TO: Members of the State Board of Education

FROM: Carey M. Wright, Ed.D., Interim State Superintendent of Schools

DATE: April 11, 2024

SUBJECT: Adoption of High-Quality Instructional Materials (HQIM) Identification Frameworks

Purpose

The Maryland State Department of Education Office of Teaching and Learning seeks approval from the State Board of Education (SBOE) to adopt the newly developed MSDE High Quality Instructional Materials (HQIM) Identification Frameworks.

Background

The Maryland State Department of Education (MSDE) is committed to providing best in class curricular guidance and materials through a collaborative and transparent process that emphasizes students and teachers.

The Blueprint for Maryland's Future requires that MSDE develop a system to identify and promote High Quality Instructional Materials (HQIM) that support students in achieving the College and Career Readiness standard. MSDE has created a foundational HQIM framework document that outlines the definitional underpinnings of this signaling system. This document was developed in consultation with national experts and Maryland educators. MSDE has been advised by an additional panel of national experts on each of the core content areas: English Language Arts, Mathematics, Science, and Social Studies, as well as Universal Design for Learning (UDL), and supports for multilingual learners. This Framework will be used to inform the development of the Maryland HQIM evaluation rubrics and to train Maryland HQIM reviewers. Given its centrality to MSDE's curriculum and instructional strategy to meet the goals of the Blueprint, MSDE seeks the approval from the State Board of Education to adopt the proposed HQIM Framework document to become the foundation of how high-quality instructional materials are identified in Maryland, including the Key Criteria described within each document.

Executive Summary

This presentation will provide information on the following:

1. HQIM Strategy Overview
2. HQIM Signaling Strategy
    a. Framework Overview
    b. Stakeholder Feedback
3. Framework Adoption Request

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Action

Requesting that the State Board of Education approve the adoption of the attached newly developed MSDE High Quality Instructional Materials (HQIM) Identification Frameworks:

- ELA HQIM Identification Framework
- Math HQIM Identification Framework
- Social Studies HQIM Identification Framework
- Science HQIM Identification Framework

Attachments

- HQIM Framework Presentation.pdf
- ELA HQIM Identification Framework.pdf
- Math HQIM Identification Framework.pdf
- Social Studies HQIM Identification Framework.pdf
- Science HQIM Identification Framework.pdf

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High Quality Instructional Materials (HQIM) Initiative Deep Dive

Office of Teaching and Learning

April 11, 2024

PRESENTED BY

Dr. Deann Collins, Deputy Superintendent
Amreena Hussain, Senior Advisor HQIM Strategy
Phil Lasser, Senior Executive Director

Presentation Outline

1. HQIM Strategy Overview

2. HQIM Signaling Strategy

   – Framework Overview
   – Stakeholder Feedback
   – Q and A
   – Approval Request

3. Framework Adoption Request

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Decision Point

The Maryland State Department of Education's (MSDE) Office of Teaching and Learning is requesting the adoption of, and permission to publish, the High-Quality Instructional Materials (HQIM) identification frameworks.

Key Elements of this Decision:

- The Blueprint requires that MSDE establish a system to identify High-Quality Instructional Materials (HQIM) and support districts in adopting and implementing HQIM.

- The HQIM identification framework will provide the conceptual and definitional foundation for developing evaluation rubrics and reviewing and publishing ratings for HQIM in the state of Maryland.

- MSDE has done extensive engagement with Local Education Agencies (LEAs), teachers, community organizations, academics, and state and national experts in the development of these frameworks.

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Why HQIM in Maryland Now?

