

Louisiana Believes

Reviewing Instructional Materials

Why do instructional materials matter?

As you are seated:

- Read one of the short articles on your table.
- Be ready to share what you learned from the article about the importance of curriculum.

Why do instructional materials matter?

- Instructional materials tied to student achievement, **rival effects of teacher effectiveness**
- Commercially-produced materials are **widely used**, 70-98% of the time in weekly instruction
- Cost effectiveness for switching curriculum was 40x's greater than for **class size reduction**.
- Significant effects were found between **student achievement and the textbook used**, especially in math

Agenda

Welcome/Session Outcomes

Purpose and Design of an Instructional Materials Review (IMR)

Task A: Examine an Instructional Materials Review

Task B: Explore Improvements and Solutions

Session Outcomes

1. Increase awareness of the state's findings about commonly used programs through Instructional Materials Reviews
2. Demonstrate how the findings can inform decisions about instruction and spending
3. Know what steps to take to have curriculum submitted for state review

Agenda

Welcome/Purpose & Session Outcomes

Purpose and Design of an Instructional Materials Review (IMR)

Task A: Examine an Instructional Materials Review

Task B: Explore Improvements and Solutions

Purpose and Design of Instructional Materials Reviews

Purpose of the reviews: To ensure that teachers and students have high-quality instructional materials

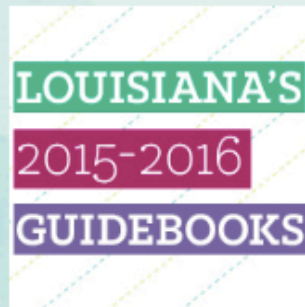
Design components of the reviews include:

- Summary Cover Sheet
- Major Content Criteria
- Quality Indicators
- Yes/No Rating for the Indicator
- Comments/Justifications
- Final Evaluation Summary
- Publisher Response
- Public Comments



Louisiana Believes

“ Every one of Louisiana’s children should be on track to a college degree or a professional career. ”



HOT TOPICS

- STATEWIDE DATA RESULTS
- EARLY CHILDHOOD NETWORKS
- DATA SHARING AGREEMENTS
- BELIEVE AND PREPARE
- SCHOLARSHIP PROGRAM
- TRANSITION POLICIES
- ADVANCED PLACEMENT
- ALL THINGS JUMP START
- CHARTER SCHOOLS
- RECOVERY SCHOOL DISTRICT

ACADEMIC STANDARDS

LOUISIANA STUDENT STANDARDS REVIEW

ONLINE INSTRUCTIONAL MATERIALS REVIEWS

GIFTED AND TALENTED STUDENTS

PRINCIPAL SUPPORT

STUDENTS WITH DISABILITIES

ONLINE INSTRUCTIONAL MATERIALS REVIEWS

In Louisiana all districts are able to purchase instructional materials that are best for their local communities. To support districts with these decisions, the Louisiana Department of Education will lead an online review of instructional materials.

- Access all final [reviews](#).
- Access a [weekly report](#) that provides a list of all materials submitted, under review, and posted.
- Access [instructional materials review guidance](#).

2015-2016 ENGLISH LANGUAGE ARTS, MATH, SOCIAL STUDIES, AND EARLY CHILDHOOD EDUCATION OVERVIEW

The 2015-2016 online instructional review will focus on materials in K-12 English language arts, math, social studies, and early childhood education to include full course and interim benchmark as follows, according to the submission timeline indicated below:

ELA/Literacy

- Submissions for review accepted from August 13 - October 30, 2015
- Instructional Materials Full Courses K-12 (High School Courses English I-IV only)
- Benchmark Assessments 3-12

Mathematics

- Submissions for review accepted from August 13 - October 30, 2015
- Instructional Materials Full Courses K-12 (High School Courses: Algebra I, Geometry, and Algebra II only)
- Benchmark Assessments K-12

Social Studies

- Submissions for review accepted from August 13 - October 30, 2015
- Instructional Materials Full Courses K-12 (High School Courses: World Geography, Civics, U.S. History, World History)

