

AIIM

ARKANSAS INITIATIVE FOR
INSTRUCTIONAL MATERIALS

ROADMAP TO HIGH-QUALITY PROFESSIONAL LEARNING (HQPL)

WHAT IS HQPL?

High-Quality Professional Learning (HQPL) is job-embedded support that deepens educators' understanding of what to teach (content) and how to teach it (pedagogy) with the adopted High-Quality Instructional Materials (HQIM).

This through-year approach empowers teachers to skillfully tailor the learning experience for the benefit of all students.¹

TEACHING, LEARNING & ASSESSMENT

DESE is committed to students exhibiting evidence of learning through three lenses of application: actively literate, critical thinkers, and engaged in the community.



DIVISION OF
ELEMENTARY
& SECONDARY
EDUCATION

¹Short, J. & Hirsh, S. (2020, November). Carnegie Corporation of New York

ROADMAP HQPL

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BUILDING LEADERSHIP & VISION

Establishing a vision is foundational to building a High-Quality Professional Learning (HQPL) plan that supports teachers to skillfully use High-Quality Instructional Materials (HQIM).



CONDUCTION LANDSCAPE ANALYSIS

(NEEDS ASSESSMENT)

To identify professional learning needs within a district or building, teams must collect and evaluate quantitative and qualitative data to understand the quality of implementation, instruction, and student learning. Once the data are analyzed, identify gaps or missing data; then, prioritize needs.



WHAT CONDITIONS AND STRUCTURES SUPPORT HQPL?

STRONG INSTRUCTIONAL
LEADERSHIP AT THE SCHOOL
AND DISTRICT LEVEL

HIGH-QUALITY
INSTRUCTIONAL MATERIALS

SCHOOL-SYSTEM STRUCTURES
THAT SUPPORT THE ONGOING
LEARNING OF TEACHERS AND
SCHOOL LEADERS³



97%

OF TEACHERS WANT
EFFECTIVE, ONGOING,
AND RELEVANT
PROFESSIONAL
LEARNING.

84%

OF TEACHERS SHOW
STRONG INTEREST
IN PROFESSIONAL
LEARNING THAT IS
TAILORED TO
THEIR NEEDS.⁴

KEY ATTRIBUTES OF HIGH-QUALITY PROFESSIONAL LEARNING

HAS HIGH-QUALITY INSTRUCTIONAL
MATERIALS AT THE CENTER

IS GROUNDED IN EVIDENCE
OF STUDENT LEARNING

DEVELOPS TEACHERS' CONTENT KNOWLEDGE
& PEDAGOGICAL CONTENT KNOWLEDGE⁵

²Instructional coherence describes the extent to which components of an instructional system convey a clear and consistent vision and direction for educators and students so that teachers have a good sense of what to teach and how to teach in a way that is aligned. – Elaine Wang (Rand, 2023)

³Taylor et al. (2015); Yoon et al. (2007)

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Research shows that the quality of implementation plays a significant part in bringing about outcomes. If a program is implemented poorly or even moderately well, its goals are unlikely to be achieved, or the results will be less significant. With high-quality implementation, success is more likely. Effectively implemented programs stand a better chance of achieving intended outcomes and producing positive outcomes for children.

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– Child Care Technical Assistance Network



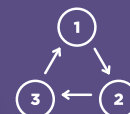
BUILDING STRONG SYSTEMS FOR TEACHING & LEARNING

Instructional coherence is the key to high-quality teaching and learning for all students. Effective principles and practices must be in place to ensure instructional coherence² throughout the district, schools, and classrooms to design and accelerate desired outcomes.



IMPLEMENTING HIGH-QUALITY PROFESSIONAL LEARNING

Skillfully implementing HQIM requires job-embedded HQPL to deepen educators' understanding of content and how to teach. Selecting a HQPL partner helps build capacity and accelerates skillful use of HQIM. The Arkansas Professional Learning Partner Guide (AR PLPG) developed in partnership with Rivet is a tool available for choosing a HQPL curriculum partner.



CONDUCTING A SYSTEMS CHECK

(PLAN-DO-CHECK)

Systems that work exist within a culture of continuous improvement and thrive in the discovery of nuances. HQPL is an iterative process, continuously cycling back in response to student-specific needs. This particular inquiry cycle, Plan-Do-Check, leads to monitoring implementation and outcomes resulting from evidence-based activities and strategies.



ARKANSAS LANDSCAPE ANALYSIS : ACCESS TO HQIM

K-5 ELA

96% of Districts

88% of Students

6-8 ELA

83% of Districts

59% of Students

9-12 ELA

52% of Districts

40% of Students

K-5 MATH

79% of Districts

77% of Students

6-8 MATH

77% of Districts

72% of Students

ALGEBRA I AND GEOMETRY

57% of Districts

48% of Students

⁴Short, J. and Hirsh, S. (2020). The Elements: Transforming Teaching through Curriculum-Based Professional Learning. Carnegie Corporation of New York

⁵Kennedy (2016); Lynch et al (2019).

ARKANSAS PROFESSIONAL LEARNING PARTNER GUIDE

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In support of the Arkansas Initiative for Instructional Materials (AIIM), the Arkansas Division of Elementary and Secondary Education has partnered with Rivet Education to provide the Arkansas Professional Learning Partner Guide (AR PLPG), a list of nationwide organizations that provide the best curriculum-aligned professional learning services.



bit.ly/3TloZiT

“

A primary role of school systems is to create the conditions in schools through which teachers can become experts at teaching the curriculum they are using and adapting instruction to the needs of their particular students.”⁶



⁶Wiener, R. & Pimentel, S. (2017) Practice What You Teach: Connecting Curriculum & Professional Learning in Schools.



WHAT IS CURRICULUM-ALIGNED PROFESSIONAL LEARNING?

Four types of curriculum-aligned professional learning support the use of HQIM (consistent with the Arkansas Professional Learning Partner Guide⁷):

- | | | | |
|----------|--|----------|---|
| 1 | Adoption | 2 | Initial Implementation |
| 3 | Ongoing Implementation Support for Teachers | 4 | Ongoing Implementation Support for Leaders |

⁷Rivet Education. (n.d.). Arkansas Professional Learning Partner Guide. <https://arkansas.plpartnerguide.org>



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Check out
the research
here.



bit.ly/3MG2eCp