

2.5 Foundational Literacy/Science of Reading

At the time of the adopting of the LEARNS Act, only 35% of Arkansas students were reading at grade level. Since the adoption of LEARNS, many districts across the state have taken intentional actions to improve the way they approach foundational literacy instruction. Many more teachers have access to and training on High Quality Instructional Materials (HQIM) grounded in the science of teaching reading. Families, teachers, districts, and the state have a clearer understanding of students' early literacy skills with the use of high-quality literacy screening tools. While these represent exciting steps forward, teachers and school systems across the state need to continue to focus on translating these initiatives into strong instruction for Arkansas children to truly benefit from the initiatives.

TNTP welcomes the opportunity to work alongside district and school level instructional leaders to ensure students in Arkansas receive a strong foundation in reading in their early educational career.

Experience in Literacy/Science of Reading

Arkansas Community of Practice Support - HQIM Implementation

TNTP has expertise designing and delivering high-quality professional learning to develop the capacity of Arkansas' teachers, coaches, as well as school and system leaders adopting, implementing and/or leading the implementation of high-quality instructional materials (HQIM). TNTP worked with the Arkansas Department of Education, select districts, and Regional Education Service Cooperatives to support the implementation of ELA high-quality instructional materials (HQIM) adopted by the state as part of the support provided through the SOAR grant. Through this partnership, we: Built and executed implementation plans that supported participating districts to implement the adopted ELA curriculum based on their current phase of implementation; Lead classroom-level walkthroughs to collect/review assignments and conduct observations; Provided virtual professional development opportunities and virtual and in-person coaching sessions to district, regional and school leaders, and teachers; and Adjusted our strategy based on classroom-level data about how implementation is improving students' experiences. The impact of this partnership is evident through the following:

- 88% of teachers reported an improvement in their instructional practices.
- 91% of school leaders receiving coaching services report satisfaction with TNTP services.
- 100% of participating Community of Practice leaders report satisfaction with HQIM services.
- 88% of teachers coached demonstrated use of HQIM, by the end of the year there was a 10% increase in the number of teachers using the HQIM skillfully
- 18% increase in proficiency of students demonstrating Academic Ownership.
- 23% increase in proficiency ratings of student's Demonstration of Learning.

Arkansas Initiative for Instructional Materials (AIIM) Pilot (2021-2023).

In 2021, The AIIM Pilot was designed to support excellent instruction and the long-term success of participating schools through explicit training, collaboration, and support with high-quality instructional materials. Participants benefitted from content leader learning cohorts, collaborative learning spaces, learning walks, and data collection and monitoring of student achievement and observation data. Since launching AIIM, we have supported leaders and teachers in 17 schools, providing over 3000 students with HQIM. Although there is still work to be done, teachers have demonstrated their investment in implementing HQIM. **At the teacher level, 94% of math teachers and 100% of ELA teachers in Cohort 1 are consistently implementing the curriculum in their classrooms. In Cohort 2, 88% of Math teachers and 92% of ELA teachers are consistently implementing the curriculum.**

Proposed Professional Development Services

Approach

TNTP will partner with the ADE, Arkansas school districts, and schools to personalize and implement a professional learning system that focuses on helping teachers continue to improve their foundational literacy knowledge and instruction.

Specifically, TNTP will work directly with leaders to set up a system that includes:

- Monthly hour-long teacher professional development centered around the Science of Reading and HQIM implementation
- Monthly observation and feedback cycles for foundational literacy instruction
- Monthly data step-backs/ reflections to understand the progress made on that month's focus area

TNTP's Science of Reading professional development scope and sequence builds a shared knowledge base for educators across the state. Course content is framed by Gough and Tunmer's Simple View of Reading (1986) and Hollis Scarborough's Reading Rope (2001) as well as neurological processes involved in orthographic mapping and reading comprehension. Each session connects an individual critical element of reading development and instruction, leads participants through an exploration of the relevant research supporting that element and the alignment between the research, the ADE LEARNS vision, ELA standards, and instructional materials currently in use in classrooms.

