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Webinar 2

An Overview of Curriculum Alignment Tools

Webinar 2 in a Series of 4

Webinar 1: What is Curriculum, Curriculum Alignment and Why Is It So Important?

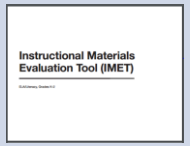
Webinar 2: An Overview of Instructional Materials Alignment Tools

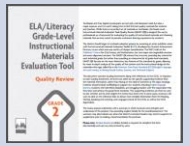
Webinar 3: The Instructional Materials Review Process

Webinar 4: Curriculum and Alignment Implementation Challenges

Determining Curriculum Alignment to the Standards Can Be Challenging

Tools for Instructional Materials (Curriculum) Alignment





- **IMET:** Complete a review of a publisher series to determine if it merits a further review by grade level
- **GIMET-QR:** Determine grade level alignment of a publisher series/textbook

- **Ed Reports:** View completed reviews of a series/textbook

- **Louisiana Department of Education:** View completed reviews of series/textbooks
  Tool for completing a review of series/textbook

- **PEEC for Science:** Complete a Review using the *Primary Evaluation of Essential Criteria for Alignment Tool* to determine a program's alignment to the NGSS

Tools for Evaluating Lessons, Units, and Other Independent Resources

- **NGSS Lesson Screener:** Quickly review a lesson to determine alignment to the shifts of NGSS

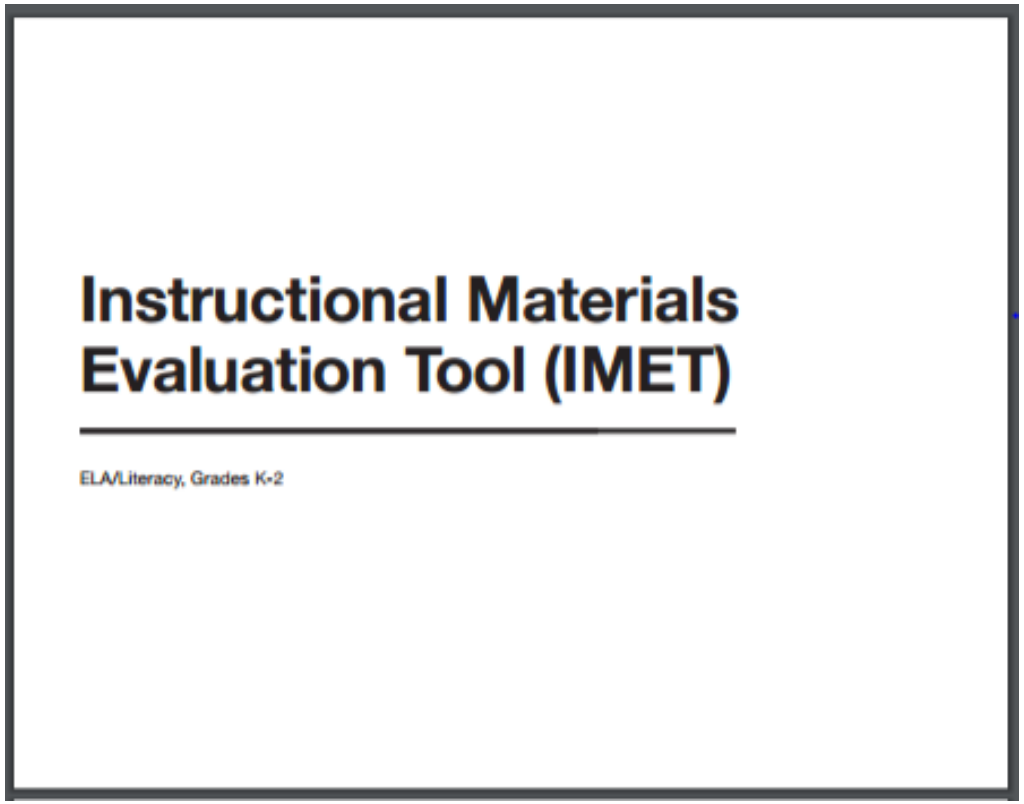
- **EQuIP** (Educators Evaluating the Quality of Instructional Products) Rubric: Rubric to show alignment of standards of multi-day lessons and units

- **OER (Open Educational Resources) Rubrics:** Rubrics to evaluate a variety of resources –lessons, apps, games, assessments, etc..

