Aligning People, Time, and High-Quality Instructional Materials

Educator Preparation Programs

A STRATEGIC STAFFING CHALLENGE

To realize the full potential of high-quality instructional materials (HQIM), schools must align their staffing strategies to support instruction at every phase—by preparing new teachers to use HQIM, giving current teachers the time and support to use it well, and empowering experienced educators to lead HQIM-focused professional learning. These phases are interconnected and mutually reinforcing.

Strategic staffing responsibilities are shared by leaders across roles, with each sector leading important work to create a sustainable staffing model.

Educator Preparation Programs | School and School System Leaders | State Education Agencies and State Policy Makers | Technical Assistance Providers | Philanthropy

A SHARED VISION: ALIGNING PEOPLE, TIME, AND HQIM

In a future-oriented school system, all new and veteran teachers are equipped, empowered, and supported to use HQIM effectively. This means:

✓ Pre-service teachers enter the profession with exposure to HQIM and practice using HQIM to plan effective lessons.

✓ Teachers have collaborative planning using HQIM, protected instructional time, and opportunities for student support.

✓ Great teachers grow into roles where they lead content- and HQIM-focused professional learning and coaching for peers and pre-service teachers.

KEY ACTIONS AND AUDIENCE-SPECIFIC RECOMMENDATIONS

To bring this shared vision to life, education leaders must take three key actions that align staffing with HQIM implementation.

1   **Prepare pre-service teachers to teach with HQIM** by embedding HQIM into every stage of teacher preparation.

2   **Establish school schedules that support strong HQIM implementation** by prioritizing collaborative planning using HQIM, protecting instructional time, and creating opportunities for student support.

3   **Develop leadership pathways** that provide opportunities for effective teachers to lead HQIM-focused professional learning and coaching for peers and pre-service candidates.

Role-Specific Recommendations

Prepare Pre-Service Teachers to Teach with HQIM
• Identify the most commonly used HQIM in high-placement districts, especially in high-need subject areas and schools within those districts. • Update **methods courses** to ensure aspiring educators 1) understand how HQIM contributes to better learning outcomes for all students; 2) can effectively plan for instruction using HQIM; 3) can effectively deliver instruction using HQIM. • Prioritize placing pre-service teachers in schools and with mentor teachers who use HQIM. • Align **rubrics and other tools used to evaluate and provide feedback to pre-service teachers** to HQIM implementation practices (e.g., shift emphasis from writing lesson plans to internalizing lessons from HQIM).

Read the full report.