Office of the State Superintendent of Education (OSSE)
Instructional Materials Implementation Tool

A roadmap for high-quality instructional materials implementation

A partnership with **RIVET** EDUCATION

INTRODUCTION

In 2020, the Council of the District of Columbia passed D.C. Law 23-191. Addressing Dyslexia and Other Reading Difficulties Amendment Act of 2020. The Office of the State Superintendent of Education (OSSE) is committed to ensuring DC learners of all ages and backgrounds are equipped with the knowledge and skills needed to pursue and thrive on the life path of their choice, as outlined in the OSSE Strategic Plan. To that end, OSSE has made strides to transform literacy instruction for all students, including a concerted focus on addressing dyslexia and other reading difficulties.

OSSE partnered with Rivet Education to create the OSSE Instructional Materials Implementation Tool and corresponding asynchronous modules. This tool will equip Local Education Agencies (LEAs) to implement high-quality instructional materials (HQIM) by naming key actions and success criteria for each phase of the journey.

TABLE OF CONTENTS

HQIM Implementation

Research shows that access to HQIM is vital for improving teaching and learning. However, simply adopting HQIM is unlikely to yield substantial improvements. Successfully implementing HQIM often requires a pronounced shift in approach and sustained effort from educators at all system levels. The Implementation Tool outlines who does what and when.

Throughout the multi-year HQIM implementation journey, teachers and leaders move through a series of non-linear but relatively predictable stages. OSSE's Instructional Materials Implementation Tool is a roadmap for each phase of HQIM implementation, outlining key actions (**bolded**) and corresponding success criteria necessary for LEA leaders, school leaders, and teachers to successfully navigate each phase.
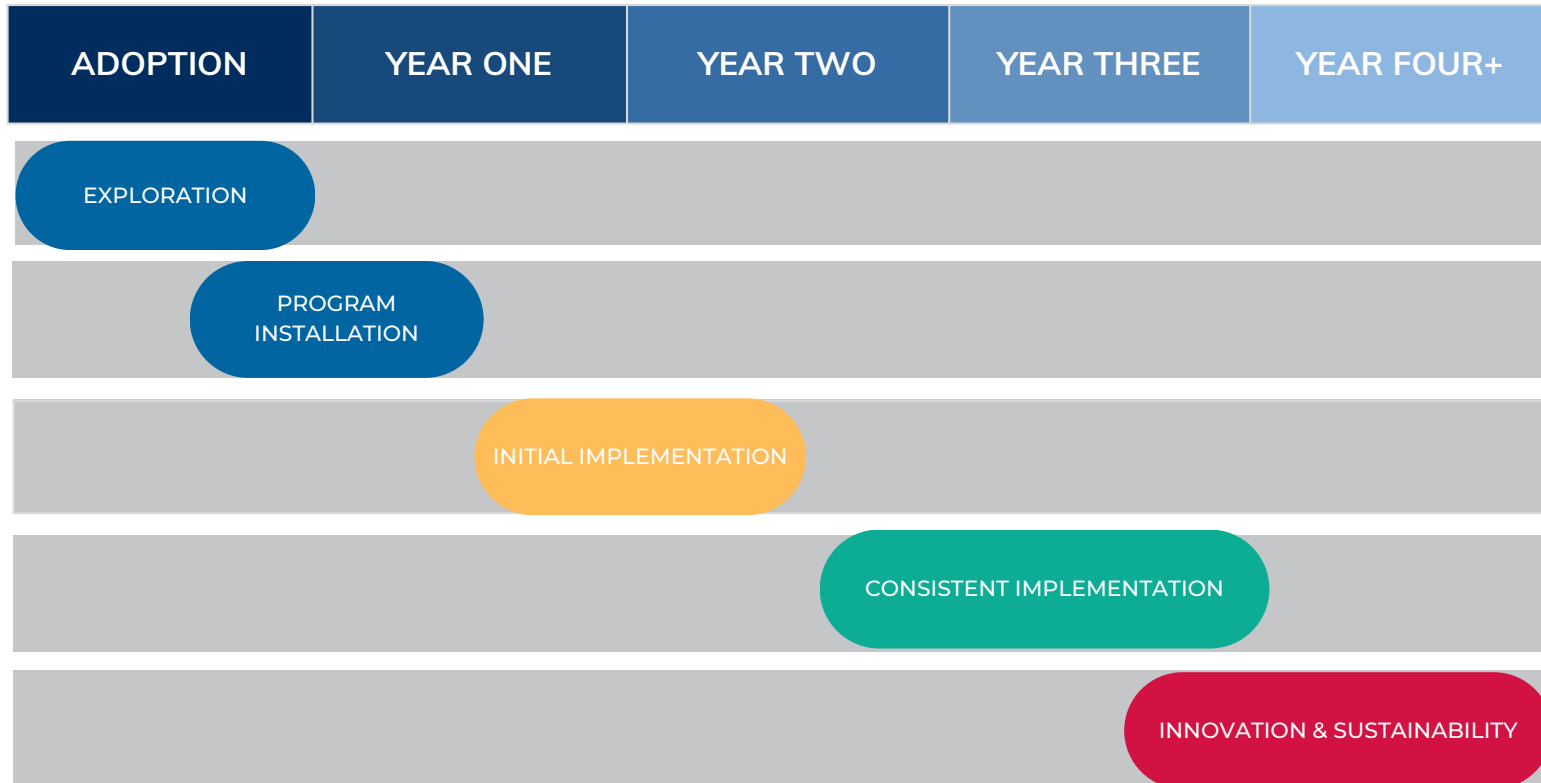
OSSE recommends LEA leaders use this tool to:

- Preview and understand the entire HQIM implementation journey.
- Identify which implementation phase you are in regardless of the year of implementation.
- Determine the strength of your implementation and readiness for the next phase.

Important Notes

- This tool can be viewed through both vertical and horizontal lenses.
- The tool should be viewed vertically by role (LEA leaders, school leaders, or teachers) to understand the progression of the key actions.
- The tool should be viewed horizontally to understand how roles across the LEA support each other throughout each phase.
- Some groups or individuals within a group may be in different phases simultaneously.
- The transition to the next phase occurs when most teachers and leaders meet the key actions of the previous phase.
- Even if an LEA has successfully navigated a phase, new teachers and leaders will need professional learning and support specific to the HQIM and tailored to their initial implementation needs.
- Some embedded links point to resources and tools created by states implementing HQIM. Embedded links are considered to be strong examples. The following state resources are included:
  - Massachusetts Department of Elementary and Secondary Education: *Supporting Culturally and Linguistically Sustaining Practices*
  - Mississippi Department of Education: *Observation and Feedback*
  - Rhode Island Department of Education & the National Center for the Improvement of Educational Assessment, Inc.: *Student Work Analysis Protocol*
  - Texas Education Agency: *Stakeholder Engagement and Communication Plan*

The Five Steps to Implementation

ADOPTION	YEAR ONE	YEAR TWO	YEAR THREE	YEAR FOUR+

EXPLORATION

PROGRAM INSTALLATION

INITIAL IMPLEMENTATION

CONSISTENT IMPLEMENTATION

INNOVATION & SUSTAINABILITY

EXPLORATION
LEAs review and select HQIM with key staff and stakeholders.

PROGRAM INSTALLATION
Teachers have access to HQIM; leaders establish or revise systems and structures for support.

INITIAL IMPLEMENTATION
Leaders set and monitor expectations for implementation; teachers use the HQIM as intended.

CONSISTENT IMPLEMENTATION
Leaders ensure HQIM are integrated into regular practices, policies, and procedures; teachers skillfully use HQIM.

INNOVATION & SUSTAINABILITY
Instructional staff facilitates and supports teachers in making smart adaptations to the HQIM so all students can access grade-appropriate content based on their needs and performance.

EXPLORATION

Start here if you have not begun adopting HQIM yet.
Phase focus: In this phase, LEAs review and select HQIM with key staff and stakeholders.

Leaders plan the adoption process.

☐ Establish a timeline with key milestones, ensuring enough time for materials selection and ordering before the school year begins, and establish communication plans for staff and the community.

☐ Secure funding for professional learning and HQIM, including teacher guides, student consumables, digital licenses, texts, and manipulatives.

☐ Engage external professional learning providers as needed.

Leaders establish a vision for excellent, content-specific instruction.

☐ With the adoption committee, create or refine a [content-specific vision](#) for excellent and equitable instruction.

☐ Communicate the instructional vision to the LEA-specific boards and leadership teams.