Students

Instructional Core

Teachers

Materials
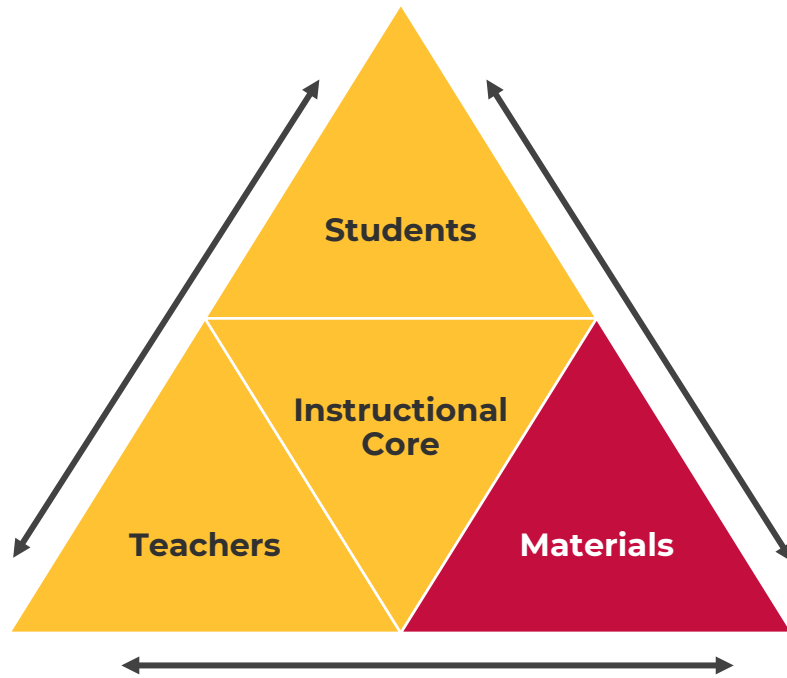
Content-rich, standards-aligned, and high-quality curricula exert a powerful influence on student achievement.

Source: (Hiding in Plain Sight Report)

The Blueprint for Maryland's Future creates a mandate to significantly invest in high quality curriculum and aligned instruction

The State Board and MSDE Strategic Plan includes a charge for the Department to develop an initiative that will realize the Blueprint vision

Maryland Stakeholders are clear that we must prioritize adoption and implementation of HQIM

Understanding Maryland's HQIM Landscape

EdReports is a national organization that was established to rate instructional materials and indicate their quality. This system centers standards alignment, grade-level rigor and complexity, and the usability of resources. LEAs in Maryland consider how the materials are rated according to EdReports when selecting which curriculum to select.

54% of LEAs use Green Materials for Elementary ELA*

ELA	Meets Expectations	Partially Meets Expectations	Does Not Meet Expectations	Not rated or unknown
	% of all LEAs	% of all LEAs	% of all LEAs	% of all LEAs
K-5	54%	17%	8%	21%
6-8	46%	0%	17%	38%
9-12	38%	0%	13%	50%

96% of LEAs use Green Materials for Elementary Math*

Math	Meets Expectations	Partially Meets Expectations	Does Not Meet Expectations	Not rated or unknown
	% of all LEAs	% of all LEAs	% of all LEAs	% of all LEAs
K-5	96%	0%	0%	4%
6-8	96%	4%	0%	0%
9-12	83%	0%	0%	17%

*Using EdReports as the rating system

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Highlight from our national landscape research:

HQIM rating systems must be teacher-led.

A teacher-led rating system is essential in selecting materials that are grounded in educator experience and build buy-in with teachers, communities, and system.

Core design principles are well standardized across rating systems, including EdReports.

Standards alignment and grade-level instructional concepts are integral core design principles.

The rating system landscape needs to evolve on certain key criteria:

Usability, knowledge building, supporting multilingual learners, and Universal Design for Learning (UDL) concepts

States across the country use different systems to identify HQIM:

HQIM are identified by the results of the reviews completed by EdReports.

Examples: Nebraska, Delaware, and Rhode Island

HQIM are identified using EdReports reviews as a baseline and then the State builds additional unique elements

Examples: New Mexico and Massachusetts

HQIM are identified by building a fully custom State rating system

Examples: Texas and Louisiana

Lessons from peer states, industry experts, and research: Standards Alignment Is Not Enough

"High-quality" instructional materials should align to State standards, but also:

- Build student knowledge to bolster comprehension and accelerate learning.

- Culturally affirm students and the knowledge they enter the classroom with.

- Linguistically affirm students and leverage home language as a strength not a deficit.

- Empower educators by providing user-friendly resources that improve pedagogical content knowledge.

- Focus on supporting all learners by prioritizing universal design for learning.