Tools for Instructional Materials Alignment

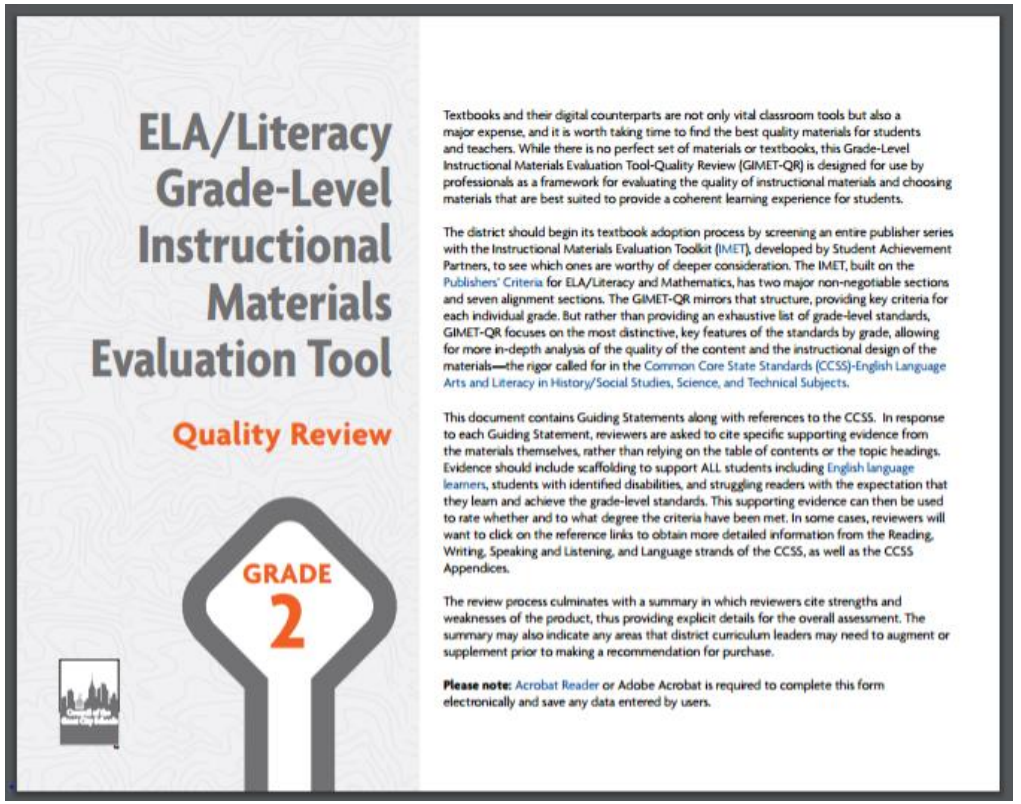
IMET

Instructional Materials Evaluation Tool (Textbook/Series Review)



GIMET-QR

Grade Level Instructional Materials Evaluation Tool – Quality Review



IMET GIMET-QR

Purpose	**IMET:** A grade band tool for evaluating an entire publisher series. **GIMET-QR:** Key Criteria for each individual grade. (allows for a more in-depth analysis of the content, design and rigor of the Standards).
For:	Team for IMET and Grade level teams for the GIMET-QR
Grade Levels	ELA: K-2 & 3-12 Math: K-8 & High School
Created By	Partnership with Achieve; Council of Great City Schools; Council of Chief State School Officers.
Location:	IMET: http://achievethecore.org/page/1946/instructional-materials-evaluation-tool GIMET-QR: ELA: http://www.cgcs.org/Page/474 Math: http://www.cgcs.org/Page/475
Other:	**Companion Guide:** http://www.cgcs.org/cms/lib/DC00001581/Centricity/Domain/72/Companion_document_GIMET-QR.pdf **Toolkit Overview:** http://achievethecore.org/page/1097/toolkit-portfolio

IMET: Professional Learning Available

ELA/Literacy

Overview of the IMET Modules Include:

- **Planning a Review**
- **Preparing a Review Team**

http://achievethecore.org/page/2758/1-introduction-to-the-imet-ela-literacy-professional-development

Professional Learning for the Team

- **Module Overview**
- **Module 1 – Module 4**
- http://achievethecore.org/page/2771/4-introduction-to-the-criteria-metrics-of-the-imet-ela-literacy-professional-development

Math

Overview of the IMET Modules Include:

- **Planning a Review**
- **Preparing a Review Team**

http://achievethecore.org/page/2759/1-introduction-to-the-imet-mathematics-professional-development

