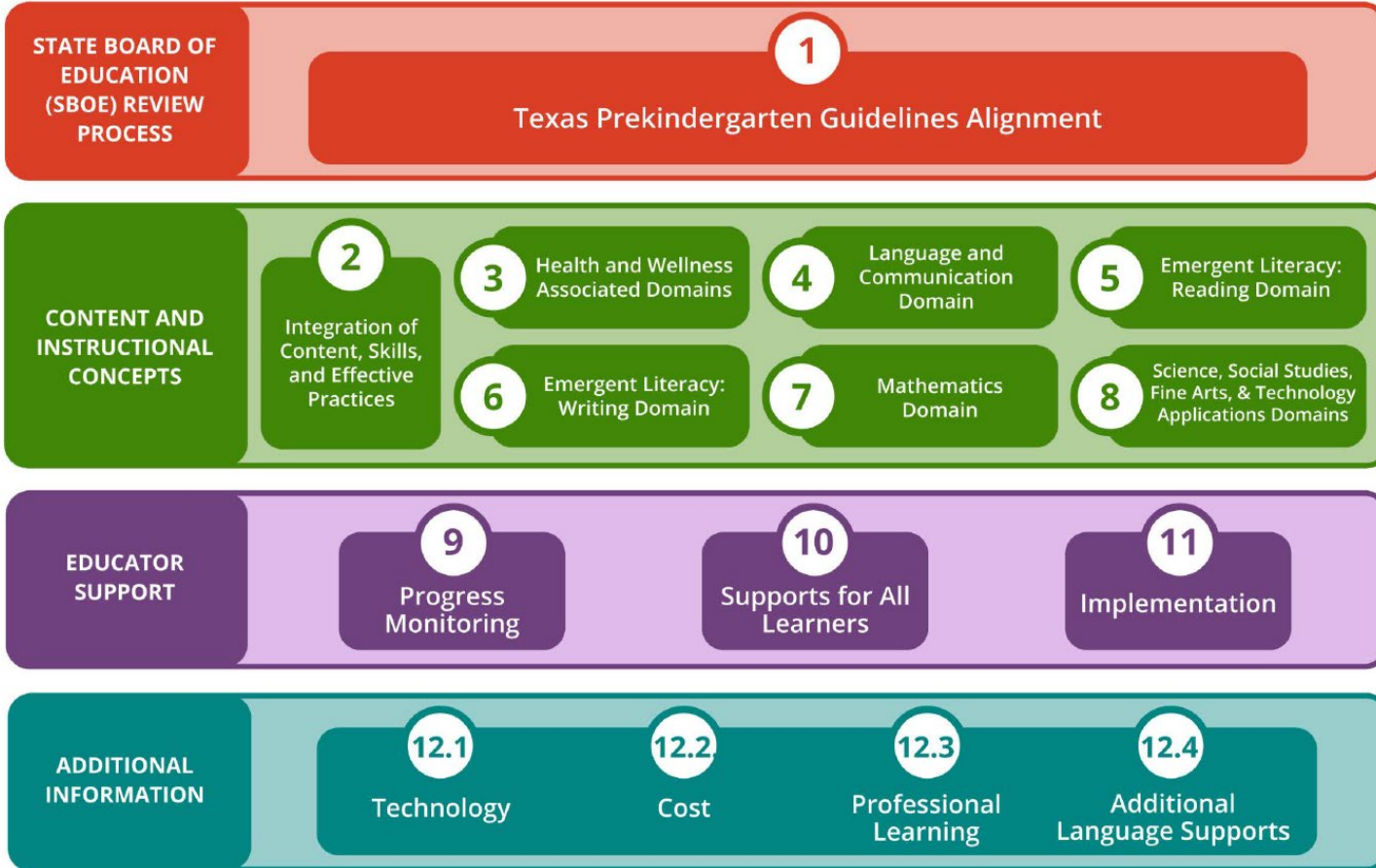
You can review and compare reports for different materials you are interested in procuring

<https://texasresourcereview.org/>

TRR Prekindergarten Rubric

Prekindergarten Systems Rubric

Reviewers will navigate through the rubric based on the categories below and focus on sections within each category to evaluate the quality of instructional materials.



! Announcement: Spanish language arts experts needed for the elite TRR team! [Link](#) to more information about reviewer selection.



[Compare Materials](#)

[View Reports](#) ▾

[Research](#)

[About TRR](#) ▾

[For Publishers](#)

Established TRR Rubrics

RUBRICS	DATE PUBLISHED
English Language Arts & Reading Grades K-2	June 2019
English Language Arts & Reading Grades 3-8	June 2019
English I - English IV Grades 9-12	June 2019
Prekindergarten Systems	November 2019
Foundational Literacy K-2	November 2019
Mathematics K-8	November 2019
Spanish Language Arts and Reading K-2 (English/Español)	July 2020
Spanish Language Arts and Reading 3-6 (English/Español)	July 2020
Spanish Foundational Literacy (English/Español)	July 2020
Spanish Prekindergarten Systems (English/Español)	July 2020