High-quality instructional materials / high-quality instructional materials. /. (n.d.). Retrieved February 15, 2023, from https://www.doe.k12.de.us/domain/627

Texas Education Agency. (2023, January 12). Strong Foundations Faqs. Texas Education Agency. Retrieved February 15, 2023, from https://tea.texas.gov/academics/instructional-materials/strong-foundations-faqs

Schwartz, S. (2022, June 7). 4 ways states are exerting more control over classroom materials. Education Week. Retrieved February 15, 2023, from https://www.edweek.org/teaching-learning/4-ways-states-are-exerting-more-control-over-classroom-materials/2022/06

Maryland's HQIM Theory of Action

If MSDE does the following;

Priority 1: Signals quality of instructional materials; and

Priority 2: Helps Maryland districts adopt HQIM as identified by the state's rating system; and

Priority 3: Supports effective HQIM implementation in districts and schools through multiple implementation support pathways; and

Priority 4: Increases the number of EPPs that prepare new educators to recognize and effectively instruct around HQIM (both for incoming educators and continuing education offerings); and

Enabling Condition 1: Communicate transparently and cultivate stakeholder support; and

Enabling Condition 2: Build performance management systems and tools

Then, Maryland will have a statewide ecosystem that ensures all students are engaged in rigorous content and receive high-quality, curriculum aligned instruction.

Signal Quality of Instructional Materials

Support Districts with Adopting HQIM

Provide HQIM Implementation Support to Districts

Work with EPPs to embed HQIM concepts and implementation in teacher preparation

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Priority 1 - Signaling Curriculum Quality
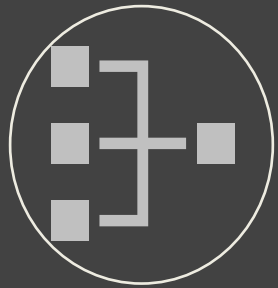
Maryland must establish a framework for identifying HQIM that centers Maryland students and honors and advances the work already done by Maryland districts.

The framework should build on the foundation and knowledge-base created by best-in-class rating systems across the country, including EdReports.

Standards Alignment

Design for All Students

Focus on building knowledge for all students in a language affirming and culturally responsive way

Content and Instructional Concepts

Educator Supports

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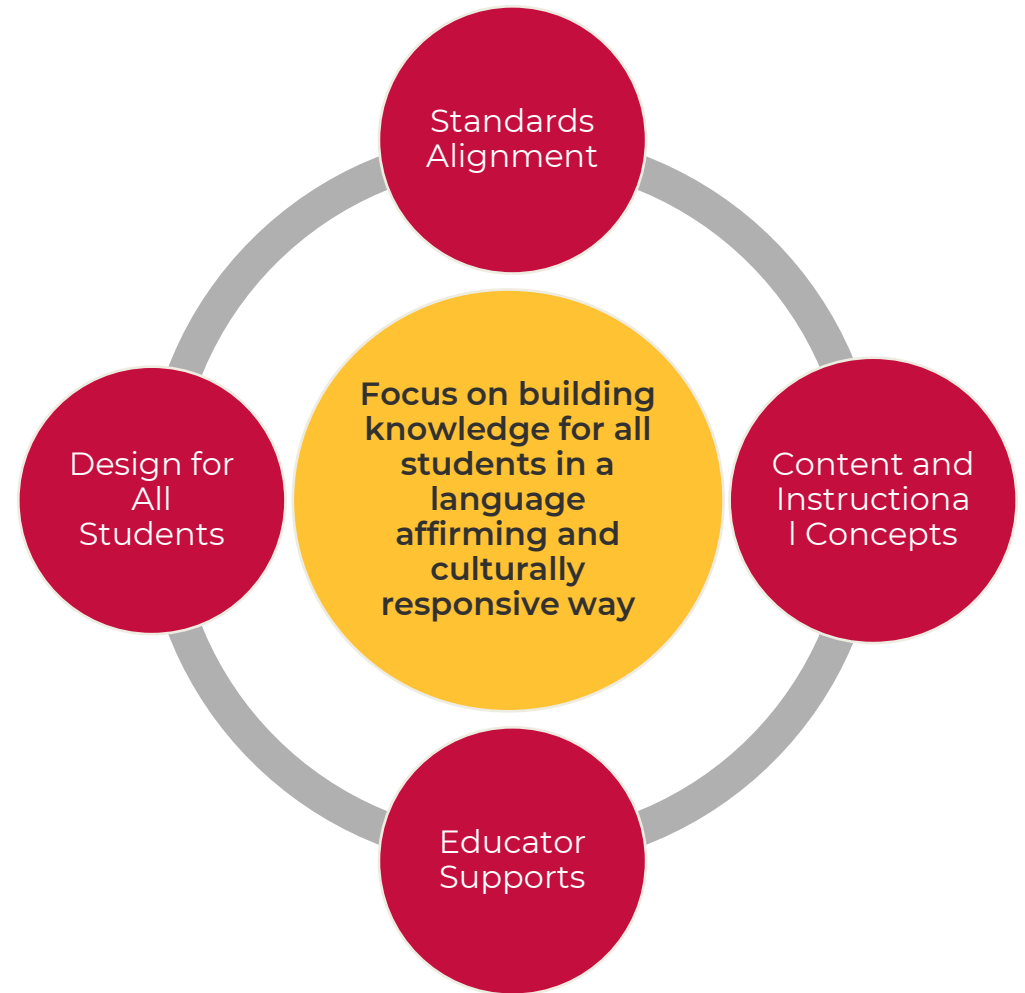
HQIM Framework Deep Dive

