

# MQI COACHING

Welcome!

## Using HQIM in Mathematics: essential components for successful implementation

SAMANTHA BOOTH | TORI VARLACK

FEATURING THE SPEAKERS:



Heather Hill  
Harvard Graduate School of Education



Joslyn Richardson  
RIVET Education



# MQI COACHING

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**Achieving high-quality math instruction isn't easy—  
but we can help.**

MQI Coaching provides **content-specific professional development to teachers and instructional leaders** to help them improve math instruction in their classrooms and schools.

“ Rivet Education defines high-quality professional learning and creates tools and services that support state and local education agencies in putting that definition into practice for teachers.

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# Curriculum and Instructional Materials

- Why should we care about what materials and curricula teachers are using in their classrooms?

# Conditions for successful HQIM implementation

- What are the enabling conditions for successful use of high-quality instructional materials (HQIM)?
- What should districts consider so they are set up for success?

# EDUCATORS NEED SUPPORT TO USE MATERIALS WITH FIDELITY.

## MYTH

Simply providing teachers with HQIM will lead to a significant increase in student learning and teacher performance.

## TRUTH

Today's new standards and instructional materials require a **dramatic shift in teacher practice.**

Preparing teachers to use HQIM effectively **requires deep expertise** in both the materials and change management for adults.




“Done right, professional learning linked to curriculum can lead to transformational changes in teaching and learning.”

*Ross Weiner & Susan Pimentel, “Practice What You Teach,” April 2017*







Implementing HQIM skillfully requires strategic planning, along with a sustained effort from educators at *all* system levels.



# OVERVIEW OF THE HQIM JOURNEY



## Exploration

Review and selection of HQIM with key staff and stakeholders.

## Program Installation

Teachers have access to HQIM; leaders establish or revise systems and structures to support implementation.

## Initial Implementation

Early excitement and successes are tempered by fear of change, inertia, and early challenges.

## Consistent Implementation

HQIM become 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 materials so all students can access grade-appropriate content based on their needs and performance.



# Curriculum-based professional learning

- How does RIVET categorize the types of curriculum-based professional learning?

# CONTINUUM OF SUPPORT

Supports schools and districts with developing a plan for HQIM selection.

Equips teachers and leaders with their initial understanding of the HQIM and prepares them to implement it with integrity.

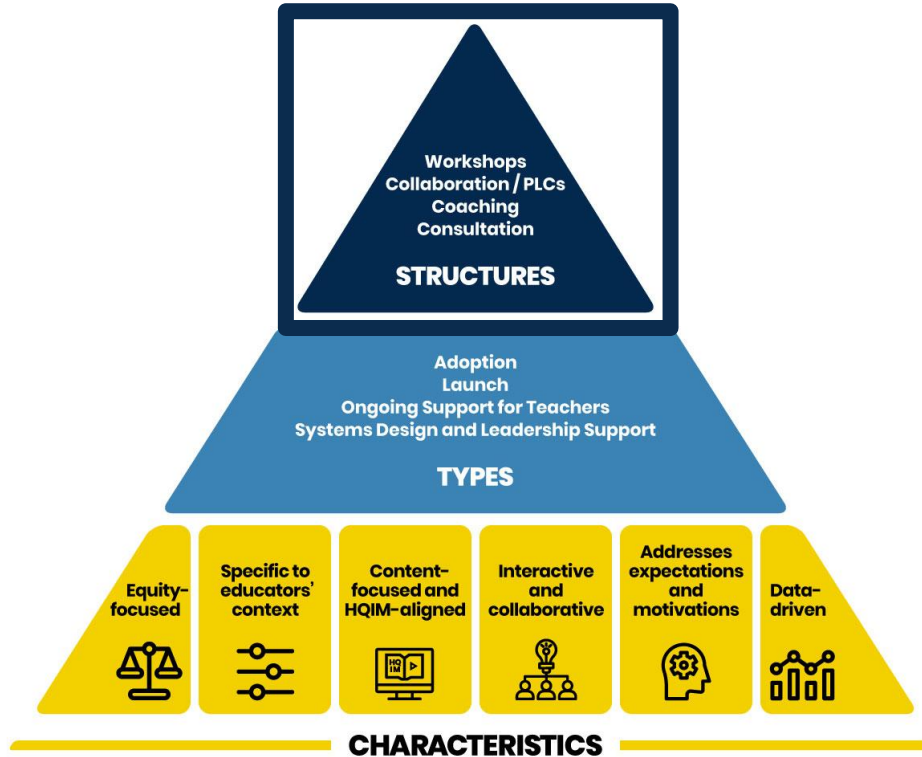
Deepens teachers' understanding of how to implement the HQIM.

