The Path to an Equitable Curriculum: Selecting & Implementing High Quality Instructional Materials

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NJPSA FEA & EdReports Collaboration

EdReports focuses on high-quality, standards-aligned instructional materials

NJPSA focuses on collaboration within implementation through the CAR Framework

These go hand in hand and are essential for materials selection and instruction
Agenda

1. CAR Framework Overview
2. Why Materials Matter for Equity
3. How to Use EdReports Resources
4. Adoption Process
5. Implementation Planning
Locate Today’s Materials

bit.ly/3xpOamH
EdReports is a non-profit organization that increases the capacity of teachers, administrators, and leaders to seek, identify, and demand the highest quality instructional materials. Drawing upon expert educators, our reviews of instructional materials and support of smart adoption processes equip teachers with excellent materials nationwide.
EdReports Entered the Field in 2015

We found...

• a market flooded with materials repackaged with “CCSS-aligned” stickers but had very little alignment.

• schools desperate for materials to teach the new standards, experienced enough to know that what they had, or what was out there, wasn’t cutting it.

• teachers, frustrated by the lack of good materials, using any and every avenue to cobble together materials.
EdReports’ Theory of Action

- Identify Excellence
- Increase Demand for Excellence
- Improve Materials
- Better Outcomes for Students
Our Beliefs...

We believe that:

★ Selecting materials is a decision worthy of study and prioritization,

★ Local context and instructional vision should drive decision-making,

★ Educator voice and expertise must be at the center of the decision and implementation

★ Materials should be aligned to high standards, attend to instructional shifts and be based on research, and

★ Professional learning needs and implementation expectations to be considered from the beginning of selection processes.
CAR FRAMEWORK
PLC CONVERSATIONS

• Developing . . .
• Delivering . . .
• Reflecting on . . .
• Revising . . .

Curriculum
High Quality & Equitable Instruction

Begins with:

- Fidelity to the standards
- Adoption of high quality, aligned instructional materials
- Collaborative development and implementation of a viable, standards-aligned curriculum
NJDOE INSTRUCTIONAL UNITS

https://www.nj.gov/education/cccs/instructionalunits/
# CAR Templates with NJSLS and Student Learning Objectives

## CAR Unit Template

Unit Title: Mathematics – Introductory Fraction Concepts – Unit 3 – Module D

Grade level: GRADE 3

### Timeframe:

#### Essential Questions

#### Standards

**Standards (Taught and Assessed)**

- **3.OA.D.8** Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.

- **3.NBT.A.1** Use place value understanding to round whole numbers to the nearest 10 or 100.

- **3.NBT.A.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.

### Instructional Plan

<table>
<thead>
<tr>
<th>Pre-Assessment and Reflection</th>
<th>Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Assessment</td>
<td></td>
</tr>
</tbody>
</table>

### Student Learning Objectives (SLO), Strategies, Formative Assessment, Activities and Resources (add rows as needed)

<table>
<thead>
<tr>
<th>SLO – WALT</th>
<th>Student Strategies</th>
<th>Formative Assessment</th>
<th>Activities and Resources</th>
<th>Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections</th>
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<tr>
<td>We are learning to/that</td>
<td></td>
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**Key:** ■ Major Cluster □ Supporting Cluster ○ Additional
# THE CAR PROCESS

## PLC CONVERSATIONS

1. Unpack the standards into clear, specific, student-friendly learning objectives.
2. Cluster the student learning objectives into units of study.
3. Create essential questions.
4. Create summative assessments including rubrics, exemplars and non-exemplars.
5. Design pre-assessments to establish the readiness of each student to learn.
6. Design learning experiences including instructional activities, student learning strategies and formative assessments – ALIGNMENT IS KEY.
7. Analyze formative assessment data throughout the unit to drive instructional planning, differentiation and timely interventions.
8. Analyze summative assessment data to monitor student progress, revise unit learning experiences, revise unit assessments, seek targeted professional learning, set goals.
9. Discuss the Career Ready Practices and Social Emotional Learning Competencies and embed them in units of study.
10. Discuss grading philosophy, policies and procedures. Strive for consistency.

