Supporting English Learner Success with HQIM

August 24, 2022
The ability of the **Instructional Materials** and **Special Populations** teams to effectively collaborate is CRITICAL to the work!
Guiding Question: How does Texas support English Learner Success with High Quality Instructional Materials?

Agenda:

• Overview of the Texas Resource Review: Quality reviews of instructional materials to inform local decisions
• Overview of TEA developed instructional materials
• Open Q&A
Instructional Materials Matter: A growing body of research points to the positive impact high-quality instructional materials have on student learning.

For example, high-quality materials:

1. Allow students to engage deeper and more meaningfully with standards
2. Lead to additional learning for students
3. Create larger, more cost-effective impact on academic outcomes than many interventions

The Texas Resource Review (TRR) Provides TX Educators a way to understand the quality of instructional Materials

https://texasresourcereview.org

The TRR Website provides users a way to understand the quality of instructional materials by providing information in a digestible format. Below is a high-level snapshot of two different TRR quality review rubrics.

It is critical that supports for all learners factors into each quality review.
If we double click on Supports for All Learners, we’d see the following indicators and guidance.

https://texasresourcereview.org

### 3-8 Reading Language Arts (RLA)

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Guidance</th>
<th>Scoring</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1 Materials include supports for students who demonstrate proficiency above grade-level.</td>
<td>• Materials provide planning and learning opportunities (including extensions and differentiation) for students who demonstrate literacy skills above that expected at the grade level.</td>
<td>0/1/2</td>
</tr>
<tr>
<td>5.2 Materials include supports for students who perform below grade-level to ensure they are meeting the grade level literacy standards.</td>
<td>• Materials provide planning and learning opportunities (including extensions and differentiation) for students who demonstrate literacy skills below that expected at the grade level.</td>
<td>0/1/2</td>
</tr>
<tr>
<td>5.3 Materials include supports for English Learners (EL) to meet grade-level learning expectations.</td>
<td>• Materials must include accommodations for linguistics (communicated, sequenced, and scaffolded) commensurate with various levels of English language proficiency as defined by the ELPs. • Materials provide scaffolds such as adapted text, translations, native language support, cognates, summaries, pictures, realia, glossaries, bilingual dictionaries, thesauri, and other modes of comprehensible input. • Materials encourage strategic use of students’ first language as a means to linguistic, affective, cognitive, and academic development in English (e.g., to enhance vocabulary development). • Vocabulary is developed in the context of connected discourse.</td>
<td>0/1/2</td>
</tr>
</tbody>
</table>

Grades 3 – 5 Total Points Possible: 6
Grades 6 – 8 Total Points Possible: 6

### K-8 Mathematics

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Guidance</th>
<th>Scoring</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1 Materials include guidance, scaffolds, supports, and extensions that maximize student learning potential.</td>
<td>• Materials provide recommended targeted instruction and activities for students who struggle to master content. • Materials provide recommended targeted instruction and activities for students who have mastered content. • Materials provide additional enrichment activities for all levels of learners.</td>
<td>0/1/2</td>
</tr>
<tr>
<td>5.2 Materials provide a variety of instructional methods that appeal to a variety of learning interests and needs.</td>
<td>• Materials include a variety of instructional approaches to engage students in mastery of the content. • Materials support developmentally appropriate instructional strategies. • Materials support flexible grouping (e.g., whole, small, individual). • Materials support multiple types of practices (e.g., guided, independent, collaborative) and provide guidance and structures to achieve effective implementation.</td>
<td>0/1/2</td>
</tr>
<tr>
<td>5.3 Materials include supports for English Learners (EL) to meet grade-level learning expectations.</td>
<td>• Materials must include accommodations for linguistics (communicated, sequenced, and scaffolded) commensurate with various levels of English language proficiency. • Materials provide scaffolds for English Learners. • Materials encourage strategic use of students’ first language as a means to develop linguistic, affective, cognitive, and academic skills in English (e.g., to enhance vocabulary development).</td>
<td>0/1/2</td>
</tr>
</tbody>
</table>

Total Points Possible: 6
Each product reviewed receives a Support for Diverse Learners score