Early Childhood Education (supporting early care and education networks for children age birth to five)



HOT TOPICS

Annotated Reviews

FOR YOUR INFORMATION

Academic Standards

Louisiana Youth for Excellence

YOU MIGHT ALSO LIKE

Course Choice

CURRICULAR
RESOURCES ANNOTATED
REVIEWS

LOUISIANA YOUTH FOR
EXCELLENCE



CURRICULAR RESOURCES ANNOTATED REVIEWS

In Louisiana all districts are able to purchase instructional materials that are best for their local communities. To support districts with these decisions, the Louisiana Department of Education led an online review of instructional materials listed on this page to determine the degree of alignment with state content standards. Each local school system should determine if their use is appropriate to meet the educational needs of their students.

TIER 1 - EXEMPLIFIES QUALITY:

Meets all non-negotiable criteria and scored the best possible on all indicators of superior quality.

TIER 2 - APPROACHING QUALITY:

Meets all non-negotiable criteria and some indicators of superior quality.

TIER 3 - NOT REPRESENTING QUALITY:

Does not meet non-negotiable criteria.

> ACCESS THE [RUBRICS](#) USED IN OUR REVIEW. <

> TO SEE A WEEKLY REPORT [CLICK HERE.](#) <

TIER 1



INSTRUCTIONAL
MATERIALS

EARLY CHILDHOOD EDUCATION

FILE	DOWNLOAD
Pearson Education, Inc. - Opening the World of Learning OWL, ECE Ages 3-4	Download

MATHEMATICS

FILE	DOWNLOAD
Eureka Math, Grades K-5	Download



BENCHMARK
ASSESSMENTS

MATHEMATICS

ELA/LITERACY

FILE	DOWNLOAD
iSTEEP - Advanced Literacy Assessment ELA Grades 4-5	Download

Purpose and Design of Instructional Materials Reviews

The cover page shows a summary rating of the grade band. Asterisks are used to note rating discrepancies within the band.

Following the cover page, is a complete review for each grade with quick links that bring you to a particular grade's review.

The IMR Rubric contains:

- Major Content Criteria
- Quality Indicators
- Yes/No Rating for the Indicator
- Comments/Justifications
- Final Evaluation Summary

Following the completed reviews see:

- Appendix 1. Publisher Response, and
- Appendix 2. Public Comments

Design of Instructional Materials Reviews

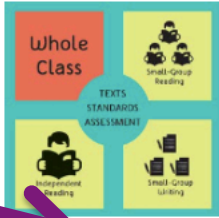
- Summary Cover Sheet for the entire grade band/series
- Major Criteria listed as Strengths or Weaknesses
- Quick links to full grade level reviews

DEPARTMENT of EDUCATION
Louisiana Believes

Instructional Materials Evaluation Review for Alignment in
ELA Grades K – 12 (IMET)

FULL CURRICULUM
Instructional Materials

The goal for ELA students is that they can read and understand grade-level texts independently, as demonstrated through writing and speaking about those texts. A strong ELA classroom is structured with the below components.



Title: [English I-IV CCSS](#) Grade: **9-12**
Publisher: [Odysseyware](#) Copyright: **2014**
Overall Rating: **Tier III, Not representing quality**
[Tier I, Tier II, Tier III](#) Elements of this review:

STRONG	WEAK
	1. Complexity of Texts (Non-Negotiable)
	2. Quality of Texts (Non-Negotiable)
	5. Text-Dependent Questions (Non-Negotiable)

Each set of submitted materials was evaluated for alignment with the standards beginning with a review of the indicators for the non-negotiable criteria. If those criteria were met, a review of the other criteria ensued.

Tier 1 ratings received a “Yes” for all Criteria 1-10.
Tier 2 ratings received a “Yes” for all non-negotiable criteria (Foundational Skills (as applicable), Complexity of Texts, Quality of Texts, and Text-Dependent Questions), but at least one “No” for the remaining criteria.
Tier 3 ratings received a “No” for at least one of the non-negotiable criteria.

