

LEA Tool 3.1 Embedding the selection and use of high-quality instructional materials in professional learning

- Maximize results by helping staff and partners learn more quickly and make iterative, timely course corrections;
- Reinforce the strategic direction and policies by including learning in all parts of program design and implementation;
- Adapt programs as evidence and context shifts;
- Help staff, partners, and others identify and focus on priorities to maintain and strengthen strategic direction;
- Remain flexible. Although the learning plan may be formally updated on a particular timeline (e.g. once a year), it should not unnecessarily bind or discourage new ideas and updates; and
- Accommodate short- and longer-term priorities and intentionally build evidence over time towards strategic objectives.

Priority	How will we identify and gather who will be involved? (A diversity of perspectives and expertise will help ensure that all students' needs are considered as instructional materials are selected.)	What are the roles and responsibilities of participants? (Who is responsible for carrying out what is agreed upon?)	What are the expectations of this work? Timeline?	What are the resources needed to assist in the selection and implementation of instructional materials?	What will the target audience be doing together?

Example: See Priority #1					
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Priority #1 Selection of Instructional Materials for ELA, Sunrise Elementary School, Grades 1–5	Identify a diverse group who will lead this effort and which schools/teachers will receive treatment.	<ol style="list-style-type: none"> 1. Communicating plan to target audience (Davis). 2. Convening group to determine data collection (Foster). 3. Identifying facilitators to lead PLC (Wong). 4. Reporting to Cabinet and School Board on progress (Arnett). 	<ol style="list-style-type: none"> 1. Share expectations; outcomes of the treatment and the work that will take place. 2. Determine goals for students 3. Determine KASAB for educators. 4. Determine specific timeline. 	<ol style="list-style-type: none"> 1. Identify professional learning needs of participants and best format to use. 2. Allocate time for teachers to make changes in instruction to focus on the standards that are addressed in the materials 3. Collaborative teams develop lessons; assessments. 	<ol style="list-style-type: none"> 1. Determine how members of the target audience will work together to accomplish the goal and desired outcomes. 2. Hold discussions with colleagues. 3. Participate in a PLC.
Priority #2 Identify instructional materials that are available for ELA, Grades 1–5					
Priority #3 Determine the alignment of the identified instructional materials with state student academic standards and needs of students.					

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Priority #4 Determine the usability of the identified instructional materials (e.g. ease of use, potential for student engagement, high interest levels)					
Priority #5 Determine the quality of the identified instructional materials (e.g. accuracy, visual appeal, and support for needed differentiation aligned with students' cultural and background knowledge; include a diverse set of activities.					
Priority #6 Identify teachers to try out the top-rated instructional materials and provide critiques of the results.					
Priority #7 Support for new teachers.					