[https://texasresourcerreview.org](https://texasresourcerreview.org)

<table>
<thead>
<tr>
<th>2 Titles for English Language Arts and Reading, Grade 3</th>
</tr>
</thead>
</table>

### American Reading Company

**Grade 3**

ELAR | 2018

Published by: [American Reading Company](https://americanreadingcompany.com)

Series includes: [Grade 4, Grade 5, See Full Series](https://www.americanreadingcompany.com)

<table>
<thead>
<tr>
<th>TEKS &amp; ELPS</th>
<th>Texts</th>
<th>Interaction With &amp; Response to Texts</th>
<th>Foundational Literacy Skills</th>
<th>Supports for Diverse Learners</th>
<th>Ease of Use</th>
<th>Technology, Cost, and Professional Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student TEKS</td>
<td>98%</td>
<td>83%</td>
<td>93%</td>
<td>100%</td>
<td>83%</td>
<td>100%</td>
</tr>
<tr>
<td>Student ELPS</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

View Review
There are multiple views of this information, allowing viewers to drill down into each section

https://texasresourcereview.org
Each rubric section opens into an indicator level summary

https://texasresourcereview.org

This includes scores for each indicator that make up that section.

Viewers can double click on any indicator to review the corresponding report.
An evaluation of each indicators provides the viewer with the strengthens and opportunities for that indicator within that product

https://texasresourcereview.org
Training Districts to use the TRR during the adoption process is critical

https://texasresourcereview.org

All of this is in service of supporting districts with the review and adoptions of HQIM from selection to purchase, including:

• Setting up and leading the review and adoption process
• Using quality reviews to select best fit, high-quality materials
• Conducting HQIM pilot before purchase
Guiding Question: How does Texas support English Learner Success with High Quality Instructional Materials?

Agenda:
• Overview of the Texas Resource Review: Quality reviews of instructional materials to inform local decisions
• Overview of TEA developed instructional materials
• Open Q&A
TEA provides direct access to optional high-quality instructional materials (HQIM) designed especially for TX

https://tea.texas.gov/academics/instructional-materials/tea-available-materials

Open education resources (OER) are state-developed digital materials that are freely available forever to Texas school districts and educators.
TEA's state-developed materials leverage a unit and lesson-level review rubric that is built from the TRR

https://tea.texas.gov/academics/instructional-materials/tea-available-materials

TRR 3-8 Reading Language Arts (RLA) Rubric

OER HQIM Review Rubric

OER Review Rubric--Section 5: Supports for All Learners

5.1 Materials include guidance, scaffolds, supports, and extensions that maximize student learning potential.
- Materials provide recommended targeted instruction and activities for students who struggle to master content.
- Materials provide recommended targeted instruction and activities for students who have mastered content.
- Materials provide additional enrichment activities for all levels of learners.

5.2 Materials provide a variety of instructional methods that appeal to a variety of learning interests and needs.
- Materials include a variety of instructional approaches to engage students in mastery of the content.
- Materials support developmentally appropriate instructional strategies.
- Materials support flexible grouping (e.g., whole, small, individual).
- Materials support multiple types of practices (e.g., guided, independent, collaborative) and provide guidance and structures to achieve effective implementation.

5.3 Materials include supports for English Learners (EL) to meet grade-level learning expectations.
- Materials must include accommodations for linguistics (communicated, sequenced, and scaffolded) commensurate with various levels of English language proficiency.
- Materials provide scaffolds for English Learners.
- Materials encourage strategic use of students' first language as a means to develop linguistic, affective, cognitive, and academic skills in English (e.g., to enhance vocabulary development).
- Materials provide recommendations for making content culturally relevant (e.g., connections to diverse cultural experiences and traditions).
As a result, our HQIM includes supports for all learners at the unit and lesson level

https://tea.texas.gov/academics/instructional-materials/tea-available-materials

Example of review indicator 5.3:
Materials include supports for English Learners (ELs) to meet grade-level learning expectations.