Click here for complete grade-level reviews:
[Grade 9 \(Tier 3\)](#) [Grade 10 \(Tier 3\)](#) [Grade 11 \(Tier 3\)](#) [Grade 12 \(Tier 3\)](#)

Design of Instructional Materials Reviews

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH COMMENTS
I. Text Selection			
<p>Tier 1 and 2 Non-Negotiable</p> <p>1. COMPLEXITY OF TEXTS: Materials present a progression of complex texts as stated by Reading Standard 10¹.</p> <p><i>(Note: In K and 1, Reading Standard 10 refers to read-aloud material, which is typically from grades 2+. Complexity standards for student-read texts are applicable for grades 2+.)</i></p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>REQUIRED</p> <p>1a) In grades 2-12, materials provide texts that are appropriately complex for the identified grade level according to the requirements outlined in the standards. Measures for determining complexity include quantitative and qualitative analysis.² Poetry and drama are analyzed only using qualitative measures.</p> <p>In grades K-2, extensive read-aloud texts allow sufficient opportunity for engagement with text more complex than students could read themselves.</p>	No	Although there is a list of text selections that students will interact with, there is no evidence of the qualitative or quantitative measurements used to determine whether the complexity of the selected texts is appropriate throughout the course.
	<p>REQUIRED</p> <p>1b) Texts increase in complexity as materials progress throughout the grade level and across grade bands. Read-aloud texts follow the same trend, although they may have greater variability because listening skills in elementary school generally outpace reading skills.</p>	No	There are no identifying factors that allow the determination of increased text complexity throughout the grade or across the grade bands to be made.
<p>Tier 1 and 2 Non-Negotiable</p> <p>2. QUALITY OF TEXTS: Texts are of sufficient scope and quality to provide text-centered and integrated learning that is sequenced and scaffolded to advance students toward independent reading of grade level texts and build content knowledge (ELA, social studies, science and technical subjects, and the arts). The quality of texts is high—they support multiple readings for various purposes</p>	<p>REQUIRED</p> <p>2a) 90% of texts provide rich opportunities for students to engage with tasks that allow them to meet the grade-level ELA standards using texts; the texts are well-crafted and authentic, representing the quality of content, language, and writing that is produced by experts in various disciplines (e.g., English language arts, history/social studies, science, technical subjects, and the arts).</p>	Yes	The text selections are well crafted and authentic. Although there is a unit on non-fiction (using informational text), students are given the opportunity to explore informational web sites that are "hotlinked" or provided throughout the lessons. Each lesson review does offer students the opportunity to complete a written response that refers back to the provided text or an event in history, the inclusion of the arts, or other genres related to the reading selection for that lesson.
	<p>REQUIRED</p> <p>2b) Materials provide a coherent sequence or collection of</p>	No	Although the units are divided into units of specific genre study, the collection of texts or reading selections do not always build on each other. At times