Professional Learning for the Team

- **Module Overview**
- **Module 1-Module 3**

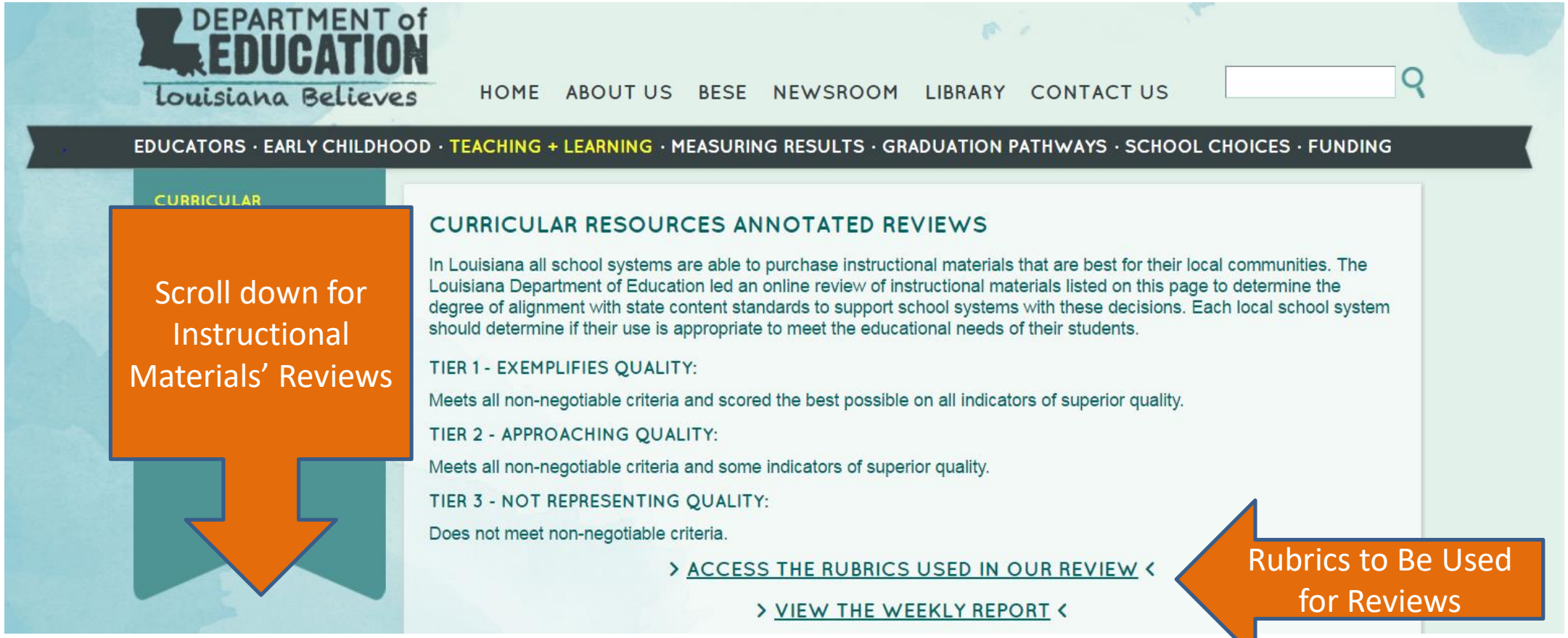
http://achievethecore.org/page/2773/4-introduction-to-the-criteria-metrics-of-the-imet-mathematics-professional-development

Quality Instructional Materials Reviews

Quality Instructional Materials Tools

Purposes	• Designed for districts to find a review of their current textbook (Reviews by educators for educators)
For	Teams
Grade Levels	K-12 ELA K-12 Math
Created by	Ed Reports
Location	Reports: http://www.edreports.org
Other:	• Ongoing reviews – continually check for updates • Ed Reports takes materials through 3 Gateways and provides score reports for each indicator under review.

