

PROFESSIONAL LEARNING SOLUTION

STRENGTHENING INSTRUCTIONAL QUALITY

For over 20 years, HMH has partnered with Arkansas schools, supporting the implementation and best practices of HQIM. Today, HMH offers the Arkansas DOE research-based professional development designed to dramatically strengthen teaching and learning through professional learning communities focused on implementing Strengthening Instructional Quality. Together, we will improve outcomes for students with continuous job-embedded learning for educators that enhances their teaching practice through collaborative study, expertise exchange, and professional dialogue.

A. Focus Areas

1. PLCs focused on collaborative planning (unit and lesson preparation practices & student work analysis).

The HMH coaching model provides time for collaborative planning, delivery and observation, and finally, reflection. Educators work together to select target areas and plan for strategy or program application. Work is focused on individual and group goals as educators select relevant resources and strategies for student achievement. As teams pre-brief the lesson, teachers share lesson plans and learning targets. The team offers recommendations for questions to ask that will support formatively assess students. After delivery, the discussion focuses on evidence collected during the lesson. Teams analyze student data to set student learning targets and select instructional strategies.

2. High-quality intervention practices aligned to core instruction.

As part of the PLC planning and learning process, educators discuss how to differentiate instruction for specific students based on assessment evidence and select strategies accordingly. They then identify specific Tier 2 and Tier 3 intervention strategies to use with at-risk students and those specific language acquisition strategies to use with multilingual learners. Teachers learn to create specially designed instruction based on students' identified disabilities. Educators also select results indicators for determining the effectiveness of the selected instructional strategies. HMH professional learning also supports high-quality intervention strategies with courses such as *Structuring Flexible Pathways for Learning*. Outcomes: Design lessons and activities that balance synchronous, asynchronous, and unplugged learning modalities; Enhance learning by designing experiences that spark student interest and meet diverse needs; and Implement rigorous teaching and learning in your unique environment.

3. Using assessment data (e.g., screener) to drive instruction.

The HMH Instructional Coach and teacher partner to analyze student data, such as formative assessments, student work, and testing data to establish goals for the coaching process. Together, the HMH Instructional Coach and teachers set student learning targets with measurable goals based on student data, keeping in mind student progress. The HMH Instructional Coach then guides the teacher or teacher team in choosing instructional skills directly related to the selected student learning target for the most significant impact. After the lesson, the team reflects on the next instructional steps for students. Strategies for differentiating instruction to meet the needs of all students, especially exceptional students and those needing intervention, are examined and selected. HMH also supports using assessment data in professional learning courses such as *Capitalizing on Formative Assessment Opportunities*. Outcomes: Develop a safe and responsive formative assessment plan to address evolving student needs; Implement formative assessment strategies that provide critical information for teaching and learning; and Use formative assessment data to drive instructional decisions in your unique environment.

4. Building leadership capacity to support implementation of HQIM.

HMH offers professional learning to build leaders' understanding of their HQIM program's instructional design and resources to guide a successful implementation. Participants preview the platform experience, including data-rich reports and learning resources. The session includes recommendations for assessment guidelines and a timeline for professional learning. Outcomes: Explore program essentials, launch milestones, and what to look for during the first 30 days of instruction; Review reports to monitor student progress and ensure your implementation is on track; and Preview the Teacher Success Pathway and leader resources for ongoing professional learning and support.

5. Increasing acceleration opportunities and student outcomes.

HMH Instructional Coaches facilitate in-person shared learning experiences aligned to supporting students in need of enhanced or accelerated learning experiences. Sample topics *Make Literacy Accessible to all with Differentiation and Small Groups*, *Leverage Data and Reporting Tools to Accelerate Growth*, and *Prioritizing and Planning*. In *Leverage Data*, through the lens of a student work-study protocol, participants learn how to access and analyze data from *HMH Into Reading* assessments and synthesize insights to inform instruction. Outcomes: describe the roles of different *HMH Into Reading* assessments and identify which ones to select based on instructional purpose; analyze data to determine instructional strategies for responding to student needs and accelerating growth.