EXPLORATION

Adoption team prepares for reviews.

- [ ] Solicit [stakeholder input](#) and review [OSSE's HQIM resources](#).
- [ ] Identify HQIM to review using [OSSE's HQIM Rubric for K-5 Science-Based Literacy Programs](#) and stakeholder input.

Adoption team reviews and selects the HQIM to purchase.

- [ ] Conduct the reviews and gather feedback.
- [ ] Select HQIM based on reviews and feedback.
- [ ] If materials are not already on OSSE's approved HQIM list, submit the [HQIM rubric](#) with evidence of alignment to OSSE.
- [ ] Communicate the decision and rationale to all stakeholders.

Start by Measuring the Strength of Your Implementation

☐ ☐ ☐

Once you identified your phase, begin checking the criteria for each stakeholder group.

If you met few to none of the criteria, mark that action as RED.

If you met some of the criteria, mark that action as YELLOW.

If you met most or all of the criteria, mark that action as GREEN.

For red and yellow actions, attend to the unchecked criteria. Once 75% of your actions are green, you can begin looking ahead to the next phase.

PROGRAM INSTALLATION

Start here if you have already adopted HQIM.

Phase Focus: In this phase, LEAs prepare for the initial implementation of the HQIM in classrooms. LEA leaders focus on establishing or updating the processes and procedures to align to the HQIM. Teachers have access to HQIM and prepare to use them for instruction.

LEA LEADERS & LEA IMPLEMENTATION TEAM

☐☐☐ Purchase and distribute HQIM.

☐☐☐ Communicate expectations for strong implementation.

☐☐☐ Create the initial enabling conditions for strong implementation.

SCHOOL LEADERS & SCHOOL IMPLEMENTATION TEAM

☐☐☐ Communicate and invest stakeholders in content-specific vision for instruction.

☐☐☐ Communicate expectations for strong implementation aligned with the LEA's expectations.

☐☐☐ Create the initial enabling conditions for strong implementation.

TEACHERS

☐☐☐ Open and organize materials.

☐☐☐ Engage in professional learning to build their understanding of the HQIM and their connection to a vision for excellent and equitable instruction.

☐☐☐ Prepare for shifts in instruction, unit and lesson preparation, and/or grading required by the new HQIM.

PROGRAM INSTALLATION

LEA LEADERS & LEA IMPLEMENTATION TEAM

Purchase and distribute HQIM.

- ☐ Purchase all required materials and [professional learning](#).
- ☐ Distribute and guide the organization of, and access to, new materials.
- ☐ Provide guidance on the removal of previous materials.
- ☐ Coordinate with school and/or LEA leadership to ensure all schools can manage deliveries and technology requirements, like rostering or bandwidth needs for digital resources.

Communicate expectations for strong implementation.

- ☐ Define roles, expectations, and support for the implementation team at each system level and meet regularly to review data and monitor implementation.
- ☐ Communicate to all stakeholders that:
  - ☐ HQIM should be used as designed, and implementation is the priority for the year.
  - ☐ Leaders and teachers use data from embedded assessments and universal screeners to pinpoint students' learning strengths and areas of growth.
  - ☐ Teachers have regular grade-level or content team meetings to [plan and internalize unit and lesson plans](#) from the HQIM.

PROGRAM INSTALLATION

Create the initial enabling conditions for strong implementation.

☐ Create a process for soliciting questions or [feedback from all stakeholders](#) about the implementation of the HQIM.

☐ Create a cohesive [professional learning plan](#) for implementing the HQIM and communicate participation expectations.

☐ Determine if an HQIM-specific walkthrough tool or the [OSSE walkthrough tool](#) will guide walkthroughs and observations.

☐ Align LEA policies and procedures, such as professional learning, instructional time, grading, unit/lesson preparation, and resource allocation, to the HQIM.

SCHOOL LEADERS & SCHOOL IMPLEMENTATION TEAM

Communicate and invest stakeholders in content-specific vision for instruction.

☐ Share with all stakeholders the vision of excellent, equitable instruction and how it aligns with the HQIM.

☐ Notify students and families of relevant material changes, leaving them excited and prepared for the upcoming year.

☐ Create a process for soliciting questions or feedback from the school community about the implementation of the HQIM.

☐ Participate in professional learning to deepen understanding of the approach, design principles, content, instructional strategies, enabling conditions, and resources required to implement their HQIM successfully.

