IM-PD Network -- Policy Roadmap

This policy roadmap includes the questions that should be answered by the state's Strategic Plan. The initial strategy should include the following items:

- The framing information.
- A detailed strategy for communications, HQIM, and data collection.
- Initial thoughts on the PD and EPP strategies. (These cannot begin in earnest until the state has signaled HQIM and begun to implement its HQIM strategy, so we will make time to revisit and update these strategies then.)

Framing

1. The state's **theory of action** and **role.**

2. The **outcome targets** the state plans to hit:
   - Targets it will hit by June 2022
   - Targets it plans to hit over the following 3 years (by June 2025)

Strategy

1. The approach the state will take to **communicate,** learn from, and **build allies** for this initiative – including who the state is informing, who the state is enlisting, why, and how.
   Questions to ask yourself include:
   - Does the state have clear, high-priority strategies to engage relevant stakeholders, communicate about this work, and build allies?
     - Is it clear what stakeholders the state is enlisting and using as allies in this work?
     - Is it clear how these allies and stakeholder groups will be used? And when?
     - If appropriate, have potential detractors been identified and mitigation strategies proposed?
   - Does the state have clear, high-priority strategies specifically targeted at educators, including:
     - Learning from/listening to district and school leaders to build effective strategies;
     - Garnering educator support as well as leveraging the voices of those practitioners who are on the leading edge of this work;
     - Communicating at scale to most/all educators in the state.
   - Do all stakeholders know why the state is taking this approach on instructional materials and professional development and what the expected outcomes are?

2. The approach the state will take to increase LEAs' selection and use of **high-quality instructional materials** (HQIM), including how the state will:
   a. **Signal the quality of instructional materials**, for example, how the state will organize instructional materials into quality categories or tiers.
      Questions to ask yourself include:
      - Does the plan include clear, high-priority strategies to categorize instructional materials into quality categories or tiers?

- Is there a clear plan for signaling to districts which instructional materials are high quality?
- Does the strategy clearly articulate how partnerships (if applicable, such as with EdReports) will be leveraged?
  b. **Incentivize the selection of high-quality instructional materials** – that is, how the state will incentivize districts to select and use the top-rated instructional materials. Questions to ask yourself include:
    - Does the state have a good sense of its IM landscape, including for example, current materials in use, LEA selection timelines, etc.?
    - Does the state have clear, high-priority strategies to incentivize districts to select high-quality instructional materials?
    - Does the state have clear, high priority strategies that compel use and implementation of the instructional materials?

3. The approach the state will take to increase the number of teachers statewide who participate in **high-quality professional development** (HQPD) that is grounded in the skillful use of high-quality instructional materials.
   Questions to ask yourself include:
   - Is there a strategy for ensuring that all **state-provided PD** incorporates training that is grounded in the use of high-quality instructional materials?
   - Is there a strategy for driving **coherence and alignment across all state policies**, including for example teacher observation and evaluation, teacher competencies, professional learning competencies, school improvement, and so on?
   - If there are **regional support centers** in the state, does the state have clear, high-priority strategies to support and/or incentivize them to provide high-quality PD that is grounded in the use of high-quality instructional materials?
   - Does the state have clear, high-priority strategies to support and/or incentivize **districts** to provide high-quality professional learning that is grounded in the use of high-quality instructional materials?
   - If the state plans to partner with outside **vendors**, does it have clear, high-priority strategies for identifying quality vendors and incentivizing districts to select them?
   - For each strategy, are the state's supports, incentives, and/or pressures likely strong enough to compel action locally?

4. The approach the state will take to increase the number of **educator preparation programs** (EPPs) that prepare new educators to recognize and skillfully use HQIM to meet the needs of students.
   Questions to ask yourself include:
   - Are there plans to expose educator preparation programs to the state's IMPD initiative and garner support and buy-in, including around the research basis for this work?
   - Does the state have clear, high-priority strategies to support, incentivize, and/or compel educator preparation programs to build teaching candidates' capacity to identify and skillfully use HQIM?

5. The approach the state will take to **collect and analyze data** (a) for continuous improvement, and (b) to verify the outcome targets.
   Questions to ask yourself for each of the plan elements include:

- Does the state have baseline data to describe the current state of use, especially with respect to LEA selection of HQIM, disaggregated by student population?
- Is the plan clear about the data that needs to be collected -- both for continuous improvement and to monitor progress -- with respect to HQIM, PD, and EPPs?
- Is the plan clear about who, how, and when the state will collect this data?

Outcome Targets

Here are the target outcomes set in the CCSSO grant and the CCSSO/State MOU:

1. **Increased use of instructional materials that are aligned to the state standards and of high-quality in all classrooms, as measured by reliable data collection:**
   - At the end of this grant, at least **80 percent of new instructional material adoptions and procurements by districts will be of high-quality** and aligned to the state standards, as rated by EdReports or by another robust alignment review. (ELA, Math, and optionally, Science)
   - In order to ensure equitable access for those students that need it the most, states will ensure that a representative proportion of these new instructional material adoptions and procurements occur **in districts with the state's highest concentration of African-American, Latino, and low-income students, and Title I funded schools.** CCSSO and the coach will work with states to identify which districts to target and how to work with them to achieve this outcome.
2. **Increase in the percentage of teachers receiving professional development that improves their knowledge and ability to use standards-aligned curricular materials, as measured by reliable data collection:**
   - By the end of the grant period, **all state-provided professional development will include some training on the use of high-quality instructional materials**.
   - By the end of the grant period, the state will have identified districts and **piloted professional development** that is deeply connected to the districts' high-quality instructional materials. The state's plan will be ambitious and achievable, designed **with the intention to reach virtually all districts over time.**
3. **Incentivize teacher preparation programs to integrate state standards and aligned curriculum into their training programs:**
   - By the end of the grant period, states will have **piloted with teacher preparation programs to train teaching candidates** to recognize, evaluate and select materials for quality, familiarize aspiring teachers with the types of materials and curriculum they will be using, and build candidates' skills to effectively use and adapt materials. The state's plan will be ambitious and achievable, and designed with the intention to reach the majority of teacher candidates over time.