| What is the HQIM Identification Framework? | How will it be used? | Who developed it? |

What is the HQIM Identification Framework?

- It is a foundational document that outlines key elements that must be present in a curricular product to qualify it as HQIM in Maryland.

- It constitutes the definitional underpinnings of our HQIM signaling system for core criteria:
  - Standards and grade level aligned
  - Building knowledge
  - Supports multilingual learners (ML)
  - Culturally responsive and sustaining
  - Universal Design for Learning
  - Usability and educator supports
  - Pedagogical content knowledge

How will it be used?

- The MSDE HQIM evaluation rubrics will be aligned to the framework.

- All rubric developers and curriculum evaluation teacher teams will be trained on the framework.

- The framework will be posted publicly on the MSDE website so that publishers and the public have insight into how HQIM is being evaluated in our state.

Who developed it?

- **Core Development:**
  - MSDE's HQIM Core Team
  - Student Achievement Partners (framework architecture and the ELA and Math Frameworks)
  - Zachary Carey and Aneesha Badrinarayan (Science Framework)
  - Peter Ramsey (Social Studies Framework)

- **Review and Advisory:**
  - MSDE's content directors
  - All LEA CAOs and content teams
  - MSDE's HQIM Expert Advisory (composed of national experts on HQIM, UDL, subject area, and ML supports)

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This HQIM Framework is a shared foundational architecture for all content areas.

- ELA
- Math
- Science
- Social Studies
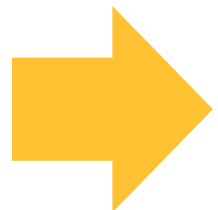
Design to Affirm All Students	Grade-level and Standards Aligned	Instructional Design	Educator Supports
• Culturally responsive-sustaining instruction • Language affirming instruction	• Materials are aligned to the Maryland State Standards	• Student Agency • Progress Monitoring and Supporting Students	• Educator knowledge • Usability

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Sample Framework Components

Subject	Design Element		Key Criteria	What would reviewers look for in instructional materials?
ELA	Grade-Level and Standards Aligned	→	Speaking, Listening, and Oral Language Development	• Integrated Oral Language Development • Prominent, Authentic Discourse Opportunities • Building Vocabulary
Math	Designed to Affirm Students	→	Language Affirming Instruction	• Multilingualism in Mathematics • Language Objectives • Cognitively Demanding Mathematics • Share Reasoning in Multiple Ways
Science	Educator Supports	→	Supporting Principled Adaptation to Local Contexts and Specific Student Experiences	• Related and Alternative Phenomena • Student-Centered Extensions and Alternatives • Clear guidance on constant and variable features
Social Studies	Instructional Design	→	Progress Monitoring and Supporting Students	• Supports & Scaffolds • Simultaneous Literacy & Language Development • Progress Monitoring • Meaningful Feedback

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HQIM Framework – Stakeholder Feedback (School Districts)

155 Participants

HQIM Overview Sessions:
In October 2023, 155 district content team members attended HQIM information sessions that served as an overview to the HQIM strategy and a preview of the framework

45 Participants

Content Collaborative Sessions:
In December 2023, each MSDE core content area director (ELA, Math, Science, Social Studies) held a feedback session for the HQIM framework where our teams received feedback on the framework from district content leadership.

