

HQIM Selection and Implementation Basics

HQIM Selection Do's and Don'ts

DO . . .	DON'T . . .
<ul style="list-style-type: none"> ● Determine 3 - 4 non-negotiable indicators on your rubric you will use to narrow the choices for final selection. Your non-negotiables should be essential to fulfilling your vision for science instruction. ● Conduct a pre-screen process with a small number of people (5 or fewer) to narrow the number of curricula reviewed by your selection committee to 2 - 3 choices. ● If you want to review the TRR Reports to help narrow your choices drill down to the details of the report that include the evidence used to support the scores. ● Train your selection committee in the features of a high quality 3-dimensional, phenomena-based curriculum so they know what to look for in the resources they review. ● Practice the process with reviewers of gathering evidence and calibrating scores with a high quality curriculum to prepare for the actual review of final selections. ● Weight the indicators on your rubric that are most important to fulfilling your vision so resources that meet or partially meet those indicators stand out. ● Carefully document the process and all evidence gathered from all stakeholders. ● Target communication about the selection process and final selection to each audience based on their perspective (parent, administrator, teacher, etc.); level of involvement in the process; and potential for championing or challenging the final decision. ● Consider piloting a unit or series of lessons from each of the final selections to gather evidence. 	<ul style="list-style-type: none"> ● Schedule publisher presentations for all possible resources (they will focus on the bells and whistles, not the content and skills). ● Hold a blanket vote (one that doesn't include evidence gathered to support the choice) for any stakeholders, including teachers. ● Weight all the indicators on your rubric equally. ● Put more than 3 potential selections in front of your selection committee for in depth review. ● Review only the overall scores on the TRR Reports. ● Put the highest quality resource on your final list in front of the selection committee first. <ul style="list-style-type: none"> ○ (✔ Do have teachers review SS first to calibrate rubric)

HQIM Selection Checklist:

✓	Activity/Task
	Develop plan and timeline for selection process <ul style="list-style-type: none"> • Sample Timeline
	Communicate plan and timeline for selection to all stakeholders <ul style="list-style-type: none"> • Communication Plan Template
	Identify pre-screen reviewers and choose selection committee members
	Train pre-screen reviewers and selection committee members in the features of HQIM <ul style="list-style-type: none"> • Unit Study Overview Slides; Unit Study Overview PDE • Unit Study ToolkitUnit Study Overview
	Collect Input on the selection rubric <ul style="list-style-type: none"> • TRR Rubric
	Complete selection rubric and identify the 3 - 4 non-negotiable indicators that will be used by pre-screen reviewers to narrow the choices. These non-negotiable indicators should reflect the district's vision for science and focus on 3-dimensional, phenomena-based instruction; coherent learning progression; and opportunities and strategies for student sensemaking.
	Create a tool for collecting rubric-based evidence and scoring that; incorporates weighting for non-negotiable and other indicators important to the district vision for science instruction and learning. <ul style="list-style-type: none"> • Sample HQIM Selection Evidence and Scoring Tool • Sample Weighted and Non-weighted Scoring
	Train pre-screen reviewers and selection committee members in the process of identifying “look fors,” collecting evidence (using the tool), and calibrating on scores. <ul style="list-style-type: none"> • Practice the Process • TRR Indicator Handout for Gathering Evidence • Medical Mystery Storyline and Chapter 1 Lessons • Calibration Model Video and Transcript • Sample HQIM Selection Evidence and Scoring Tool • Sample Consensus Protocol
	Identify 2 - 3 selections for consideration by the full selection committee through the pre-screen process
	If possible, selected teachers pilot 1 unit per grade level selected teachers per grade level from each resource on the final selection list; gather observation data using the “Look Fors” tool. <ul style="list-style-type: none"> • Look Fors Observation Tool • Look Fors Observation Summary (Google Form) – make a copy
	Selection committee makes the final selection by synthesizing evidence/scores and pilot data (if implemented).
	Present Final selection and evidence to the Board for approval.
	Announce board approved selection and evidence through communication targeted for specific audiences.
	Develop professional learning and implementation plans for the new curriculum and communicate the plan to teachers and administrators.
	Identify and plan to address any gaps in the new curriculum (to be communicated during the Summer Teacher Institute).

✓	Activity/Task
	Schedule, plan and conduct a Summer Teacher Institute introducing the new curriculum including identification of specific learning goals
	Develop and communicate to teachers and administrators the process for monitoring implementation of the new curriculum, including consistent classroom observations. This pProcess includes an ongoing cycle of observations, data analysis, and adjustments to implementation support as needed.

Other Suggested Resources for Curriculum Implementation:

- [Ambitious Science Teaching](#) by Mark Windschitl, Jessica Thompson, and Melissa Braaten
- [Ambitious Science Teaching](#) website
- [Transforming Teaching Through Curriculum-Based Professional Learning – The Elements](#) by James B. Short and Stephanie Hirsh
- [Designing Professional Development for Teachers of Science and Mathematics](#) by Susan Loucks-Horsley, Katherine E. Stiles, Susan Mundry, Nancy Love, Peter W. Hewson