Supports school and district leaders in identifying and implementing the enabling conditions and resources required for success implementation.

# Ongoing support for teachers

- Focusing on ongoing support for teachers, what do districts need to consider for it to be effective?

# RIVET EDUCATION'S FRAMEWORK FOR PROFESSIONAL LEARNING

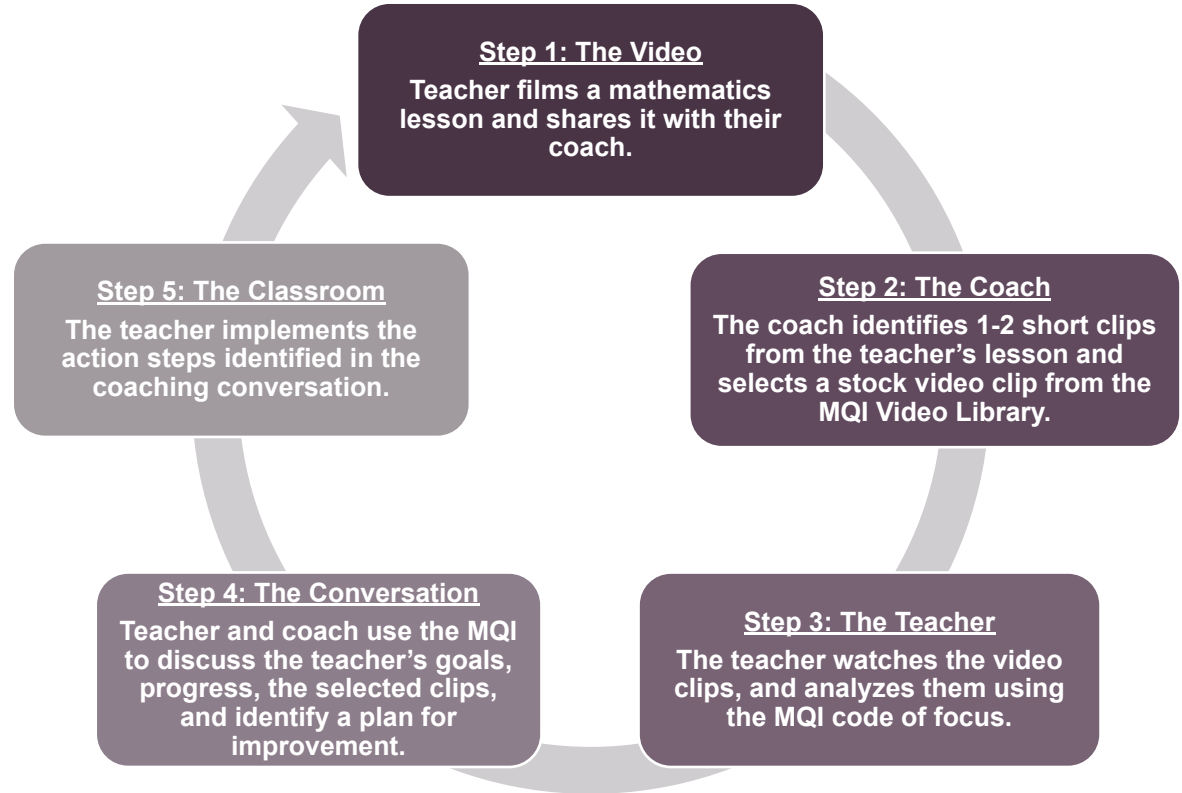


# Coaching

- Why is coaching a promising practice within the broader landscape of professional learning?
- “Coaching” can refer to a variety of practices. What are the key features that make coaching successful?