The in-person synchronous training engages educators in reflecting on their own classrooms, considering their specific students, examining alignment to their ADE instructional materials, and applying their learning to their own instructional practice. The live-facilitated learning experience includes a focus on equity, giving educators and leaders time to reflect on the neurological, linguistic, and cultural diversity of their students and how their materials can help them meet each student's unique needs. Course content is organized around key competencies from the state's literacy standards, including phonological awareness, phonics and word recognition, fluency, access to complex text, knowledge, vocabulary building, writing and speaking, and assessment and differentiation

TNTP will create an initial professional learning scope and sequence, a library of additional aligned professional learning topics, and will provide direct training to district and school leaders to successfully implement the training. TNTP will also work directly with district and school leaders to successfully conduct and leverage observation feedback cycles and data reflection meetings in a way that empowers teachers and helps them grow in their instruction.

Expected outcomes and Measurable Goals

TNTP will monitor the success of professional development efforts using Thomas Guskey's model for program evaluation, focusing on participants' reactions, learning, organization support, use of new knowledge and skills, and student learning outcomes. TNTP will partner with the ADE to finalize goals and evaluation metrics to ensure they align with the district's priorities for teacher and student growth.

Through our Foundational Literacy/Science of Reading Partnership, we will engage schools and districts in a process to identify existing opportunities, build leader and teacher capacity to implement instructional materials, and build foundational literacy skills based on the Science of Reading. The proposed scope and sequence along with expected outcomes and goals can be found in the Appendix.

Appendix: Foundational Literacy/Science of Reading

Proposed Scope and Sequence of Teacher Professional Learning

- At the beginning of the 2025-26 school year, teachers will receive monthly hour-long professional learning designed to improve their foundational literacy instruction based on the Science of Reading while integrating TNTP’s Learning Walk observation tool and adopted HQIM. TNTP will provide session decks and materials, facilitation guides, participant handouts, authentic practice opportunities, and feedback surveys/sessions. In between professional learning sessions, they will engage in an observation feedback cycle with a school leader to receive direct feedback on the targeted skills.
- TNTP will produce bi-monthly status reports with session feedback summaries

Professional Learning Sessions may include:

| Science of Reading and HQIM Professional Development Sequence | |
|--|--|
| 1. Pt. I: Vision for Excellent Literacy Instruction | 6. Building Knowledge to Build Readers Using HQIM |
| 2. Pt. II: Building Students’ Phonological and Phonemic Awareness | 7. Expressing Thinking About Text through Writing Using HQIM |
| 3. Building Students’ Phonics and Word Recognition Skills with HQIM | 8. Ensuring Mastery—The Role of Assessment and Differentiation |
| 4. Building Decoding and Fluency Skills with HQIM | 9. Bringing It All Together: Preparing for Vision-Aligned Lessons with HQIM |
| 5. Text-Centered Instruction with HQIM | |
| Additional Science of Reading and HQIM Professional Development Sessions | |
| Systematic and Explicit Instruction: Why our district’s High-Quality Instructional Material is considered High-Quality | Close examination of the tenants of the Science of Reading and how they relate directly to the instructional design of the districts chosen HQIM |
| Using our Data to Drive Instruction | Review the data from the district’s early literacy screener and understand how this data can be leveraged to improve daily tier one instruction. |
| Effective and aligned interventions | Explore how to utilize HQIM to provide targeted interventions for students who need additional support. |
| Providing Access for All Students: Students with Learning and Thinking Difference/ Students with Disabilities | Determine how to best leverage the explicit, systematic instruction of the district’s HQIM to support students with disabilities and students with learning and thinking differences |
| Providing Access for All Students: Students who are Learning English | Determine how to best leverage the embedded supports within the districts HQIM to support students who are learning English |

School and District Instructional Leader Training

To successfully implement the professional learning series, TNTP will work directly with school and district instructional leaders to empower them with the knowledge and skills to successfully drive the initiatives. This support will include:

- Overview of the professional learning series and targeted support to set meaningful and ambitious goals for the year.
- Train the trainer trainings for each of the core teacher professional development sessions.
- Explicit training on conducting continuous improvement cycles with targeted observation and feedback as well as regular data reflection meetings.
- Onsite coaching from TNTP to the district/ school leaders during the school year to ensure effectiveness of initiatives.