PROGRAM INSTALLATION

Communicate expectations for strong implementation aligned with the LEA's expectations.

- ☐ Define roles and expectations for the school-based implementation team, including observation, coaching, feedback, and data analysis, and regularly meet to review implementation data and feedback.
- ☐ Communicate the expectation that:
  - ☐ HQIM should be used as designed, and implementation is the priority for the year.
  - ☐ Unit and lesson preparation and student work analysis occur within collaborative planning time or PLCs and independently.
  - ☐ Data from embedded assessments and universal screeners are regularly used to assess students' strengths and areas of growth.

Create the initial enabling conditions for strong implementation.

- ☐ Develop a school-specific professional learning plan to support implementation.
- ☐ Ensure teachers and specialists have required HQIM, removed previous ones, and have the appropriate credentials to access digital materials.
- ☐ Adjust schedules to include instructional, teacher preparation, and collaboration time consistent with the HQIM requirements.
- ☐ Align policies and procedures to the HQIM, such as grading and lesson preparation.

PROGRAM INSTALLATION

TEACHERS

Open and organize materials.

- ☐ Check materials to ensure all components are included and aligned to the correct grade level.
- ☐ Organize student materials for appropriate access during instruction.
- ☐ Remove previous materials from the classroom.
- ☐ Confirm access to the appropriate digital materials for students and themselves.

Engage in professional learning to build their understanding of the HQIM and their connection to a vision for excellent and equitable instruction.

- ☐ Build an understanding of the approach, design principles, content, instructional strategies, and routines.
- ☐ Navigate the program components, e.g., how they are organized and how teachers and students can access them.
- ☐ Participate in grade- or content-level meetings to internalize initial unit and lessons.
- ☐ Understand how the HQIM connect to a content-specific vision for excellent, equitable instruction.

Prepare for shifts in instruction, unit and lesson preparation, and/or grading required by the new materials.

- ☐ Adjust classroom routines and schedules to align with HQIM.
- ☐ Teach students to access the digital components of HQIM.
- ☐ Adjust lesson and unit preparation routines to align to HQIM.
- ☐ Adjust grading and assessment routines and policies to align to HQIM.

INITIAL IMPLEMENTATION

Phase Focus: In this phase, leaders refine systems and structures to support the successful initial launch of their materials. Teachers begin using the instructional materials, which means students have consistent opportunities to engage with grade-level content and tasks.

LEA LEADERS & LEA IMPLEMENTATION TEAM	SCHOOL LEADERS & SCHOOL IMPLEMENTATION TEAM	TEACHERS
☐☐☐ Reinforce enabling conditions for strong implementation.	☐☐☐ Reinforce expectations for strong implementation.	☐☐☐ Use the HQIM as intended.
☐☐☐ Establish routines and processes for monitoring and supporting implementation.	☐☐☐ Establish routines and processes for monitoring and supporting implementation.	☐☐☐ Improve implementation of HQIM through professional learning.

INITIAL IMPLEMENTATION

LEA LEADERS & LEA IMPLEMENTATION TEAM

Reinforce enabling conditions for strong implementation.

☐ Execute a cohesive professional learning plan with a professional learning partner, including ongoing, job-embedded professional learning for teachers and leaders. Set the expectation for required participation.

☐ Reinforce protocols and expectations for unit and lesson preparation and professional learning (e.g., PLCs, coaching, and PL days).

☐ Communicate expectations for conducting walkthroughs and observations to provide feedback and coaching focused on implementation support, not evaluation. Co-observe classrooms with school leaders using an HQIM-specific tool or the OSSE walkthrough tool.

☐ Protect time in the professional learning plan from being used for LEA or school initiatives unrelated to implementation.

Establish routines and processes for monitoring and supporting implementation.

☐ Establish data collection tools and routines for classroom visits, student work, HQIM-based assessments, and teacher feedback to share with the implementation team.

☐ Collaborate with school leaders to identify schools and teachers who strongly implement the HQIM, showcasing their success stories and offering observation opportunities to other educators.

☐ Maintain funding for professional learning providers and replenish HQIM. Communicate funding expectations to school leaders and ensure sufficient budget allocation.

☐ Train school leaders to use a common tool aligned with the HQIM for walkthroughs and observations.