<table>
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<th>Unit Title:</th>
<th>Grade Level:</th>
</tr>
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<tbody>
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<td>Timeframe:</td>
<td></td>
</tr>
</tbody>
</table>

### Essential Questions

#### PLC #3

### Standards

**Standards (Taught and Assessed):**

#### PLC #1 & 2

**Highlighted Career Ready Practices & 21st Century Themes/Skills:**

#### PLC #9

**Social-Emotional Learning Competencies:**

#### PLC #9
### PLC CONVERSATIONS

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### THE CAR PROCESS

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<th>Student Learning Strategies</th>
<th>Formative Assessment</th>
<th>Activities &amp; Resources</th>
<th>Reflections &amp; Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504)</th>
</tr>
</thead>
<tbody>
<tr>
<td>PLC #1 &amp; 2</td>
<td>PLC #6</td>
<td>PLC #6</td>
<td>PLC #6</td>
<td>PLC #7 &amp; 8</td>
</tr>
</tbody>
</table>

**Instructional Plan**

**Pre-assessment**

**Benchmark Assessment:**

**Summative Assessments**

**PLC #4**

**Interdisciplinary Connections**
MATERIALS MATTER FOR EQUITY
Instructional Core

"The relationship of the teacher and the student in the presence of content must be at the center of efforts to improve performance."

*Instructional Rounds in Education*, Richard Elmore 2009
Cost Effective Measure

High-quality materials **DON’T NECESSARILY COST MORE**, but often have bigger payoffs.

**TEXTBOOKS ARE RELATIVELY INEXPENSIVE AND TEND TO BE SIMILARLY PRICED.**

“The implication is that the marginal cost of choosing a more effective textbook over a less effective alternative is essentially zero.” (Polikoff and Koedel, 2017)
IMPROVING THE QUALITY OF CURRICULUM IS 40 X MORE COST EFFECTIVE THAN CLASS-SIZE REDUCTION
Teachers’ Top Priorities

High-quality instructional materials are cited as a **TOP FUNDING PRIORITY** for teachers, equally rated with additional staff.

**Top Five Funding Priorities Identified by Teachers**

- 55% High-quality instructional materials and textbooks
- 55% Additional staff
- 47% Digital resources
- 47% Higher salaries
- 46% Intervention programs
Teachers’ Challenge

TEACHERS SPEND 7-12 HOURS PER WEEK searching for and creating instructional resources (free and paid), drawing from a variety of sources, many of them unvetted.

A 2017 RAND analysis found that

96% OF TEACHERS use Google to find lessons and materials.

Nearly 75% OF TEACHERS use Pinterest to find lessons and materials.

This leads to inconsistent quality that IMPACTS LOW-INCOME STUDENTS AND STUDENTS OF COLOR THE MOST.
Impact on Equity

INCONSISTENT ACCESS TO HIGH-QUALITY CONTENT IMPACTS STUDENT LEARNING IN SCHOOLS ACROSS THE COUNTRY.

In a single school year, the average student spends 581 of 720 available hours on assignments that are NOT high-quality.

This is particularly significant for students of color and students living in poverty who have less access to high-quality, standards-aligned materials than their peers.
Consequences Beyond High School

Nationwide, **40% of COLLEGE STUDENTS** (including 66 percent of Black college students and 53 percent of Latinx college students) take at least one remedial course, learning skills they were told they’d already mastered in high school.

A recent study found that college remediation costs students and their families **$1.5 BILLION ANNUALLY**.

Graduates who opt for a career straight out of high school aren’t faring much better, with many employers reporting high school graduates are **MISSING SKILLS** needed to do their jobs well.
Research Reflection

- What is your initial reaction to the research?
- What was least surprising?
- What was most surprising?
- What are some of the causes of using mis-aligned materials?
HOW TO USE EDREPORTS RESOURCES
EdReports Quality Criteria

Gateway 1: Focus and Coherence

- K-8: Do the instructional materials focus on the CCSS “major work of the grade”?
- HS: Do the instructional materials address the full intent of the CCSSM?
- Do the materials exhibit coherence both horizontally and vertically?

Gateway 2: Rigor and the Mathematical Practices

- Do the instructional materials meet the CCSS expectations for rigor (conceptual understanding, procedural knowledge and application)?
- Do the materials meet expectations for implementing the Mathematical Practices?

Gateway 3: Instructional Supports and Other Usability Indicators

- Do the instructional materials support high-quality instruction?
- Do the materials’ use and design facilitate student learning?
- Do materials provide teachers with strategies for meeting the needs of a range of learners?

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

“Meets” for Gateways 1 & 2, move to Gateway 3
We provide reports that help you evaluate educational materials because high quality content matters to teachers, to kids, and to our collective future.
Reports Center

EdReports empowers districts with free reviews of K-12 instructional materials. Our reports offer evidence-rich, comprehensive information about a program’s alignment to the standards and other indicators of quality.

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Narrow your field of results by publisher, subject, or grade level.

Search by report title, ISBN, or publisher.