Expected Outcomes & Measurable Goals

TNTP will monitor the success of professional development efforts using Thomas Guskey's model for program evaluation, focusing on participants' reactions, learning, organization support, use of new knowledge and skills, and student learning outcomes. TNTP will partner with the ADE to finalize goals and evaluation metrics to ensure they align with the district's priorities for teacher and student growth.

| Program Evaluation Level | Example Metrics | Possible Data Sources |
|--|---|--|
| Participants' Reactions | <ul style="list-style-type: none"> • % of participants who agree they are better prepared to deliver or support effective instruction with HQIM • % of participants who enjoy professional development opportunities | <ul style="list-style-type: none"> • teacher surveys or exit tickets • coach surveys or exit tickets |
| Participants' Learning | <ul style="list-style-type: none"> • % of participants who demonstrate increased understanding of key knowledge or skills following professional development | <ul style="list-style-type: none"> • pre- and post-PD self-assessments • participant models or demonstrations • participant knowledge surveys |
| Organization Support and Change | <ul style="list-style-type: none"> • % of participants who perceive district investment in instructional practices • % of districts who have implemented school-based systems or structures necessary for successful implementation (ie PLCs, coaching, planning resources, etc). | <ul style="list-style-type: none"> • teacher survey • coach surveys • leader surveys |
| Participants' Use of New Knowledge and Skills* | <ul style="list-style-type: none"> • % of participants who attempt to implement new skills • quality of application or implementation | <ul style="list-style-type: none"> • instructional observation data • participant lesson plans • assignment review |
| Student Learning Outcomes* | <ul style="list-style-type: none"> • % of students who have opportunities to engage with grade-level, standards-aligned assignments • % of students who are successful on grade-level, standards-aligned assignments | <ul style="list-style-type: none"> • student work analysis • student assessments • observation of student engagement and discourse |

2.6 Strengthening Career Pathways

Across the country, districts and systems are placing an emphasis on helping young people leverage their skills, passions, and interests to develop a career identity, prepare them to make an informed decision about careers, and provide them with the knowledge, durable skills, and resources to succeed in their chosen pathway. When students can access and be successful in career-connected coursework and pathways, schools can help ensure students are prepared for and can make informed decisions about the career paths that can expand opportunities for them to lead thriving lives. To that end, TNTP advocates for a reimagined learning trajectory that exposes young people to careers in elementary school, allows them to explore careers in middle grades, and immerse themselves in career-connected learning experiences in high school. This trajectory gives students a chance to build durable skills and their knowledge of careers, earn credentials, and choose from multiple pathways so that they are empowered to access multiple pathways to academic, economic, and social mobility and ultimately thrive in life, careers, and democracy.

Experience in Strengthening Career Pathways

Tennessee Department of Education Innovative School Models: TNTP was contracted by TDOE to support the statewide Innovative School Model (ISM) project. This initiative emphasized five outcomes: to eliminate the barriers that exist between high school, workforce and postsecondary systems; align high school programs to regional career pathways in partnership with employers and postsecondary institutions; accelerate and increase attainment of college credits and industry certifications; create access for all students across geographic regions; incorporate career exploration and academic advising; and integrate employability skills into daily school experiences. Work included a needs assessment and landscape analysis that provided an overview of the most promising policies and practices and other relevant regional, national, and international highlights or comparisons in the college, career, and military readiness space to inform state policy leaders, school and district officials, and other external stakeholders about ways to enhance student's postsecondary outcomes. This comprehensive needs assessment and analysis shaped the development of an ISM Package which also included detailed program overviews (*STEM, Early College, Workforce Ready, Innovation*), a framework for the state initiative, detailed school model overviews, success metrics for evaluating student achievement, and a toolkit to help schools implement innovative programs, work-based learning, internships, industry and employer partnerships, and understand the designation and monitoring process. These resources were informed by a series of TNTP-led focus groups and included a number of school leaders and CTE educators from across the state.