Design of Instructional Materials Reviews

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER COMMENTS
I. Text Selection				
Tier 1 and 2 Non-Negotiable 1. COMPLEXITY OF TEXTS: Materials present a progression of complex texts as stated by Reading Standard 10 ¹ . <i>(Note: In K and 1, Reading Standard 10 refers to read-aloud material, which is typically from grades 2+.</i> Complexity standards for student-read texts are applicable for grades 2+.) <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	REQUIRED 1a) In grades 2-12, materials provide texts that are appropriately complex for the identified grade level according to the requirements outlined in the standards. Measures for determining complexity include quantitative and qualitative analysis. ² Poetry and drama are analyzed only using qualitative measures. In grades K-2, extensive read-aloud texts allow sufficient opportunity for engagement with text more complex than students could read themselves.	No	Although there is a list of text selections that students will interact with, there is no evidence of the qualitative or quantitative measurements used to determine whether the complexity of the selected texts is appropriate throughout the course.	Odysseyware is currently in the process of modifying curriculum assets in light of the Louisiana reviewer's commentary. It is our intention to resubmit materials for the next review cycle.
	REQUIRED 1b) Texts increase in complexity as materials progress throughout the grade level and across grade bands. Read-aloud texts follow the same trend, although they may have greater variability because listening skills in elementary school generally outpace reading skills.	No	There are no identifying factors that allow the determination of increased text complexity throughout the grade or across the grade bands to be made.	Odysseyware is currently in the process of modifying curriculum assets in light of the Louisiana reviewer's commentary. It is our intention to resubmit materials for the next review cycle.
Tier 1 and 2 Non-Negotiable 2. QUALITY OF TEXTS: Texts are of sufficient scope and quality to provide text-centered and integrated learning that is sequenced and scaffolded to advance students toward independent reading of grade level texts and build content knowledge (ELA, social studies, science and technical subjects, and the arts). The quality of texts is high—they support multiple readings for various purposes	REQUIRED 2a) 90% of texts provide rich opportunities for students to engage with tasks that allow them to meet the grade-level ELA standards using texts; the texts are well-crafted and authentic, representing the quality of content, language, and writing that is produced by experts in various disciplines (e.g., English language arts, history/social studies, science, technical subjects, and the arts).	Yes	The text selections are well crafted and authentic. Although there is a unit on non-fiction (using informational text), students are given the opportunity to explore informational web sites that are "hotlinked" or provided throughout the lessons. Each lesson review does offer students the opportunity to complete a written response that refers back to the provided text or an event in history, the inclusion of the arts, or other genres related to the reading selection for that lesson.	
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¹ Grades 3-12 Example: Texts present vocabulary, syntax, text structures, levels of meaning/purpose similar to exemplars in Appendix B.

² The process for determining quantitative and qualitative measures is available at <http://www.louisianabelieves.com/docs/teacher-toolbox-resources/guide---how-to-determine-text-complexity-grades-k-12.pdf>, [fvrsn=5](#) or the [Supplemental Information for Appendix A](#).

Agenda

Welcome/Purpose & Session Outcomes

Purpose and Design of an Instructional Materials Review (IMR)

Task A: Examine an Instructional Materials Review

Task B: Explore Improvements and Solutions

Task A: What do I do with an IMR?

- Select an IMR to review:
 - Choose a Tier 3 program that you are currently using, considering using, or is otherwise relevant to you.
- Examine an IMR:
 - Read the findings, comments, and justifications and then reflect upon what these findings mean for instruction or further spending.
 - Write down the program name and the identified instructional gap(s) on a sticky note.
 - Post your sticky note(s) in Column A on the appropriate content area Chart (e.g., ELA, Math, Social Studies, or ECE)
- Complete Task A (25 minutes)

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Welcome/Purpose & Session Outcomes

Purpose and Design of an Instructional Materials Review (IMR)

Task A: Examine an Instructional Materials Review

Task B: Explore Improvements and Solutions

Task B: What actions should I take from here?

- To explore improvements and solutions
 - Breakout into content related workgroups to summarize the program's IMR findings you identified for a non-negotiable indicator (i.e., for ELA, Math, or Social Studies).
 - Discuss actions likely to be needed to bring the component into alignment
 - Recorder adds the information to the recording sheet .
- Share out findings and solutions (10 minutes)
- Complete Task B (30 minutes)

Want your materials state reviewed?

What if the curriculum I am currently using or that I am considering to use in my classroom has not been state reviewed?

Email LouisianaCurriculumReview@la.gov and request that the program you are interested be reviewed.

Conclusion

Session Outcomes:

1. Increase awareness of the state's findings about commonly used programs through Instructional Materials Reviews
2. Demonstrate how the findings can inform decisions about instruction and spending
3. Know what steps to take to have curriculum submitted for state review

Spread the Word!

Action Step: Email LouisianaCurriculumReview@la.gov to request the review of materials that are not listed on the IMR webpage.