INITIAL IMPLEMENTATION

SCHOOL LEADERS & SCHOOL IMPLEMENTATION TEAM

Reinforce expectations for strong implementation.

☐ Execute a cohesive, LEA-aligned professional learning plan and set the expectation for required participation.

☐ Deepen understanding of the HQIM approach, content, and strategies through regular participation in professional learning.

☐ Reinforce the expectations for using HQIM by addressing roadblocks and concerns.

☐ Ensure PLCs or collaborative planning time are primarily used to internalize units and lessons from the HQIM using a common protocol.

Establish routines and processes for monitoring and supporting implementation.

☐ Establish tools and routines for collecting and organizing information on HQIM implementation with the school team, including data from classroom visits, student work, assessments, and teacher feedback.

☐ Conduct regular teacher observations using a common instructional walkthrough tool to provide feedback and gather implementation data.

☐ Highlight instances of effective implementation, sharing success stories and facilitating observation opportunities for other educators.

☐ Identify replenishment materials, such as teacher guides, student consumables, digital licenses, texts, and manipulatives, and confirm funding sources with LEA leaders.

INITIAL IMPLEMENTATION

TEACHERS

Use the HQIM as intended.

- ☐ Stay true to the coherence and intentionality of the lesson and unit design, and do not modify materials to lead to ineffective or below-grade-level instruction.
- ☐ Use embedded supports for diverse learners.
- ☐ Use student work and data from embedded assessments to identify strengths and areas of growth in learning.
- ☐ Make connections in the HQIM to students' backgrounds and experiences to build a [culturally relevant and inclusive classroom environment](#).

Improve implementation of HQIM through professional learning.

- ☐ Engage in professional learning (e.g., workshops, coaching, [PLCs](#)) to deepen understanding of the HQIM's approach, content, and instructional strategies and routines.
- ☐ Understand the purpose and categories of the [walkthrough tool](#) and its connection to the HQIM.
- ☐ Incorporate initial feedback and guidance on the implementation of HQIM into their practice.
- ☐ Rehearse regularly in grade-level or content teams the lessons or parts of lessons that may be tricky for students or teachers.
- ☐ Use a common, shared protocol to internalize and rehearse lessons and units in grade-level or content-specific groups.

CONSISTENT IMPLEMENTATION

Phase Focus: In this phase, ownership of implementation transfers from LEA leaders to school leaders. The HQIM integrate into teachers' regular practice, leading to consistently skillful use.

LEA LEADERS & LEA IMPLEMENTATION TEAM	SCHOOL LEADERS & SCHOOL IMPLEMENTATION TEAM	TEACHERS
☐☐☐ Maintain routines and processes for supporting and monitoring implementation to establish a culture of strong implementation and continuous improvement.	☐☐☐ Support strong implementation.	☐☐☐ Regularly engage in continuous improvement to advance their practice and implementation of the HQIM.
☐☐☐ Shift oversight of HQIM implementation to school leaders.	☐☐☐ Take ownership of HQIM implementation.	☐☐☐ Consistently leverage the HQIM and embedded supports to help all students meet grade-level expectations.

CONSISTENT IMPLEMENTATION

LEA LEADERS & LEA IMPLEMENTATION TEAM

Maintain routines and processes for supporting and monitoring implementation to establish a culture of strong implementation and continuous improvement.

- ☐ Create and execute a cohesive, LEA-wide professional learning plan aligned to the HQIM and differentiated for experienced and new teachers and leaders. Set the expectation for required participation.
- ☐ Elevate success stories showing how the HQIM improve teaching and learning and demonstrate the LEA's vision for excellent, equitable instruction.
- ☐ Collect, organize, and use data from embedded assessments to drive the LEA-wide assessment strategy and implementation improvements. Student data begins to show improvement across all student subgroups.
- ☐ Allocate adequate budget for professional learning providers and replenish HQIM, such as teacher guides, student consumables, digital licenses, texts, and manipulatives.

Shift oversight of HQIM implementation to school leaders.

- ☐ Provide school leaders with consistent opportunities to collaborate, share, and learn from each other and LEA leadership.
- ☐ Support school leaders in:
    - ☐ Analyzing student work and assessments.
    - ☐ Aligning evaluation tools and policies with HQIM.
    - ☐ Providing high-quality feedback through regular instructional walkthroughs.