GEAR UP: Since fall 2018, TNTP has partnered with the Texas Education Agency through the federal discretionary grant program GEAR UP. We have supported six small and mainly rural districts across Texas to set goals for college and career access and readiness, improve vertical collaboration between middle school, high school, and postsecondary partners, and provide professional development that increases the level of instructional rigor—and student readiness—for postsecondary pursuits. After an initial diagnostic of instructional quality, expectations for students, and current post-secondary access and readiness efforts, TNTP has partnered with district leaders to create strategic, systemic approaches to improve access to the four critical resources (standards aligned content, strong instruction, high levels of engagement and teachers with high expectations) that support student learning.

Effective Advising Framework: TNTP is currently working with TEA to support districts with designing and implementing effective advising structures that will lead to increased post-secondary enrollment. Our team trains regional Effective Advising Coaches, who in turn support 21 districts with designing effective advising structures, and another 13 districts with implementing their effective advising plans. Districts receive grants from TEA to participate in the program and adopt relevant software, instructional materials, partnerships, and other resources to implement their plans.

Proposed Professional Development Services

Through our Strengthening Career Pathways Partnership, we will engage schools and districts in a process to identify existing opportunities, build school counselors and staff capacity to boost student readiness for promising careers and create a plan to start acting on those opportunities. We will engage in this work with a process that includes partnerships between employers, higher education, and workforce every step of the way. We will approach the work in four phases.

Phase 1: Needs Assessment and Analysis (October 2024 – December 2024) During this phase, TNTP works with district leadership and school partners to gather background information and set structures for developing

professional learning services. Often the first stage of establishing an understanding of career pathways is auditing and understanding the data and the context in which we are doing the work and building knowledge of the relationship between K-12, postsecondary, and workforce opportunities. This frequently includes a needs assessment or landscape analysis to understand and evaluate the current opportunities and the local context and accessing available state-level postsecondary and workforce data to explore student experience beyond high school graduation (*data may include – but is not limited to – postsecondary enrollment two-year and four-year graduation outcomes, employment rates, and labor market trends*).

Phase 2: Stakeholder Engagement (December 2024-January 2025) The focus during this phase is on developing or exploring the vision for career pathway programs with the community including students, families, educators, counselors, employers, and/or institutions of higher education. By engaging communities at every stage, our approach is designed to lay a strong foundation for a model that can be sustained for years to come. Building an effective partnership strategy requires norming and level setting across the system. TNTP supports clients with identifying and convening key stakeholder groups to build coalitions, facilitate meetings, focus groups, and/or visits to exemplar schools and work-based learning sites to understand capacity, navigate perceptions, and better understand how to design and effectively implement a career pathways professional development service and strategies specific to the needs of the community. At the end of the data analysis and stakeholder engagement process, TNTP will create a data-rich internal report for leadership that summarizes the major findings, areas of potential focus for professional development and recommendations for improvement to current systems. We will ensure our recommendations are specific and concrete, reflect the goals of the district and key local stakeholders as much as possible, reflect state guidelines around career pathways, and are actionable. As part of this report, TNTP identify high-wage high-growth pathways in the district and will provide the district with a list of local colleges, universities, businesses, and military organizations with whom to establish partnerships.

Phase 3: Designing and Refining (February 2025 – April 2025) At this phase, we collaborate to develop career pathways professional development resources most central to accelerate the vision. TNTP will provide examples of high-quality instructional materials/curriculum for students at different grade levels and recommend modules on career exploration, college admissions, financial aid, military options, and life skills. To embed high-quality career connected learning experiences, we carry systems through a multi-stage design thinking approach that identifies challenges, priorities, and conveys a unified understanding of how a strong career pathways program is central to the K-12 school experience. TNTP will facilitate meetings with a core design team comprised of various stakeholders, which includes learning and planning sessions. From these sessions, TNTP alongside the core design team, will develop a career pathways professional development program that is aligned to and incorporates standards, guidelines and accountability measures outlined in the Governor's LEARNS Executive Order. Typically, the program framework will go through several iterations as stakeholder feedback is sought and the final version is approved by district leadership. Leveraging the meetings and feedback of the core design team, TNTP will create a comprehensive professional development toolkit. This toolkit can include resources needed to address priorities that align with establishing listing of high-wage high-growth pathways, high-demand jobs and industry certifications, identifying points of collaboration with partners to increase internship and work experiences, supplementary materials for educators and parents to support program goals, or designing outreach protocols and agreements for communicating with and investing critical stakeholders in the long term.