Louisiana Reviews and Review Tool

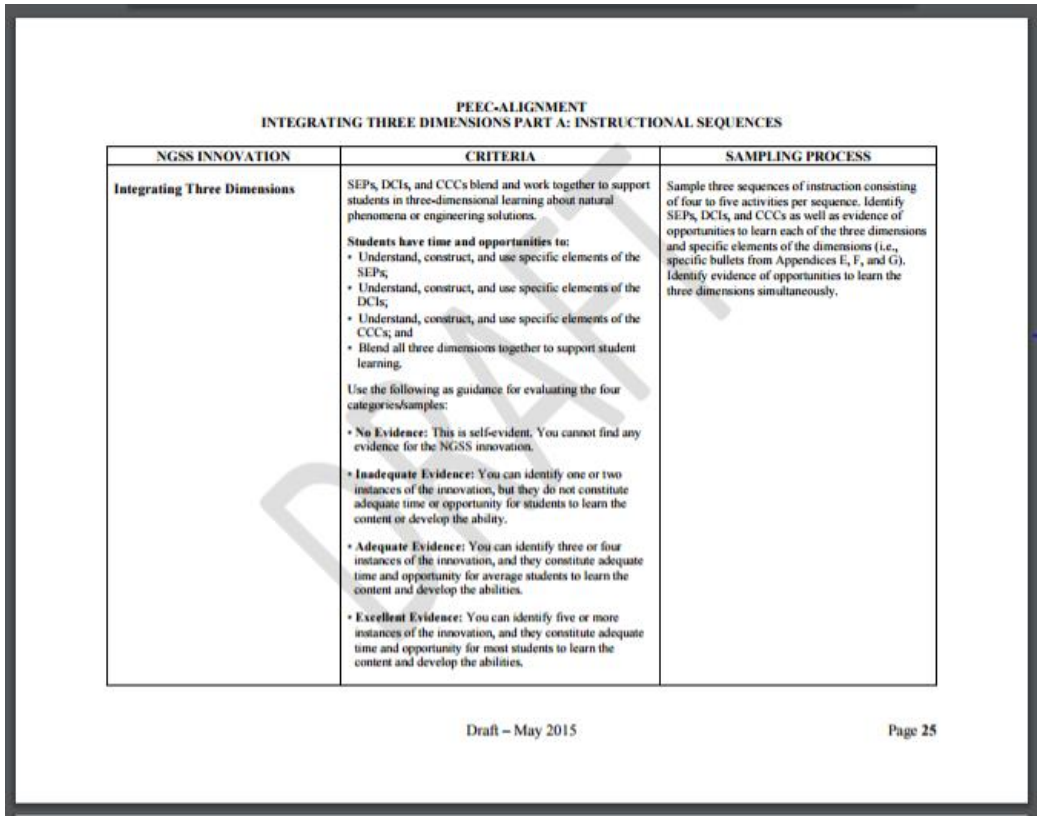


Louisiana Instructional Materials Reviews & Tool

Purposes	Online review of instructional materials to determine the degree of alignment with standards. Each local school system should determine if their use is appropriate to meet the educational needs of their students.
For	Teams
Grade Levels	K-12 ELA K-12 Math
Created by	Louisiana Department of Education
Location	http://www.louisianabelieves.com/academics/ONLINE-INSTRUCTIONAL-MATERIALS-REVIEWS/curricular-resources-annotated-reviews
Other:	• Includes Early Childhood Materials • Includes Assessments • Includes Social Studies (Based on Louisiana Social Studies Standards)

NGSS - Next Generation Science Standards

PEEC: Primary Evaluation of Essential Criteria for Alignment



PEEC-ALIGNMENT
INTEGRATING THREE DIMENSIONS PART A: INSTRUCTIONAL SEQUENCES

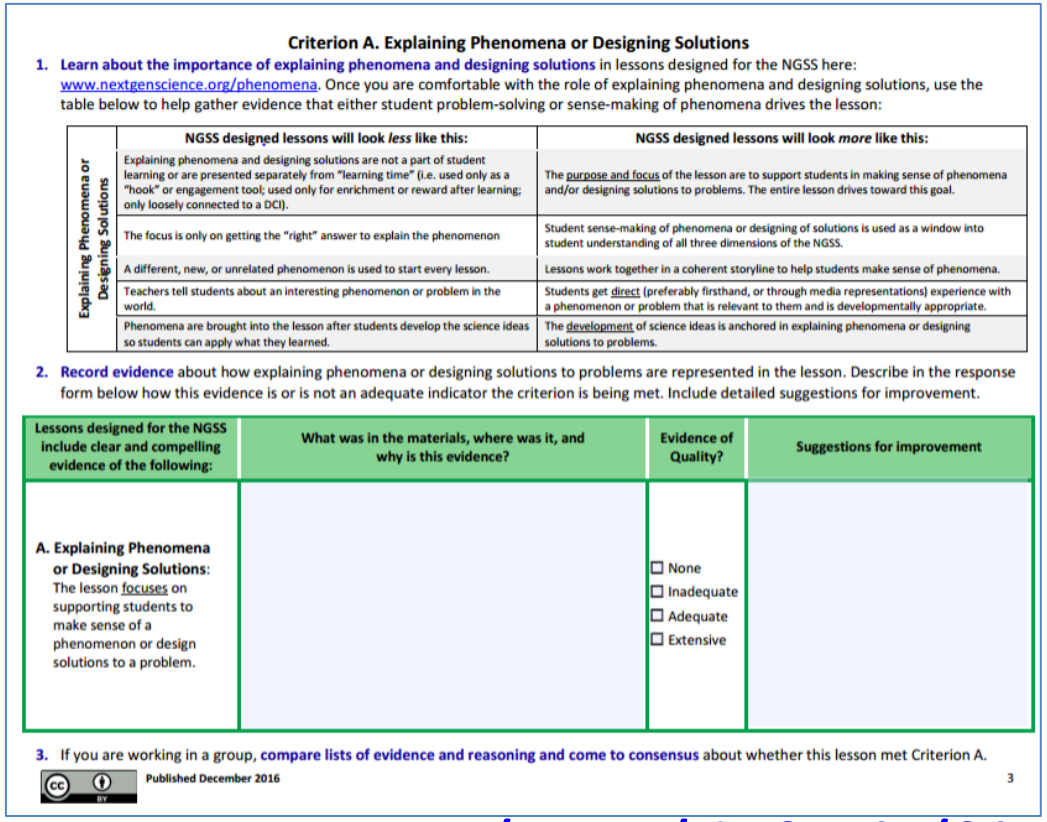
NGSS INNOVATION	CRITERIA	SAMPLING PROCESS
Integrating Three Dimensions	SEPs, DCIs, and CCCs blend and work together to support students in three-dimensional learning about natural phenomena or engineering solutions. **Students have time and opportunities to:** • Understand, construct, and use specific elements of the SEPs; • Understand, construct, and use specific elements of the DCIs; • Understand, construct, and use specific elements of the CCCs; and • Blend all three dimensions together to support student learning. Use the following as guidance for evaluating the four categories/samples: • **No Evidence:** This is self-evident. You cannot find any evidence for the NGSS innovation. • **Inadequate Evidence:** You can identify one or two instances of the innovation, but they do not constitute adequate time or opportunity for students to learn the content or develop the ability. • **Adequate Evidence:** You can identify three or four instances of the innovation, and they constitute adequate time and opportunity for average students to learn the content and develop the abilities. • **Excellent Evidence:** You can identify five or more instances of the innovation, and they constitute adequate time and opportunity for most students to learn the content and develop the abilities.	Sample three sequences of instruction consisting of four to five activities per sequence. Identify SEPs, DCIs, and CCCs as well as evidence of opportunities to learn each of the three dimensions and specific elements of the dimensions (i.e., specific bullets from Appendices E, F, and G). Identify evidence of opportunities to learn the three dimensions simultaneously.