CONSISTENT IMPLEMENTATION

SCHOOL LEADERS & SCHOOL IMPLEMENTATION TEAM

Support strong implementation.

- ☐ Create and execute a cohesive professional learning plan aligned to the HQIM and differentiated for experienced and new teachers. Set the expectation for required participation.
- ☐ Provide teachers with feedback and opportunities for both group and individual reflection focused on the use of the HQIM to meet diverse student needs.
- ☐ Identify materials requiring replenishment, such as teacher guides, student consumables, digital licenses, texts, and manipulatives, confirming funding sources and allocating school budget accordingly
- ☐ Use walkthrough and evaluation tools to provide explicit feedback to teachers about their implementation of the HQIM.

Take ownership of HQIM implementation.

- ☐ Routinely use student work and embedded assessment data to monitor progress. Student data begins to show improvement across all student subgroups.
- ☐ Highlight implementation successes to build investment in the HQIM and demonstrate progress across all student subgroups.
- ☐ Provide professional learning and feedback to potential teacher leaders or coaches to support their ability to lead aspects of HQIM implementation.
- ☐ Begin transitioning the facilitation and ownership of unit and lesson preparation, learning, and collaborative structures to teacher leaders.

CONSISTENT IMPLEMENTATION

TEACHERS

Regularly engage in continuous improvement to advance their practice and implementation of the HQIM.

- ☐ Skillfully implement the HQIM by making smart adaptations that maintain their integrity while also meeting student needs.
- ☐ Continue to incorporate feedback from school leaders to improve lesson delivery.
- ☐ Continue to engage in ongoing professional learning (e.g., workshops, coaching, PLCs) to deepen understanding of the approach, content, and strategies of HQIM.
- ☐ Begin to take ownership of collaborative planning and feedback cycles to drive improvement and provide grade-level instruction to all students.

Consistently leverage the HQIM and embedded supports to help all students meet grade-level expectations.

- ☐ Regularly analyze student work and embedded assessments to identify student needs.
- ☐ Purposefully plan scaffolds and support, utilizing resources in the HQIM to ensure students have consistent access to grade-level instruction.
- ☐ Build a culturally relevant and inclusive classroom by purposefully planning connections in the HQIM to students' backgrounds and experiences.
- ☐ Student data begins to show improvement across all student subgroups.

INNOVATION & SUSTAINABILITY

Phase Focus: In this phase, implementation leadership is shifted to teachers who, in turn, make smart and deliberate adaptations to the HQIM to meet the needs of diverse learners and ensure student success in meeting grade-level expectations. LEA and school leadership continue to monitor and support implementation with messaging and resources.

LEA LEADERS & LEA IMPLEMENTATION TEAM

- ☐☐☐ Maintain a culture of continuous improvement.

- ☐☐☐ Maintain strong implementation.

SCHOOL LEADERS & SCHOOL IMPLEMENTATION TEAM

- ☐☐☐ Maintain strong implementation.

- ☐☐☐ Shift leadership of HQIM to teacher leaders and/or instructional coaches.

TEACHERS

- ☐☐☐ Take ownership of HQIM implementation in their school.

- ☐☐☐ Confidently and skillfully leverage the HQIM and embedded supports to help all students meet grade-level expectations.

INNOVATION & SUSTAINABILITY

LEA LEADERS & LEA IMPLEMENTATION TEAM

Maintain a culture of continuous improvement.

☐ Communicate the continued importance of HQIM as the central component of core instruction amid other LEA initiatives.

☐ Monitor student performance, especially subgroup data, to ensure progress toward grade-level mastery and to adjust academic and professional learning plans.

☐ Spotlight success stories, especially those related to student achievement gains.

☐ Continue to provide feedback on implementation to teachers and school leaders when conducting walkthroughs.

Maintain strong implementation.

☐ Ensure that school budgets and staffing models include personnel with deep HQIM expertise to provide continued professional learning and support new and experienced teachers.

☐ Continue to allocate adequate funds to replenish HQIM, such as teacher guides, student consumables, digital licenses, texts, and manipulatives.

☐ Provide LEA-wide onboarding on the HQIM to new teachers and leaders.

☐ Ensure any new LEA initiatives will not have a negative impact on implementation of the HQIM.