Phase 4: Planning and Implementation (May 2025 – Sep 2025) This phase includes co-creating a detailed implementation plan that addresses what must and will change for career pathways professional development enhancements to take root. Although the plan will focus on full implementation over a 2-3 year period, initial trainings will start in summer 2005. We understand that school systems should have autonomy over their approach to this work. Therefore, an effective implementation plan establishes direction for programs and initiatives and helps to ensure long term sustainability and coordination that will lead to the deployment of those strategies. School systems that do this well ensure that typical career pathways support roles like counselors, advisors, and partners, as well as teachers and school leaders are in place and equally aligned in their messaging and support of students. This may take any number of forms including training, progress monitoring and evaluations, or marketing and communication plans. TNTP has extensive experience in creating professional development/training opportunities that allow districts to create buy-in, deepen educator understanding of career pathways activities, research-based practices, and high-quality instructional materials that bridge theory and practice, improve instruction so students are engaged and develop critical thinking and problem-solving skills, and more. TNTP can create a training scope and sequence as part of the planning process that can be incorporated as part of the implementation plan.

See Appendix for expected outcomes.

Appendix

Expected Outcomes & Measurable Goals

TNTP will monitor the success of Strengthening Career Pathways professional development efforts using Thomas Guskey's model for program evaluation, focusing on participants' reactions, learning, organization support, use of new knowledge and skills, and student learning outcomes. TNTP will partner with the ADE to finalize goals and evaluation metrics to ensure they align with the district's priorities for teacher and student growth.

| Program Evaluation Level | Example Metrics | Possible Data Sources |
|---|--|--|
| Participants' Reactions | <ul style="list-style-type: none"> • % of participants who agree they are better prepared to deliver or support effective professional development to boost student readiness for promising careers • % of participants who agree professional development opportunities were a good use of time | <ul style="list-style-type: none"> • advisor and coach surveys or exit tickets • teacher surveys or exit tickets |
| Participants' Learning | <ul style="list-style-type: none"> • % of participants who demonstrate increased understanding of key knowledge or skills following professional development | <ul style="list-style-type: none"> • pre- and post-PD self-assessments • participant models or demonstrations • participant knowledge surveys |
| Organization Support and Change | <ul style="list-style-type: none"> • % of participants who perceive district investment in strengthening career pathways • % of districts who have implemented school-based systems or structures necessary for successful implementation. | <ul style="list-style-type: none"> • advisor and coach surveys • teacher survey • leader surveys |
| Participants' Use of New Knowledge and Skills | <ul style="list-style-type: none"> • % of participants who attempt to implement new skills • quality of application or implementation | <ul style="list-style-type: none"> • participant use of lesson plans, toolkits and other resources |
| Student Learning Outcomes | <ul style="list-style-type: none"> • % of students who have opportunities to engage with counselors, advisors, teachers to strengthen college and career readiness • % of students who are indicate they are prepared for post-graduation success | <ul style="list-style-type: none"> • student surveys • observation of student engagement and discourse |

2.7 Strengthening Instructional Quality

Over the past several years, states have adopted college and career readiness standards that require dramatic changes to content, curriculum, and instruction. To make those changes, teachers do not only need access to strong instructional materials that reflect the demands of the standards, but also professional development to build their capacity to implement materials effectively. Districts and school leaders also need support for both short and long-term planning to ensure their investments in high-quality materials return better learning outcomes for students.