Draft – May 2015 Page 25

PEEC: Primary Evaluation of Essential Criteria for Alignment (NGSS)

Purpose	To determine if the Science program under review contains or exhibits the essential features of an NGSS-based program
For:	Team
Grade Levels	K-12
Location:	https://www.nextgenscience.org/peec
Other:	• Looks at the most important features of an NGSS aligned program • Follow-up to the Science EQuIP Rubric • Currently in working-draft form as refinements are made

Next Generation Science Standards (NGSS) Lesson Screener



Criterion A. Explaining Phenomena or Designing Solutions

1. **Learn about the importance of explaining phenomena and designing solutions** in lessons designed for the NGSS here: www.nextgenscience.org/phenomena. Once you are comfortable with the role of explaining phenomena and designing solutions, use the table below to help gather evidence that either student problem-solving or sense-making of phenomena drives the lesson:

	NGSS designed lessons will look *less* like this:	NGSS designed lessons will look *more* like this:
Explaining Phenomena or Designing Solutions	Explaining phenomena and designing solutions are not a part of student learning or are presented separately from "learning time" (i.e. used only as a "hook" or engagement tool; used only for enrichment or reward after learning; only loosely connected to a DCI).	The purpose and focus of the lesson are to support students in making sense of phenomena and/or designing solutions to problems. The entire lesson drives toward this goal.
	The focus is only on getting the "right" answer to explain the phenomenon	Student sense-making of phenomena or designing of solutions is used as a window into student understanding of all three dimensions of the NGSS.
	A different, new, or unrelated phenomenon is used to start every lesson.	Lessons work together in a coherent storyline to help students make sense of phenomena.
	Teachers tell students about an interesting phenomenon or problem in the world.	Students get direct (preferably firsthand, or through media representations) experience with a phenomenon or problem that is relevant to them and is developmentally appropriate.
	Phenomena are brought into the lesson after students develop the science ideas so students can apply what they learned.	The development of science ideas is anchored in explaining phenomena or designing solutions to problems.

2. **Record evidence** about how explaining phenomena or designing solutions to problems are represented in the lesson. Describe in the response form below how this evidence is or is not an adequate indicator the criterion is being met. Include detailed suggestions for improvement.

Lessons designed for the NGSS include clear and compelling evidence of the following:	What was in the materials, where was it, and why is this evidence?	Evidence of Quality?	Suggestions for improvement
A. Explaining Phenomena or Designing Solutions: The lesson focuses on supporting students to make sense of a phenomenon or design solutions to a problem.		☐ None ☐ Inadequate ☐ Adequate ☐ Extensive	

3. If you are working in a group, **compare lists of evidence and reasoning and come to consensus** about whether this lesson met Criterion A.