75 Participants

In-Person Framework Feedback from District CAOs and Content Teams:
In October 2023, all districts were invited to bring content teams to the monthly Assistant Superintendent meeting where MSDE shared a draft of the framework and solicited in-person feedback in all content-specific groups.

147* Participants

HQIM Framework Feedback Survey:
In December 2023, MSDE shared the HQIM framework survey for feedback from all members of all district curriculum teams including content teams, instructional leadership teams, professional development staff, and leaders.

*147 LEA participants responded, and 98 had usable data that was included in the analysis and used by the development team for revisions.

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HQIM Framework – Stakeholder Feedback (School Districts)

Districts respondents are in strong agreement with the direction proposed in the HQIM framework. We have received 80% agreement on most indicators included in our survey about core HQIM principles, internal validity, content-specific instructional concepts, and cross-content coherence.

MSDE is committed to including district voice from every district and every core C&I function within school districts. District Feedback is an essential part of our framework development process. We have synthesized every feedback session and returned it to our development team to incorporate into the framework.

Areas of Agreement ✅

- The content-level design principles sufficiently and comprehensively represent the requirement for each content area
- Each content framework is sufficiently aligned to, and appropriately covering MSDE's core areas of focus for curriculum quality (building student knowledge and linguistically and culturally affirming)
- Adequately reflect the needs of all student groups and appropriately apply UDL considerations
- Appropriate degree of thematic coherence across all framework documents

Areas of Improvement ⚠️

- Ambiguity in language, e.g. text vs. curriculum, 'supporting' multi-linguistic vs. 'affirming' multi-linguistic students
- More explicit in UDL expectations
- Misunderstanding on the purpose of the framework – especially deeper into LEA content teams there seems to be a misunderstanding that districts will need to apply this framework and review materials
- Some concern that the framework is setting a 'too-high' bar

Note: The above summary is a sample of the type of feedback we received from districts. The above feedback has been addressed in revisions by the framework developers.

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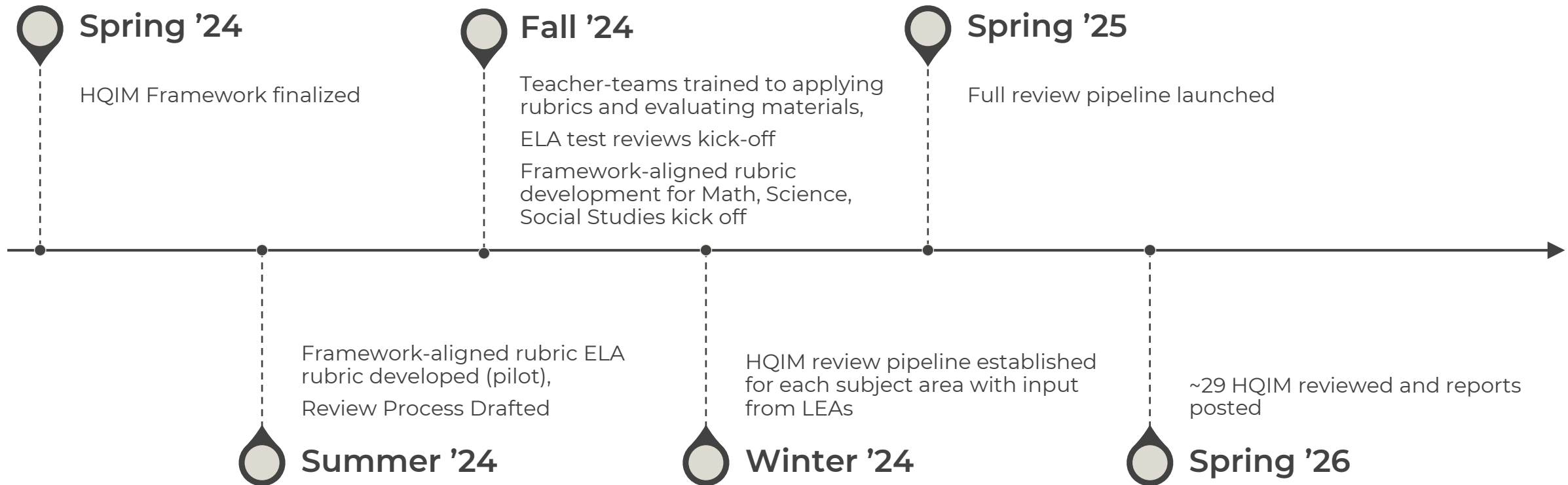# HQIM Framework – Stakeholder Feedback (School Districts)

We have held at least one focus group for each of the following stakeholder groups and will continue ongoing engagement as we build the framework, rubrics, and review process.