As the Arkansas Department of Education (ADE) seeks to strengthen instructional quality through the implementation high-quality instructional materials (HQIM) for all core subject areas, TNTP welcomes the opportunity to work alongside district leaders, school leaders, instructional coaches, and teachers in service of rigorous, equitable, and engaging learning for all students. Additional supports can lead to widespread, long-term change in the state that may have lasting impacts on the opportunities for Arkansas students and families. TNTP has deep expertise in strong instruction, curriculum implementation, and change management throughout the country. Through a multi-phase, collaborative partnership, we propose to support Arkansas by providing a job- and content-specific approach to collective learning that builds curriculum foundations, anchors data in the student experience, builds technical expertise, and advocates for the increase in access to strong, grade-appropriate instruction for all students.

Experience in Strengthening Instructional Quality

TNTP brings a national and local perspective to this work. TNTP has partnered with state agencies and school districts to implement HQIM. We understand the complexities of the adoption process and support partners to align materials with state standards and district priorities. Our recommendations reflect deep academic expertise and lessons learned nationwide.

Arkansas Initiative for Instructional Materials (AIIM): In 2021, The AIIM Pilot was designed to support excellent instruction and the long-term success of participating schools through explicit training, collaboration, and support with high-quality instructional materials. Participants benefitted from content leader learning cohorts, collaborative learning spaces, learning walks, and data collection and monitoring of student achievement and observation data. Since launching AIIM, we have supported leaders and teachers in 17 schools, providing over 3000 students with HQIM. Teachers have shown investment in implementing HQIM, with high percentages of consistent implementation in math and ELA.

Arkansas K-3 Literacy Coaching: TNTP works alongside Arkansas state leaders to prepare all coaches to demonstrate strong coaching practices using the TNTP Coaching Cycle. Through real-world application and job-embedded coaching, TNTP supports state and system leaders to build the capacity and impact of content coaches and principal leaders, throughout the state, to effectively facilitate each phase of the TNTP Coaching Cycle. TNTP facilitated observations and site visits to 239 classrooms for end-of-year observations which reflected strong growth in the five impact areas of foundational skills instruction.

Texas Education Agency (CRIMSI Program): Beginning in 2021, TNTP has supported TEA to design and implement the COVID Response Instructional Materials Support Initiative (CRIMSI), a large-scale initiative to provide virtual support to pilots of TEA Open Education Resources across the state. Through two spring pilots, a summer pilot and three school-year pilots, the CRIMSI program has reached 198 unique LEAs, many of which have participated for multiple pilots, representing the diversity of the state, from all regions and ranging from single site charters and rural LEAs to the largest urban independent school districts in the state. CRIMSI training has included designing and facilitating synchronous and asynchronous learning modules and Communities of Practice for LEA and school leaders, coaches and teachers. As part of the collective learning series, TNTP models grade and product-specific approaches and guides teachers and coaches to utilize unit and lesson internalization protocols and student work analysis protocols in collaboration with teachers in the same grade and product. By participating in TEA-led instructional materials work groups, we have seen firsthand the ways in which TEA is prioritizing access to and implementation of high-quality instructional materials and identifying new strategies to support

adoption. The CRIMSI program has trained 14,870 teachers and 4,107 coaches, providing experiences with HQIM to an estimated 500,000 Texas students. In the most recent complete school year pilot (SY 22-23), 90% of participants reported that they were glad they participated in CRIMSI and 85% of teachers had a Fidelity of Implementation score of at least 80%.

Proposed Professional Development Services

TNTP will support the strengthening of instruction through strategic planning, cohort-based learning, and progress monitoring. Implementing new materials represents a significant shift for teachers and leaders throughout the system. Strong curriculum helps ensure that excellent content is put in front of students, but it is only part of the equation. TNTP will support leaders to establish a common vision for instruction and build capacity throughout the district.