Published December 2016 3

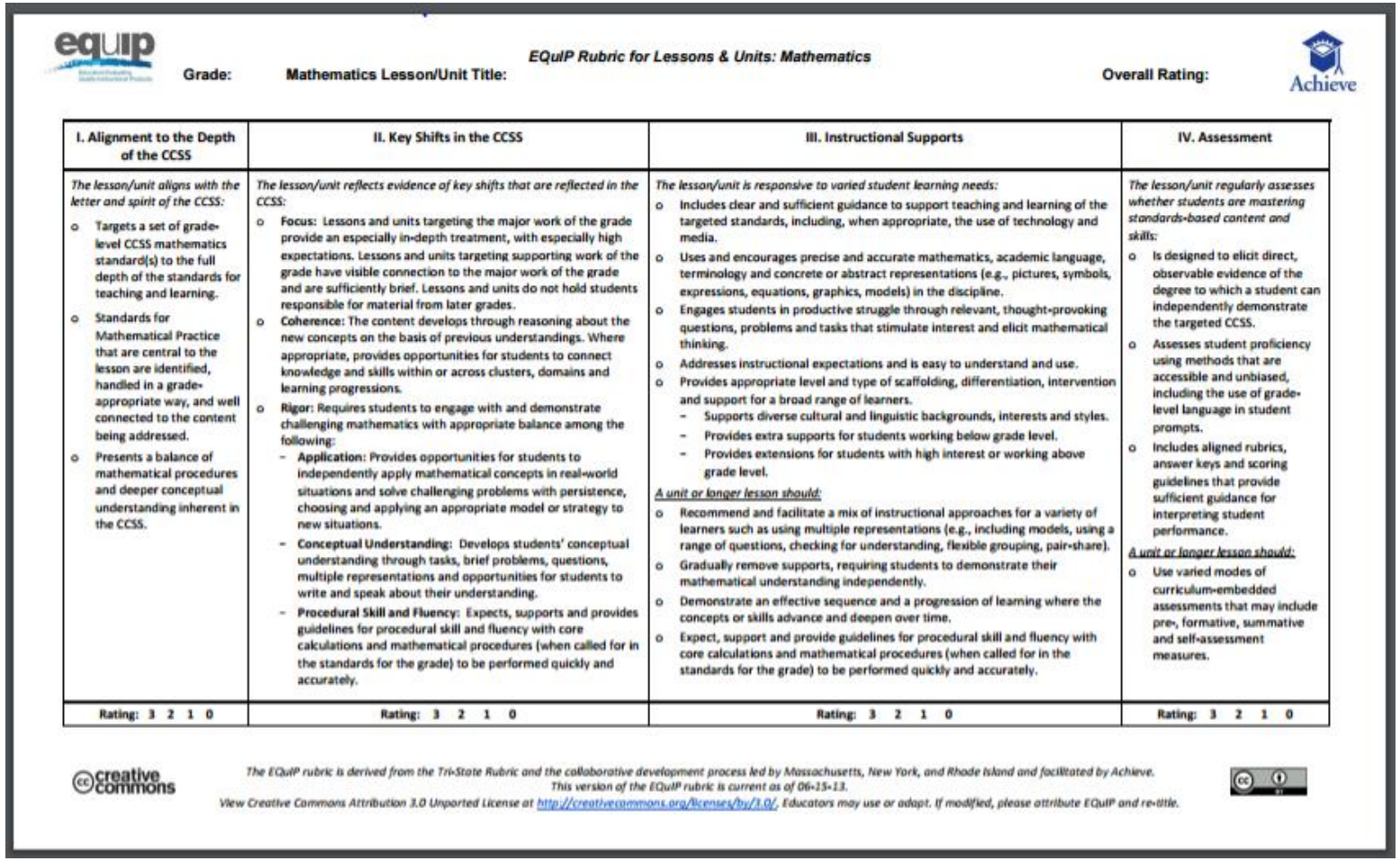
https://www.nextgenscience.org/sites/default/files/NGSSScreeningTool-2.pdf

Next Generation Science Standards (NGSS) Lesson Screener

Purpose	**Quickly review a lesson to determine alignment to the shifts of NGSS**
For:	Teams or Individuals
Grade Levels	K-12
Location:	https://www.nextgenscience.org/sites/default/files/NGSSScreeningTool-2.pdf
Other:	The NGSS Lesson Screener has fewer criteria than the Equip Rubric because the intended purpose is different and smaller in scope—it is only for lessons and not for units, and it is not intended to fully evaluate and score lessons.

EQuIP Rubrics

(Educators Evaluating the Quality of Instructional Products)



EQuIP Rubric for Lessons & Units: Mathematics

Grade: Mathematics Lesson/Unit Title: Overall Rating:

I. Alignment to the Depth of the CCSS	II. Key Shifts in the CCSS	III. Instructional Supports	IV. Assessment
The lesson/unit aligns with the letter and spirit of the CCSS: o Targets a set of grade-level CCSS mathematics standard(s) to the full depth of the standards for teaching and learning. o Standards for Mathematical Practice that are central to the lesson are identified, handled in a grade-appropriate way, and well connected to the content being addressed. o Presents a balance of mathematical procedures and deeper conceptual understanding inherent in the CCSS.	*The lesson/unit reflects evidence of key shifts that are reflected in the CCSS:* o **Focus:** Lessons and units targeting the major work of the grade provide an especially in-depth treatment, with especially high expectations. Lessons and units targeting supporting work of the grade have visible connection to the major work of the grade and are sufficiently brief. Lessons and units do not hold students responsible for material from later grades. o **Coherence:** The content develops through reasoning about the new concepts on the basis of previous understandings. Where appropriate, provides opportunities for students to connect knowledge and skills within or across clusters, domains and learning progressions. o **Rigor:** Requires students to engage with and demonstrate challenging mathematics with appropriate balance among the following: – **Application:** Provides opportunities for students to independently apply mathematical concepts in real-world situations and solve challenging problems with persistence, choosing and applying an appropriate model or strategy to new situations. – **Conceptual Understanding:** Develops students' conceptual understanding through tasks, brief problems, questions, multiple representations and opportunities for students to write and speak about their understanding. – **Procedural Skill and Fluency:** Expects, supports and provides guidelines for procedural skill and fluency with core calculations and mathematical procedures (when called for in the standards for the grade) to be performed quickly and accurately.	*The lesson/unit is responsive to varied student learning needs:* o Includes clear and sufficient guidance to support teaching and learning of the targeted standards, including, when appropriate, the use of technology and media. o Uses and encourages precise and accurate mathematics, academic language, terminology and concrete or abstract representations (e.g., pictures, symbols, expressions, equations, graphics, models) in the discipline. o Engages students in productive struggle through relevant, thought-provoking questions, problems and tasks that stimulate interest and elicit mathematical thinking. o Addresses instructional expectations and is easy to understand and use. o Provides appropriate level and type of scaffolding, differentiation, intervention and support for a broad range of learners. – Supports diverse cultural and linguistic backgrounds, interests and styles. – Provides extra supports for students working below grade level. – Provides extensions for students with high interest or working above grade level. *A unit or longer lesson should:* o Recommend and facilitate a mix of instructional approaches for a variety of learners such as using multiple representations (e.g., including models, using a range of questions, checking for understanding, flexible grouping, pair-share). o Gradually remove supports, requiring students to demonstrate their mathematical understanding independently. o Demonstrate an effective sequence and a progression of learning where the concepts or skills advance and deepen over time. o Expect, support and provide guidelines for procedural skill and fluency with core calculations and mathematical procedures (when called for in the standards for the grade) to be performed quickly and accurately.	*The lesson/unit regularly assesses whether students are mastering standards-based content and skills:* o Is designed to elicit direct, observable evidence of the degree to which a student can independently demonstrate the targeted CCSS. o Assesses student proficiency using methods that are accessible and unbiased, including the use of grade-level language in student prompts. o Includes aligned rubrics, answer keys and scoring guidelines that provide sufficient guidance for interpreting student performance. *A unit or longer lesson should:* o Use varied modes of curriculum-embedded assessments that may include pre-, formative, summative and self-assessment measures.
Rating: 3 2 1 0	Rating: 3 2 1 0	Rating: 3 2 1 0	Rating: 3 2 1 0

EQuIP Rubrics

Purpose:	Used to review multi-day lessons or units (not year-long curriculum)
For:	Individual Teachers or Teams
Grade Levels	• K-2 ELA & 3-12 ELA • K-12 Math • K-12 Science • Illinois-created K-12 Social Science (EQuIP-like Rubric)
Length:	1 page for ELA/Math/IL Social Science; 3 pages for Science
Location:	www.achieve.org/equip for Math, ELA & Science http://www.ilclassroomsinaction.org/uploads/2/6/0/8/26089560/llinois_quality_review_rubric_for_social_science_lessons___units.pdf for Illinois Social Science
Other:	PD Modules Available Online at www.achieve.org/equip

EQuIP Rubric Professional Learning Available

EQuIP and Learning Forward Professional Learning Community Modules

Six modules designed to help educators and school leaders integrate the EQuIP Rubrics, EQuIP Student Work Protocol and quality review process into the work of professional learning communities (PLC).

EQuIP and Learning Forward Professional Learning Community Modules

This is a series of six modules designed to help educators and school leaders integrate the EQuIP Rubrics, EQuIP Student Work Protocol and quality review process into the work of professional learning communities (PLC).

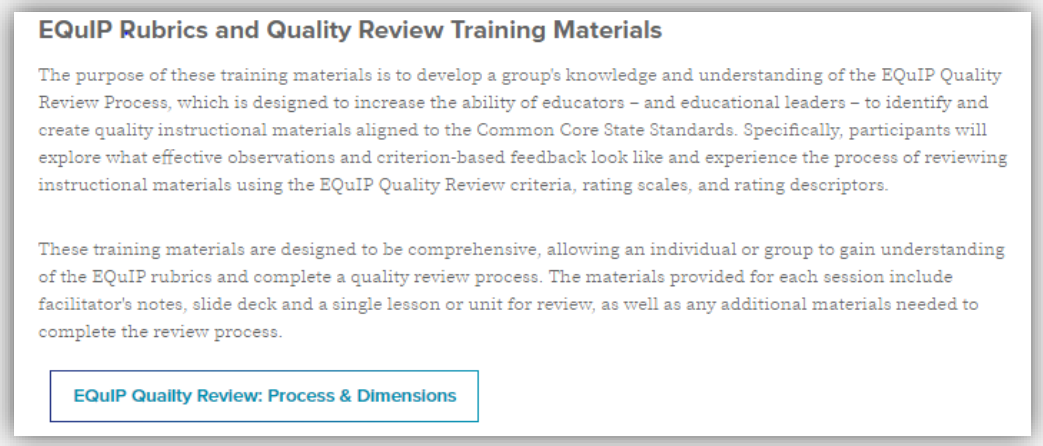
These modules are designed to assist educators in engaging in the rich conversations that are essential to review and continuously improve their own materials and instructional practice. These modules will guide educators through the process of examining instructional materials and student work to ensure quality and alignment to the CCSS.