Educators	Parents and Community Members	Students

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HQIM Reviews: Next Steps and Timeline

Spring '24

HQIM Framework finalized

Fall '24

Teacher-teams trained to applying rubrics and evaluating materials,

ELA test reviews kick-off

Framework-aligned rubric development for Math, Science, Social Studies kick off

Spring '25

Full review pipeline launched

Framework-aligned rubric ELA rubric developed (pilot),
Review Process Drafted

Summer '24

HQIM review pipeline established for each subject area with input from LEAs

Winter '24

~29 HQIM reviewed and reports posted

Spring '26

Framework Adoption

MSDE requests that the State Board of Education adopt the proposed HQIM Framework document, to become the foundation of how high-quality instructional materials are identified in Maryland, including the Key Criteria described within each document.

- ELA Framework

- Math Framework

- Social Studies Framework

- Science Framework

Questions and Discussion

Appendix

ELA Framework Components

Grade-Level and Standards Aligned

Key Criteria for Integrated Literacy	• Reading, Writing, Speaking & Listening
Key Criteria for Foundational Skills Across Grade Levels	• Systematic and Explicit Instruction • Practice Opportunities and Resources • Fluency
Key Criteria for Text & Resource Selection	• Grade-Level Texts • Supportive Texts and Resources • Intentional Design
Key Criteria for Questions and Tasks	• Text-Based & Standards Aligned • Intentional Sequencing
Key Criteria for Volume, Quality, and Range of Writing	• Prominent, Authentic Writing Opportunities • Explicit Instruction • Varied Writing Experiences
Key Criteria for Speaking, Listening, and Oral Language Development	• Integrated Oral Language Development • Prominent, Authentic Discourse Opportunities • Building Vocabulary

ELA Framework Components

Instructional Design

Key Criteria for Building Knowledge	• Knowledge-Building Focus • Inclusive Content • Systematic organization
Key Criteria for Student Agency	• Metacognitive Processes • Choice • Collaborative Learning
Key Criteria for Progress Monitoring and Supporting Students	• Supports & Scaffolds • Simultaneous Literacy and Language Development • Progress Monitoring • Meaningful Feedback

ELA Framework Components

Educator Supports

Key Criteria for Educator Knowledge	• Examine Self • Students' Linguistic and Cultural Assets • Supporting Language Development for all Learners • Supporting Literacy Development • Text and Topic Knowledge
Key Criteria for Usability	• Design and Functionality • Adaptability for Context • Program Coherence

Designed to Affirm Students

Key Criteria for Culturally Responsive-Sustaining Instruction	• Affirm & Center Students • Literacy as a Tool for Civic Engagement • Real World Connections
Key Criteria for Language Affirming Instruction	• Multilingualism in Literacy • Language Objectives & English Language Development (ELD) Coherence • Text Selection to Support Language Development

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Math Framework Components

Grade-Level and Standards Aligned

Key Criteria for Focus on Essential Mathematics	• Essential Mathematics
Key Criteria for Coherence	• Consistent Progressions • Coherent Connections
Key Criteria for Rigor and Balance	• Rigor and Balance
Key Criteria for Mathematical Practices	• Practice-Content Connections • Emphasis on Mathematical Reasoning

Instructional Design

Key Criteria for Student Agency	• Metacognitive Processes • Choice • Multiple Entry Points to Complex Tasks • Authentic Engagement as a Mathematician • Collaborative Learning
Key Criteria for Progress Monitoring and Supporting Students	• Supports & Scaffolds • Simultaneous Mathematical Meaning Making and Language Development • Relevant Contexts • Mathematical Discourse • Practice opportunities and resources • Progress Monitoring • Meaningful Feedback

Math Framework Components

Educator Supports

Key Criteria for Educator Knowledge	• Examine Self • Students' Linguistic and Cultural Assets • Supporting Language Development for all Learners • Supporting Mathematical Development • Mathematical Discourse • Collectivist Approach
Key Criteria for Usability	• Design and Functionality • Adaptability for Context • Program Coherence