In each phase of the work, TNTP will adhere to the following guiding principles in support of our shared goals of building investment in HQIM adoption, improving teacher practice through HQIM, and ultimately improving student outcomes:

- **Professional Learning Communities:** A community of practice is critical to tackling the challenges of curriculum implementation. We plan to create and support teachers and leaders to develop and engage in PLCs that are role- and content-specific.
- **Data Collection and Tracking:** TNTP will conduct classroom observations and assignment reviews to develop a clear understanding of current instructional practices and materials implementation in the district. Throughout the engagement, TNTP will provide **on-site, job-embedded support** by building the capacity of school and district staff to conduct observations, assignment reviews, coaching conversations, and action plans using classroom observation trends.
- **Alignment to Arkansas Vision of Instruction:** Successful curriculum adoptions focus not only on how to use the curriculum but an understanding and investment in the foundational instructional approach that drives the curriculum. Because many of the AIIM adoption curricula reinforce practices that may be new to many Arkansas educators, professional development will reinforce the science of reading, aspects of rigor in math, and the Arkansas Vision for Literacy and Math Instruction.
- **Student Centered:** The end goal in this work is to ensure *all students*, regardless of their backgrounds, have access to rigorous instruction. All professional development will center on educator capacity to deliver instruction that increases access to the full rigor of the grade-level learning within HQIM. We will work with educators to leverage information about their students to strategically plan to deliver curriculum-embedded accommodations and supports.
- **Cycles of Inquiry:** We propose to frame all aspects of this work through an “improvement science” lens. Most improvement science literature centers on the idea that rapid testing of changes in practice can guide the development, revision, and fine-tuning of new approaches to ensure changes lead to improvement and progress toward key objectives.

We believe that grounding in these tenants will lead to the successful implementation of materials and ultimately the increase in opportunities for all students to access grade-appropriate, rigorous instruction. Through our Strengthening Instructional Quality Partnership, we will engage schools and districts in a process to identify existing opportunities, build leader and teacher capacity to implement instructional materials with fidelity, and engage in cycles of improvement through data collection and strategic planning. We will engage in this work with a process that includes partnerships between districts, school staff, and the ADE every step of the way through four different work streams. The proposed scope and sequence along with expected outcomes and goals can be found in the Appendix.

Appendix: Strengthening Instructional Quality

Proposed Scope and Sequence

We believe that grounding in these tenants will lead to the successful implementation of materials and ultimately the increase in opportunities for all students to access grade-appropriate, rigorous instruction. Through our Strengthening Instructional Quality Partnership, we will engage schools and districts in a process to identify existing opportunities, build leader and teacher capacity to implement instructional

materials with fidelity, and engage in cycles of improvement through data collection and strategic planning. We will engage in this work with a process that includes partnerships between districts, school staff, and the ADE every step of the way. We will approach the work in four scopes.

Scope One: Data Assessment and Progress Monitoring- TNTP will examine the state of strong instruction in each district by conducting diagnostic reviews of the quality of assignments and instruction in a representative set of classrooms at three points in the school year (October, January, and May). In these observations, we will engage in observations using the state's observation tool and review assignments using TNTP's Assignment Review Tool (or other state approved tools). District and school leaders will engage in these observations and coaching sessions as a means of job-embedded learning.

We will determine whether students have access to high-quality academic experiences to improve student learning opportunities. TNTP will design these diagnostics to answer the following research questions:

- How frequently do class assignments align to grade-level standards, content-specific practices, and relevant topics or applications?
- How does student work align with the expectations of grade-level standards?
- How often are students being asked to do the thinking about grade-level content during instruction?

After collecting assignments and engaging in observations, we will analyze the collected data to generate district-level reports that detail the findings. The ADE will be able to use this data to examine trends in instruction across the state, but TNTP will use the findings to strategically plan for implementation with the district leaders.

TNTP will support LEAs to monitor progress toward a shared vision for excellent instruction and curriculum implementation and adjust course as necessary to achieve the vision. The desired changes in student outcomes, as measured by district and state assessments, will take time and focus. To maintain investment and sustain change, it will be imperative that participating LEAs measure progress on leading indicators, like those collected during the observations and assessment data analysis. TNTP has found these leading indicators to be useful guideposts as districts work to build capacity throughout the system to implement a strong vision of instruction. TNTP will support district and school leaders to define these indicators, as well as support them to create data collection plans to support implementation throughout the year.