6. Access to core HQIM for all learners (students with disabilities, English learners, etc.).

Linguistically Diverse Learners. HMH Instructional Coaches support varying models of EL instruction to help maximize student learning. HMH Instructional Coaches support bridging strategies that allow students to connect the new language they are learning to their native language and embed multilingual strategies into coaching cycles, using methods such as leveled sentence frames, visuals, total physical response, and scaffolded instruction. Approximately 33% of our Instructional Coaches are multilingual, and more than 66% have multilingual classroom experience.

Specially Designed Instruction. At HMH, we are committed to ensuring every student has access to high-quality instruction. HMH Instructional Coaches deliver professional learning aligned with the High Leverage Practices (HLP) approach developed by the USDOE, CEEDAR, and the Council for Exceptional Children in support of specially designed instruction. These HLPs address multiple areas of teaching, including collaboration, assessment, social and emotional learning, behavior, and instruction. They are intentionally integrated into coaching cycles in support of students with unique learning needs. Additionally, 78% of our Instructional Coaches are credentialed in Special Education. Teachers discover how increase student access in HMH courses such as *Designing Learning Tasks That Address Unique Needs*. Outcomes: design experiences that spark students' interests and meet diverse needs; design learning that leads toward deeper mastery of a learning goal; and identify instructional action steps for your connected environment.

B. The Contractor shall have expertise in the content area and HQIM.

HMH professional learning incorporates exploration of the underlying theory, demonstrations of exemplary practice in professional learning and opportunities to try out new skills with support and supervision, all accompanied by collegial feedback. HMH professional learning meets the “Promising” level for evidence under ESSA criteria (RMC 2021). For more complete discussion, please see the Additional Information section.

C. The Contractor shall demonstrate understanding of the principles of high-quality professional learning

HMH is a Rivet Education Recommended Professional Learning Partner and a High-Quality Professional Learning Partner supporting HQIM in the AR Professional Learning Partner Guide.

D. Professional learning must, at minimum:

- 1. Include classroom observation and data collection using the state’s observation tool, and**
- 2. Include job-embedded, on-site support.**

HMH Instructional Coaches employ research-based pedagogy, tools, and resources to best meet the instructional needs of each teacher. During the visit, teachers set or reflect on their professional learning goals or areas of practice. HMH Instructional Coaches work with teachers to analyze student work and use resultant data to set goals and inform instruction. They may target specific instructional practices to equip participants with strategies and action steps that move student learning forward. Our Coaches may co-teach, conduct model lessons, or observe students to assist teachers with their teaching moves. Through collaborative teaching and planning, direct instruction, and shared reflection, teachers learn to design and implement these strategies in their own instruction.

3. Be aligned to science of reading (literacy proposals).

HMH offers HQIM-aligned high-quality science of reading professional learning to support the Arkansas’s vision for literacy. HMH pairs courses and coaching to create a customized PLC journey. Teachers engage with live, online sessions and year-round synchronous coaching to grow their science of reading teaching and learning.

4. Include a focus on all three aspects of rigor in the curriculum (math proposals).

Students facing challenges in mathematical understanding need structured, targeted support to fill skills gaps and build confidence in their conceptual, procedural skill & fluency, and application abilities. HMH professional learning helps participants connect a students’ mathematical proficiency to their ability to make sense of and communicate about mathematics. It demonstrates how a safe and supportive mathematical community, meaningful opportunities for discourse and mathematical language, and the intentional use of mathematical tools and representations are essential to unlocking students’ capacity for reasoning and discourse. Professional learning not only deepens participants’ mathematical knowledge base, but also prepares participants to integrate the intentional components of *Into Math* to support a connected experience and academic growth. For example, in *Cultivate Reasoning and Discourse Through Your Mathematical Learning Community* outcomes include deepening knowledge of how providing opportunities for reasoning and discourse builds mathematical proficiency; analyzing how a student’s capacity to make sense of and communicate about mathematics is impacted by the learning community; and exploring the community-building structures in *Into Math* that contribute to students’ reasoning and discourse skills.

5. Equip educators to deliver instruction that increases access to the full rigor of HQIM grade-level learning.

Please see responses to all items above.

6. Build educator capacity to leverage information to plan accommodations and supports.

Please see responses to items A1–6 above.