# MQI COACHING

- **Ongoing one-on-one** observation and feedback
- **Teacher-driven**
- Focus on **decomposing teachers' own practice** (video clips and transcripts)
- Routine of brainstorming ways to **elevate** teachers' **implementation of curriculum** with high leverage practices





After reflecting on video-analysis of a past lesson, teacher and coach plan ahead:

- Encourages **incremental** changes within their existing structures and curriculum
- Results in **specific and actionable** next steps
- Apply identified next steps into a **future lesson or instructional routine** from curriculum

Reflect on highlights, learnings, and what's working

Summarize and compile a list of elevation ideas

Narrow down to a commitment

Get specific

# Reflect and Jot

- Name one way the work you already do links to the principles our speakers identified
- Name one principle you don't yet incorporate into your work, but plan to adopt

# Registrant Questions

- What are some good resources for finding HQIM?
- Do you have information on selecting high-quality instructional materials?

# Registrant Questions

- What should I do when teachers are unwilling to try new instructional techniques and materials and only use traditional methods?

## Stay connected and learn more!



- Check out blogs and webinars -- Navigating the Instructional Materials Journey:  
<https://riveteducation.org/navigating-the-instructional-materials-implementation-journey/>

- Check out webinars and resources:  
<https://mqicoaching.cepr.harvard.edu/resources>

### Contact us:

**Samantha Booth**, [samantha\\_booth@gse.harvard.edu](mailto:samantha_booth@gse.harvard.edu)

**Heather Hill**, [heather\\_hill@gse.harvard.edu](mailto:heather_hill@gse.harvard.edu)

**Joslyn Richardson**, [joslyn.richardson@riveteducation.org](mailto:joslyn.richardson@riveteducation.org)





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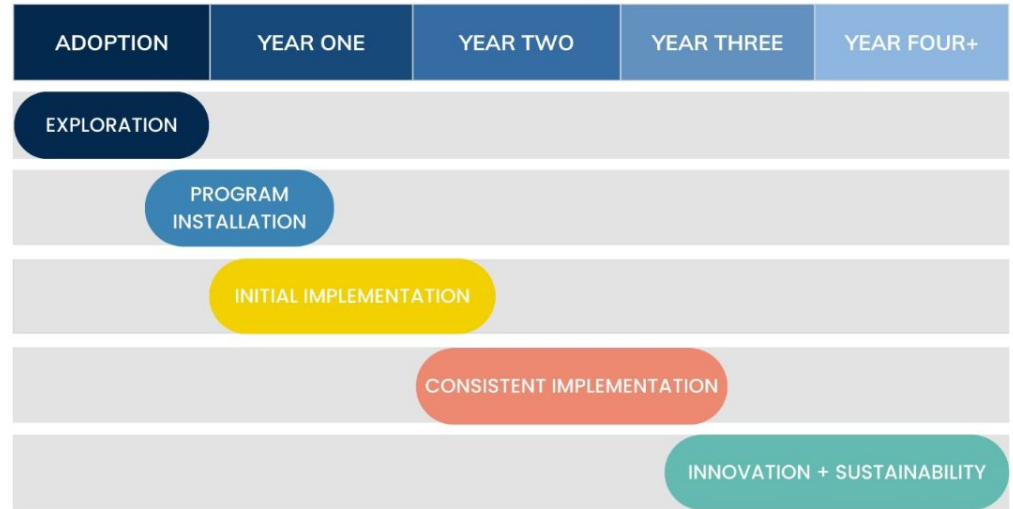


SCAN ME

[www.plpartnerguide.org](http://www.plpartnerguide.org)

Joslyn Richardson, Manager  
[joslyn.richardson@riveteducation.org](mailto:joslyn.richardson@riveteducation.org)

## THE FIVE STEPS TO IMPLEMENTATION



[Navigating the Instructional Materials Implementation Journey](#)

# How does your district PL measure up?

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**[Check.rivetededucation.org](https://check.rivetededucation.org)**