Full set of modules available here.

https://www.achieve.org/our-initiatives/equip/training-materials

EQuIP Rubrics and Quality Review Training Materials

Materials allow an individual or group to gain understanding of the EQuIP rubrics and complete a quality review process.



EQuIP Rubrics and Quality Review Training Materials

The purpose of these training materials is to develop a group's knowledge and understanding of the EQuIP Quality Review Process, which is designed to increase the ability of educators – and educational leaders – to identify and create quality instructional materials aligned to the Common Core State Standards. Specifically, participants will explore what effective observations and criterion-based feedback look like and experience the process of reviewing instructional materials using the EQuIP Quality Review criteria, rating scales, and rating descriptors.

These training materials are designed to be comprehensive, allowing an individual or group to gain understanding of the EQuIP rubrics and complete a quality review process. The materials provided for each session include facilitator's notes, slide deck and a single lesson or unit for review, as well as any additional materials needed to complete the review process.

EQuIP Quality Review: Process & Dimensions

https://www.achieve.org/our-initiatives/equip/training-materials

What about instructional materials that we find on OER (Open Educational Resources)?

OER – Open Educational Resources

OER Commons

OER COMMONS
OPEN EDUCATIONAL RESOURCES

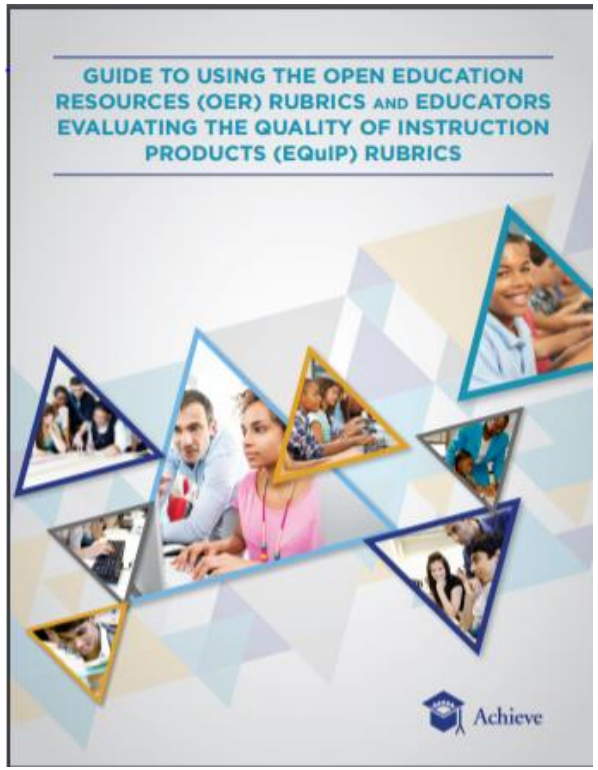
https://www.oercommons.org/

Illinois OER

http://ioer.ilsharedlearning.org/

Guide to Using the OER Rubrics and EQuIP Rubrics

- OER are often digital instructional resources.
- Determining quality within OER resources can be a challenge.
- Achieve.org developed **eight** separate OER rubrics, one for each dimension of quality that educators may be looking to evaluate.



https://www.achieve.org/files/GuidetoUsingEQuIPandOERRubrics.pdf

Now What Do we Do?

Have your materials already been reviewed for alignment to the Standards?

edreports.org

An independent nonprofit designed to improve K-12 education with a focus on alignment to the Common Core and other indicators of high quality as recommended by educators.

www.edreports.org

DEPARTMENT of EDUCATION
louisiana Believes

Louisiana Department of Education

http://www.louisianabelieves.com/academics/ONLINE-INSTRUCTIONAL-MATERIALS-REVIEWS

If Your Materials Have Not Been Reviewed, Choose a Tool and Start the Process

Thank You!

- This is the end of Webinar #2, “An Overview of Instructional Materials Alignment Tools”
- Webinar #3 will describe “The Instructional Material Review Process” and next steps.

Questions?

Content the ISBE Content Specialists for additional information.

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