Viewing TRR Reports

13 Titles for Pre-K , Pre-K

		At Least 80% Score Recommended										
		1. Pre-K Guidelines	2. Skills and Practice	3. Health & Wellness	4. Language & Communication	5. Reading	6. Writing	7. Mathematics	8. Science, Social Studies, Arts & Technology	9. Progress Monitoring	10. Supports for All Learners	11. Implementation
Hide Categories -												
<p>Blueprint for Early Learning Pre-K Pre-K 2020 Published by: Children's Literacy Initiative View Review</p>	Student TPG	100%	50%	60%	88%	71%	67%	60%	75%	50%	50%	50%
<p>Connect4Learning Pre-K Pre-K 2020 Published by: Kaplan Early Learning View Review</p>	Student TPG	100%	100%	90%	100%	100%	100%	100%	100%	100%	100%	100%



Quality Review

Grade Band Quality Review

[Our Process](#) →

Summary of the Full Grade Band

Read an overview of the evaluation, organized by individual section.

Pre-K Quality Review

<p>Section 1 Texas Prekindergarten Guidelines Alignment Percent of standards met in materials. ⓘ</p>	<p>✔ Meets TEKS/ELPS Requirements</p>
<p>Section 2 Integration of Content, Skills, and Effective Practices Content and skills are integrated across domains. ⓘ</p>	<p>TOTAL 100% (24 out of 24 points) 80% Recommended</p>
<p>Section 3 Health and Wellness Associated Domains Health and wellness competence development is supported. ⓘ</p>	<p>TOTAL 90% (18 out of 20 points) 80% Recommended</p>
<p>Section 4 Language and Communication Domain Listening and speaking skills are developed. ⓘ</p>	<p>TOTAL 100% (16 out of 16 points) 80% Recommended</p>
<p>Section 5 Emergent Literacy: Reading Domain key predictors of early literacy are developed. ⓘ</p>	<p>TOTAL 100% (28 out of 28 points) 80% Recommended</p>



- 3.1**
Materials include direct social skill instruction and explicit teaching of skills. ⓘ

4 out of 4 points

[See Quality Review Evidence for this Indicator](#)
- 3.2**
Materials include repeated opportunities for students to practice social skills throughout the day. ⓘ

4 out of 4 points

[See Quality Review Evidence for this Indicator](#)
- 3.3**
Materials include ideal classroom arrangements that support positive social interactions. ⓘ

4 out of 4 points

[See Quality Review Evidence for this Indicator](#)
- 3.4**
Materials include activities to develop physical skill and refine motor development through movement. ⓘ

4 out of 4 points

[See Quality Review Evidence for this Indicator](#)

Viewing TRR Reports

Evaluation for 3.2

Materials include repeated opportunities for students to practice social skills throughout the day.

4 out of 4 points

The materials provide activities for whole and small group instruction and skills are practiced throughout the day in learning centers. Authentic practice opportunities are embedded in other content-area lessons.

Evidence includes but is not limited to:

The "Teacher Handbook" describes how the learning centers are directly connected to and driven by the curriculum. Topics, skills, and materials introduced in the whole- and small-group lessons are further developed, practiced, and explored in the centers. Children actively engage with their peers in learning opportunities and share ideas, communicate, collaborate, and problem-solve as they engage in the learning center activities together. Throughout the units, the materials provide some whole group and small group lessons to develop social and emotional skills that are integrated and embedded in other learning domains. The materials include some guidance for the teacher to work on social and emotional skills in small groups by using props such as puppets and visuals. The materials offer some guidance for teachers to encourage positive social and emotional skills throughout the day, such as following routines and using problem-solving skills.

In Unit 1, the materials provide guidance that supports students' social awareness skills: Students give a peer some play ideas and follow a peer's play suggestions. The teacher models and explains to the students that when we give a play idea, we tell someone something fun we could do together, including pretend-playing school. Students use playdough, toys, and other materials to make a zoo or bake cookies in the "Dramatic Play" center. These activities allow repeated opportunities for the students to learn and apply peer play idea skills. The Unit 1 project is creating a classroom community. With intentional instruction and opportunities for repetition and practice in the learning centers, children can develop responsive personal relationships with their teacher and their peers.

In the "Art Center," as the children explore the materials, teachers can provide ideas for explorations children can do together, which gives children an opportunity to practice important social and emotional skills, such as cooperation and collaboration. In the "Book Nook," children can explore books in pairs and small groups, as well as independently. Puppets and felt boards offer opportunities for children to work together to retell stories. They can create scavenger hunts for their friends to complete as they search for common items featured in books. In the "Construction Zone," blocks engage children in collaborative building projects. In Dramatic Play, children take on roles and work together to act out home, school, and favorite stories.

The materials also recommend opportunities to practice social and emotional skills during centers and outdoor play. Teachers use photographs of children who are following expectations so that students have a reminder of the expectations throughout the day. The guidance recommends posting the photos next to the corresponding expectations chart in the classroom or next to centers. For example, teachers can post pictures of children being team players, as they set the table and help each other at snack time, next to the snack table.

www.texasresourcereview.org



Texas Resource Review



Questions?