Designed to Affirm Students

Key Criteria for Culturally Responsive-Sustaining Instruction	• Affirm and Center Students • Mathematics as a Tool for Civic Engagement • Real World Connections and Relevant Data
Key Criteria for Language Affirming Instruction	• Multilingualism in Mathematics • Language Objectives • Cognitively Demanding Mathematics • Share Reasoning in Multiple Ways

Science Framework Components

Grade-Level and Standards Aligned

Key Criteria for Sense-making Phenomenon- or Problem-driven Learning and Performance	• Three Dimensions Development • Nature of Science Development • Nature of Science and Three Dimensions Integration • Hands On
Key Criteria for Coherence	• Lesson and Unit Coherence • Skill Building Coherence • Math and ELA Alignment • Scientific Accuracy

Instructional Design

Key Criteria for Joyful Learning	• Cultivate Joy • Solutions-Oriented • Imaginative and Creative Risk-taking • Choice and Interest • Feelings of Success
Key Criteria for Leveraging Funds of Knowledge	• Key Criteria for Leveraging Funds of Knowledge. • Student Idea Engagement • Storycatching • K-12 Progressions • Developmentally Appropriate Transfer
Key Criteria for Progress Monitoring and Supporting Students	• 3D Performance • Metacognitive Processes • Asset-Oriented • Diverse Supports and Scaffolds • Disciplinary Literacy

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Science Framework Components

Educator Supports

Key Criteria for Educator Knowledge	• Examine Self • Pedagogical Content Knowledge
Key Criteria for Supporting Relationships building and Productive Classroom Culture	• Students' Linguistic and Cultural Assets • Inclusive Classroom Environments • Peer and Adult Relationship Building
Key Criteria for Supporting Principled Adaptation to Local Contexts and Specific Student Experiences	• Related and Alternative Phenomena • Surfacing student experiences • Student-Centered Extensions and Alternatives • Clear guidance on constant and variable features
Key Criteria for Usability	• Design and Functionality • Program Coherence

Designed to Affirm Students

Key Criteria for Culturally Responsive-Sustaining Instruction	• Relevance and Authenticity • Student Voice, Agency, and Identity • Cultural Competence • Relationship Building • Groundedness • Criticality • Productive Passion
Key Criteria for Language Affirming Instruction	• Diverse Language Use • Multiple Modalities

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Social Studies Framework Components

Grade-Level and Standards Aligned

Key Criteria for Alignment with the Maryland Social Studies Standards (MSSS)	• Inquiry as Core Tenet • Disciplinary Content Fluency • Evaluating Sources and Leveraging Evidence
Key Criteria for Text & Resource Selection	• Grade-Level Texts • Supportive Texts and Resources
Key Criteria for Compelling Questions and Tasks	• Text-Based & Aligned to Standards and MSSFS • Intentional Sequencing
Key Criteria for Speaking, Listening, and Oral Language Development	• Integrated Oral Language Development • Prominent, Authentic Discourse Opportunities • Building vocabulary
Key Criteria for Volume, Quality, and Range of Writing	• Prominent, Authentic Writing Opportunities • Explicit Instruction • Varied Writing Experiences

Instructional Design

Key Criteria for Building Knowledge & Skills	• Knowledge-Building Focus • Inclusive Content • Historical Thinking Skills
Key Criteria for Student Agency	• Metacognitive Processes • Choice & Voice • Collaborative Learning
Key Criteria for Progress Monitoring and Supporting Students	• Supports & Scaffolds • Simultaneous Literacy & Language Development • Progress Monitoring • Meaningful Feedback

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Social Studies Framework Components

Educator Supports

Key Criteria for Educator Knowledge	• Examine Self • Inquiry Based Teaching Practices • Text, Topic Knowledge • Backwards Design • Students' Linguistic and Cultural Assets • Supporting Language Development for ALL Learners • Supporting Literacy Development
Key Criteria for Usability	• Design and Functionality • Adaptability for Context • Program Coherence

Designed to Affirm Students

Key Criteria for Culturally Responsive Instruction	• Affirm & Center Students • Literacy as a Tool for Civic Engagement • Real World Connections
Key Criteria for Language Affirming Instruction	• Multilingualism in Social Studies