Our Reports

Currently Viewing by Most Recently Published

FOUADATIONS OF LANGUAGE AND LITERATURE: ADVANCED

Cengage Reach for Reading

Grades K-6

BOOKWORMS (2018)

COLLABORATIVE LITERACY
Math K-8 Summary of Alignment & Usability

The instructional materials reviewed for Grade 6–8 do not meet the requirements for alignment to the Common Core State Standards. The materials do not consistently devote the majority of class time to the major work for Grade 6. The materials are not always coherent and consistent with the CCSSM. The materials have some assessment items that go beyond the grade level standards in all three grades. Since the instructional materials reviewed for Grade 6–8 do not meet the requirements for alignment to the CCSSM in the areas of focus and coherence, they were not reviewed for rigor and the mathematical practices.
The Anatomy of a Report

The Report
- Collapsed Version  + Full Length Version

Gateway One
Focus & Coherence
Meets Expectations
- Gateway One Details

The instructional materials for Open Up Resources 6-8 Math, Grade 6 meet the expectations for Gateway 1. These materials do not assess above-grade-level content and spend the majority of the time on the major clusters of each grade level. Teachers using these materials as designed will use supporting clusters to enhance the major work of the grade. These materials are consistent with the mathematical progression in the standards, and students are offered extensive work with grade-level problems. Connections are made between clusters and domains where appropriate. Overall, the materials meet the expectations for focusing on the major work of the grade, and the materials also meet the expectations for coherence.

Criterion 2A - 2D
Rigor and Balance: Each grade's instructional materials reflect the balances in the Standards and help students meet the Standards' rigorous expectations, by helping students develop conceptual understanding, procedural skill and fluency, and application.

8/8
- Criterion Rating Details
The instructional materials for Open Up Resources 6-8 Math, Grade 6 meet the expectations for rigor and balance. The materials meet the expectations for rigor as they help students develop conceptual understanding, procedural skill and fluency, and application with a balance of all aspects of rigor.

Indicator 2A
Attention to conceptual understanding: Materials develop conceptual understanding of key mathematical concepts, especially where called for in specific content standards or cluster headings.

2/2
- Indicator Rating Details
The instructional materials for Open Up Resources 6-8 Math, Grade 6 meet expectations that the materials develop conceptual understanding of key mathematical concepts, especially where called for in specific standards or cluster headings.

Materials include problems and questions that develop conceptual understanding throughout the grade level. Multiple opportunities exist for students to work with standards that specifically call for conceptual understanding. Students access concepts from a number of perspectives and independently demonstrate conceptual understanding throughout the grade.

Cluster 6.RPA addresses understanding of ratio concepts and using ratio reasoning to solve problems. Units 2 and 3 explore a variety of real-world applications using multiple mathematical representations. Multiple opportunities exist for students to work with ratios that call specifically for conceptual understanding and include the use of visual representations, interactive examples, and different strategies, which then shifts to more abstract methods of finding equivalent ratios in later lessons in the unit. For example, in Unit 2:
ADOPTION PROCESS
What you select and HOW you select matters.

Schools and districts have more options than ever from which to find high-quality materials that reflect their local priorities. The selection process is a critical lever for ensuring that quality materials are adopted and then used well in classrooms. Current adoption practices are simply not good enough.
Investing in Selection

Improving the selection process has benefits that extend 5-7 years after the purchase and transforms the way a generation of students will be taught.

Long-term impact

- Districts save money by reducing the need to purchase supplements or re-purchase curriculum and can reallocate those resources for other priorities.
- Schools save time when educators do not need to spend their planning time creating their own units and lessons.
- Educator capacity increases to identify and implement the instructional shifts.
- Usage of new materials improves since involving educators and supporting them to identify quality mitigates against the “shrink-wrap effect” of materials that are purchased but not embraced and used by teachers.
- Student learning increases by supporting students and teachers with standards aligned and usable materials.
Selecting for Quality: 6 Key Adoption Steps

1. Establish Your Process
2. Develop Your Lens
3. Know and Winnow Your Choices
4. Investigate the Materials
5. Make a Decision
6. Implement
EdReports Adoption Process

1. Develop a Local Lens
2. Establish a Process
3. Know & Winnow Your Choices
4. Investigate the Materials
5. Make a Decision
6. Plan for Launch & Implementation
Additional Opportunities

EdReports can provide districts with additional support around materials adoption, for those that are planning to adopt new materials.

**Advisory Consultations**: Advise the district’s leadership team on the design of the adoption process (two-three 60-90 minute consultations depending on need)

**Adoption Process Intensive**: Deeper dive into the stages of the adoption process with the adoption committee (approximately four 2 hour sessions)

Contact Melody ([marabo@edreports.org](mailto:marabo@edreports.org)) to discuss further!
IMPLEMENTATION PLANNING
Have a question?

Raise your hand.
Contact Us

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THANK YOU
For making education matter.

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