

Making the Most of your Materials: Using Our Reviews to Plan for Successful Implementation

Materials don't come off the shelf (or virtual shelf) perfectly matched to meet all students' needs. The following guide helps you to analyze how well your instructional materials are aligned and what adjustments you may need to consider in order to ensure that all students have access to high-quality, aligned materials.

STEP 1- Pull up the following resources

- Review tool and evidence guides for K-12 math
 - 1) Go to www.edreports.org
 - 2) Click on "Resources," select "Tools and Evidence Guides"
 - 3) Select "Math K-8 or High School"
 - 4) Download "Quality Instructional Tool" and "Evidence Guides"
- The grade level reviews for your instructional materials
 - 1) Go to "math," then "View Math Reports"
 - 2) Enter your program title in the search bar
- Publishers' Criteria for Math documents

STEP 2- Prepare to read the reviews

- Scan the EdReports.org gateway and indicator graphics to see how the shifts are represented within the reports and tool.
- Consider your data and confer with your team: What grade level/ series would you like to most learn about?

STEP 3- Read the grade level/ series review

- Locate the report for your adopted curriculum.
- Start with the series summary page: What questions do you have after seeing the thermometer scores and reading the summary evidence?
- Open a grade-level review.
 - 1) Highlight or take notes on which evidence confirms your experience with the materials.
 - 2) Highlight (in a different color) or take notes on which evidence you want to learn more about.

STEP 4- Assess the materials

Use the graphic organizer when answering these questions:

- Do the materials "meet, partially meet, or do not meet" the criteria according to the reports? What are the strengths/weaknesses?
- Does this confirm what we are observing in classrooms? What evidence do we still have questions about?
- In order to align with our district priorities and context, which of these gaps would we address first? Why?
- Can this be addressed through a pedagogical change, PD or policy? If so, what would be our strategy?
- If not, is it a simple tweak? Do we omit something? Do we need to swap the unit/chapter with something better?

USING EDREPORTS REVIEWS TO PLAN FOR CLASSROOM SUCCESS (MATH)

	Do the materials "meet, partially meet, or do not meet" the criteria according to the reports? What are the strengths	Does this confirm what we are observing in classrooms? What evidence do we still have questions about?	In order to align with our priorities and context, are there gaps we should address first before others? Why?	Can this be addressed through a pedagogical change, PD or policy? If so, what would be our strategy?	If not, is it a simple tweak? Do we omit something? Do we need to swap the unit/chapter with something better?
<p>Focus</p> <p>K-8: Major work of the grade and no concepts assessed before appropriate grade level</p> <p>HS: Majority of material addresses non-plus and widely applicable standards.</p>					
<p>Coherence</p> <p>K-8: Link to major topics within grade and to previous knowledge.</p> <p>HS: Connections within and across course content and builds upon grades 6-8.</p>					

USING EDREPORTS REVIEWS TO PLAN FOR CLASSROOM SUCCESS (MATH)

	Do the materials "meet, partially meet, or do not meet" the criteria according to the reports? What are the strengths	Does this confirm what we are observing in classrooms? What evidence do we still have questions about?	In order to align with our priorities and context, are there gaps we should address first before others? Why?	Can this be addressed through a pedagogical change, PD or policy? If so, what would be our strategy?	If not, is it a simple tweak? Do we omit something? Do we need to swap the unit/chapter with something better?
Rigor Balance of conceptual understanding, procedural skills and application					
Mathematical Practices Meaningful connections between the Content Standards and 8 Math Practices					

Look back at your graphic organizers and consider these guiding questions:



Always with an eye on the standards, how might you address fixing gaps while maintaining the quality aspects of your materials?



Are there related gaps shown in the reports so you could fix multiple problems at the same time?

Look back at your graphic organizers and consider these guiding questions:



What is your proposed solution? Omit, Accentuate, Supplement, or Supplant

Omit lessons/units

Ensure you know the quality aspects of what you omit so that you don't inadvertently remove critical components of the shifts and/or standards-alignment.

Accentuate/bring in pedagogical strategy

Examples include removing scaffolds or changing the instructions, implementing group work, or reworking the lessons to have a more student-centered approach.

Supplement

Based on your investigation, you may want to bring in additional content or lessons to increase alignment, e.g., to build in more opportunities for balance of the 3 aspects of rigor, or add content based on the major work of the grade.

Supplant

If you're replacing units or lessons, select from a vetted source, e.g., the open educational resources that EdReports has reviewed or other educator-vetted materials.



Confirm: How will your proposed solution enhance learning from the student's perspective?