INNOVATION & SUSTAINABILITY

SCHOOL LEADERS & SCHOOL IMPLEMENTATION TEAM

Maintain strong implementation.

- ☐ Ensure school schedules allow ample time for teacher collaboration, specifically for adjusting HQIM to meet student needs.
- ☐ Continue to use walkthrough and evaluation protocols aligned to the HQIM to provide teacher feedback.
- ☐ Facilitate ongoing coaching opportunities for teachers with instructional coaches on HQIM implementation.
- ☐ Identify materials requiring replenishment, such as teacher guides, student consumables, digital licenses, texts, and manipulatives, confirming funding sources and allocating school budget accordingly.

Shift leadership of HQIM to teacher leaders and/or instructional coaches.

- ☐ Communicate the purpose and role of teacher leaders and/or instructional coaches with the school community.
- ☐ Provide teacher leaders and/or instructional coaches adequate time and compensation to account for additional responsibilities.
- ☐ Communicate clear requirements for becoming a teacher leader and/or instructional coach (e.g., skills, knowledge, and experience required).
- ☐ Provide professional learning and feedback to teachers interested in the teacher leader or instructional coach role (e.g., skills, knowledge, and experience required).

INNOVATION & SUSTAINABILITY

TEACHERS

Take ownership of HQIM implementation in their school.

- ☐ Consistently co-plan or co-lead grade-level or content teams to plan lessons and units, focusing on meeting the needs of all students.
- ☐ Participate in and conduct formal and informal observations and feedback sessions with colleagues.
- ☐ Communicate the academic vision and belief that all students can be successful with rigorous, grade-level work.
- ☐ Support the onboarding of new staff by providing guidance on the HQIM and lessons learned from initial implementation.

Confidently and skillfully leverage the HQIM and embedded supports to help all students meet grade-level expectations.

- ☐ Continue to routinely analyze student work and assessment data to determine student needs.
- ☐ Continue to purposefully plan scaffolds and supports, leveraging embedded resources in HQIM to ensure access to grade-level content.
- ☐ Student data consistently shows mastery of grade-level content across all student subgroups.
- ☐ Continue to purposefully plan connections to students' backgrounds and experiences to maintain a culturally responsive and inclusive classroom environment.

Appendix A: Resources created by OSSE to support LEAs

Topic	Resources
D.C. Legislation	[D.C. Law 23-191. Addressing Dyslexia and Other Reading Difficulties Amendment Act of 2020.](#)
OSSE Strategic Plan	[Strategic Plan 2023-25](#)
HQIM	[High-Quality Instructional Materials Rubric for K-5 Science-Based Literacy Programs Guidance Document](#) [English Language Arts High-Quality Instructional Materials Guidance](#) [Compare and Investigate Materials Guidance Resource Overview Context Suggestions Guiding Questions](#) [High-Quality Science-Based Literacy Programs List for K-5](#)
OSSE's Instructional Walkthrough Tool	[K-5 Instructional Walkthrough Tool](#)

Appendix B: Resources to Support HQIM Implementation

Topic	Resources
HQIM research	Dr. David Steiner: The Unrealized Promise of High-Quality Instructional Materials – NASBE Dr. David Steiner: Curriculum Research: What We Know and Where We Need to Go
Building an instructional vision	Rivet Education: Instructional Visions Matter; Here's How to Create One
Engaging and communicating with stakeholders	Texas Education Agency: Stakeholder Engagement and Communication Plan
Choosing a professional learning vendor	Rivet Education: Professional Learning Partner Guide
Collaborative planning in grade- or content-level meetings	Instruction Partners: Curriculum Support Guide: Key Action II.3 - Determine Expectations For Use
Student work analysis protocol	Rhode Island Department of Education & the National Center for the Improvement of Educational Assessment, Inc.: Student Work Analysis Protocol

Appendix B continued

Topic	Resources
Observations and feedback grounded in HQIM	Mississippi Department of Education: Observation and Feedback guidance
Coaching	Instruction Partners: Curriculum Support Guide: Key Action II.4 - Determine the Plan for Coaching
Culturally and linguistically sustaining practices	Massachusetts Department of Elementary and Secondary Education: Supporting Culturally and Linguistically Sustaining Practices - Center for Instructional Support
Bright spot example	Knowledge Matters Campaign: Tina Davis - Saratoga Springs City School District, Saratoga Springs, NY