Scope Two: Leader Development- TNTP will support district leaders to develop a comprehensive vision and strategy to improve instructional outcomes for all students across their district. District leaders should be the champions of excellence in their district, holding a high and consistent bar for what rigorous instruction and HQIM implementation looks like. They must be able to both assess the quality of teaching and build systems, processes, and resources to help educators improve. To guide those efforts, it is important that district leaders have the space and time to build a shared vision of instructional excellence and HQIM implementation grounded in a shared understanding of the standards and the instructional shifts required for college- and career-ready teaching and learning.

TNTP will assign each district an advisor to support the articulation of this vision and draft the plan to achieve it. The advisor will support the district leaders to:

- Review the pilot diagnostic reports and complete an internal needs assessment.
- Define a common vision for excellent instruction that reflects the research behind effective instruction, the instructional shifts required by the standards, and the design principles of the adopted curricula.
- Draft a comprehensive plan to achieve this vision in their districts, including a plan for leader and teacher development, curriculum implementation, and a plan to monitor and report on progress.
- Set ambitious goals for changes in teacher practice and student learning across schools and set a plan for reflection on progress and refinement of strategy at key benchmarks.
- Identify existing district and school barriers to successful implementation.

Ultimately, district leaders should be able to answer three critical questions that will guide the inquiry cycles: What is our specific problem of practice? What changes will we introduce? How will we know we are improving?

Scope Three: School Leader Capacity Building- TNTP will work with school leaders to build the capacity within their school leadership teams to recognize strong instruction and drive improvements in practice. To reach the intended depth of instructional support, school leaders will need to continually build their own knowledge about the current state of instruction and the context of the district’s articulated vision for excellence, and they will need to drive improvements in practice and student learning. School leaders will have the opportunity to join district leaders’ development to align and build their vision for excellent instruction in their school building. Additionally, district leaders will be expected to turnkey components of their learning to create district-wide communities of practice for building leaders and coaches to receive training and collaborate on problems of practice.

Scope Four: Teacher Development- During the work, TNTP will expand support for teacher development to focus on critical learning goals through a series of content and curriculum-specific learning opportunities. Training will focus on the following key learning goals:

- Understand the rigor and shifts called for by the ELA and mathematics standards and science of reading.
- Understand how specific, content-based pedagogical approaches from their adopted materials build student understanding and connect to research-based instructional best practices.
- Understand how the instructional materials are organized and how to access materials
- Establish and engage in regular professional learning communities (PLCs) where consistent protocols are used collaboratively for unit internalization, lesson internalization, and student work analysis.
- Receive opportunities for reflection with feedback from content experts on teaching practices in the classroom through rapid cycles of improvement.

Expected Outcomes & Measurable Goals

TNTP will monitor the success of professional development efforts using Thomas Guskey’s model for program evaluation, focusing on participants’ reactions, learning, organization support, use of new knowledge and skills, and student learning outcomes. TNTP will partner with the ADE to finalize goals and evaluation metrics to ensure they align with the district’s priorities for teacher and student growth.

| Program Evaluation Level | Example Metrics | Possible Data Sources |
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| Participants’ Learning | <ul style="list-style-type: none"> • % of participants who demonstrate increased understanding of key knowledge or skills following professional development | <ul style="list-style-type: none"> • pre- and post-PD self-assessments • participant models or demonstrations • participant knowledge surveys |
| Organization Support and Change | <ul style="list-style-type: none"> • % of participants who perceive district investment in instructional practices | <ul style="list-style-type: none"> • teacher survey • coach surveys |

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| | <ul style="list-style-type: none"> • % of districts who have implemented school-based systems or structures necessary for successful implementation (ie PLCs, coaching, planning resources, etc). | <ul style="list-style-type: none"> • leader surveys |
| Participants' Use of New Knowledge and Skills* | <ul style="list-style-type: none"> • % of participants who attempt to implement new skills • quality of application or implementation | <ul style="list-style-type: none"> • instructional observation data • participant lesson plans • assignment review |
| Student Learning Outcomes* | <ul style="list-style-type: none"> • % of students who have opportunities to engage with grade-level, standards-aligned assignments • % of students who are successful on grade-level, standards-aligned assignments | <ul style="list-style-type: none"> • student work analysis • student assessments • observation of student engagement and discourse |