Approximately 70% of all Amplify ELP lessons include similar guidance, often with additional embedded supports.
Additional examples of materials including supports for English Learners (ELs) to meet grade-level learning expectations
(review indicator 5.3) | https://tea.texas.gov/academics/instructional-materials/tea-available-materials

In this example from 2nd grade Eureka Math TEKS Edition, teachers are given guidance on ways to increase visual inputs and context to support English Learners.
In addition to these supports, we have materials in English and Spanish for K-5 Math and RLA, as well as additional language supports in 7th -12th

https://tea.texas.gov/academics/instructional-materials/tea-available-materials

<table>
<thead>
<tr>
<th>Section 12.A: Bilingual Program Model Considerations</th>
</tr>
</thead>
</table>
| **12.A.1** K-6 SLAR Only: Materials support teachers in understanding the connection between content presented in each language and provide guidance on how to help students understand this connection. | • Materials highlight opportunities for students to make cross-linguistic connections.  
• Materials allow for equitable instruction in both languages, in terms of quality and quantity of materials.  
• Materials support teacher and student understanding and application of the connection between the languages, (i.e., cognates). |
| **12.A.2** K-6 SLAR Only: Materials in Spanish are authentic and culturally relevant. | • Both teacher and student materials are presented in authentic and academic Spanish or are quality transadaptations or translations, as appropriate for the purpose and context of the activity.  
• Materials support the development of socio-cultural competence.  
• Materials represent the cultural and linguistic diversity of the Spanish language and Hispanic culture. |

<table>
<thead>
<tr>
<th>Section 12.B: Student Materials in Spanish (Grades 7-12)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>12.B.1</strong> 7-12 Only: Unit provides Spanish version for all student-facing materials that are quality translations or transadaptations.</td>
</tr>
<tr>
<td><strong>12.B.2</strong> 7-12 Only: Unit provides Spanish version for all student-facing materials that are accurate and error free.</td>
</tr>
</tbody>
</table>
In K-5 RLA, Math, and Science, all materials that are available in English...

### Materials

<table>
<thead>
<tr>
<th>Unit 2</th>
<th>Teacher Guide</th>
<th>Activity Book</th>
<th>Editable PDF Activity Book</th>
<th>Word Doc Activity Book</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>PDF Download</td>
<td>PDF Download</td>
<td>PDF Download (for students to fill out)</td>
<td>Download</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>PDF Download (for educators to edit directions)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Reader</td>
<td>Digital Flip Book</td>
<td>Essential Questions and Prompts</td>
<td>Digital Projections</td>
</tr>
<tr>
<td></td>
<td>PDF Download</td>
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</tr>
</tbody>
</table>
... are also available in Spanish.
At the secondary level, our instructional materials offer a host of resource and/or scaffolds to support ELs

Each student facing Unit Overview is available in Spanish and English.
At the secondary level, our instructional materials offer a host of resources and/or scaffolds to support ELs.

### Unit-level caregiver letter

**¡Bienvenidos! FC Brain Science (2C: La ciencia del cerebro)**

In this unit, the students explore a series of lessons that connect the brain and the nervous system. They learn about the main parts of the brain and the functions of each part. The students also learn about how the brain is organized and how it works. They learn about the different parts of the brain and how they work together to make us who we are.

**Building blocks of knowledge and skills:**
- Understanding the brain and nervous system
- Recognizing the different parts of the brain
- Learning about the functions of the brain
- Understanding how the brain works

**Unit-related knowledge building articles**

**Neuroplasticity, the capacity of the brain to change**

Neuroplasticity is the brain's capacity to change and adapt in response to new experiences. This process helps the brain form new connections and change in response to new experiences. The brain is always developing and changing, and it is never too late to learn something new.

**Key concepts:**
- Synaptic plasticity
- Long-term potentiation (LTP)
- Long-term depression (LTD)
- Neurogenesis

**Further reading:**
- **“Neuroplasticity and the Brain’s Capacity to Change”**
- **“Neuroplasticity and the Brain’s Capacity to Change”**
- **“Neuroplasticity and the Brain’s Capacity to Change”**
Please feel welcome to reach out with additional questions or for further collaboration.

Jennifer Aguirre
Director of Open Education Resources
Jennifer.Aguirre@tea.Texas.gov

Julie Lara
Director, Special Population
Julie.Lara@tea.Texas.gov
Thank you!