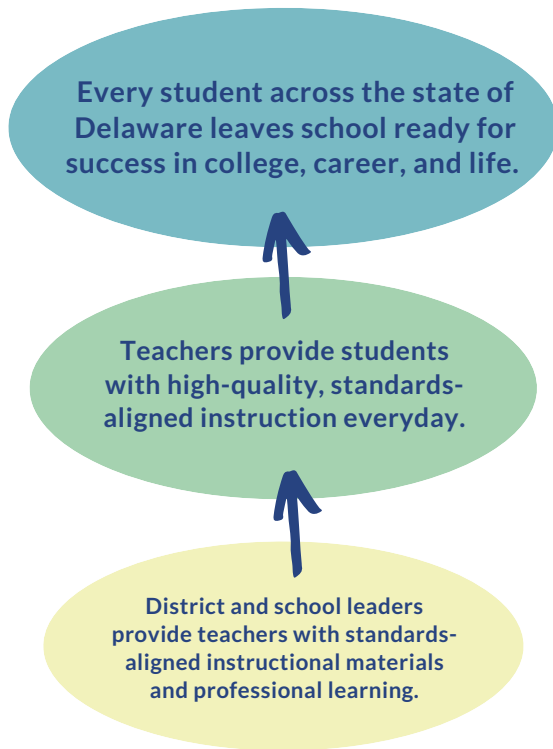


Delaware's [vision](#) is that every learner leaves school ready for success in college, career, and life. To help students achieve this ambitious goal, teachers deserve great instructional materials that include built-in supports and resources that get students excited to learn. But we can't just hand educators strong instructional materials and wish them luck. Teachers and administrators also need and deserve robust professional learning that helps them use those materials to the maximum benefit of their students.



### WHAT ARE HIGH QUALITY INSTRUCTIONAL MATERIALS?

High quality instructional materials (HQIM) provide a road map for teachers on how to plan, teach, and assess student learning throughout the year. Delaware defines HQIM as those materials that:

- 1 include a full year's worth of teacher materials (e.g., syllabi, lesson plans) and student materials (e.g., books, assignments, tests) that support student mastery of grade-level material;
- 2 are fully aligned to Delaware's standards for what students should know and be able to do at the end of each school year; and
- 3 achieved a "green" rating on [EdReports](#)—a nationally recognized nonprofit organization that reviews and rates instructional materials—indicating that the materials reflect evidence-based research on good instruction.

### WHY IS DELAWARE INVESTING IN HQIM?

Today, far too few Delaware students are leaving their K–12 experience [equipped](#) with the knowledge and skills to succeed. This is partly because many students spend too little classroom time on meaningful work and instead are working on assignments that ask too little of them and don't reflect grade-level expectations. Additionally, educators often struggle to identify the barriers preventing students from accessing high-quality instruction because their attention is being pulled to other pertinent matters such as transportation, school safety, and staffing.

Lacking HQIM, teachers can [spend hours sifting through low-quality instructional materials on the internet](#) or trying to create their own for their students. The time spent cobbling together resources could be better spent on creatively bringing lessons to life for students and meeting their individual needs. But even when provided HQIM, teachers can still struggle if they don't receive the proper training to use those materials well. Coupling HQIM with the aligned professional learning equips teachers with the needed tools to help students leave school ready for college or a career.

”

“Providing every teacher with standards-aligned, high-quality instructional materials and the professional learning teachers need to use those materials effectively are foundational steps to ensuring every student in Delaware leaves school ready for college, career, and life.”

Susan Bunting,  
Secretary of Education

## WHAT IMPACT DOES HQIM HAVE ON TEACHERS AND STUDENTS?

### FOR TEACHERS, HQIM HELP

- Free up their time to bring lessons to life and meet individual student needs.
- Provide them with a road map of where students need to be by the end of the school year and the tools and lesson plans to help them get there.
- Provide them with the opportunity for collaborative planning time where they can review student data, share best practices, and adjust lessons to ensure students are mastering grade-level content and standards.
- Raise their expectations of what students are able to know and do, regardless of their ability or background.
- Increase job satisfaction and retention.

### FOR STUDENTS, HQIM HELP

- Reduce equity barriers by allowing all students to engage in the same learning regardless of their race, ability, or socioeconomic background.
- Build background knowledge of the world by introducing them to places, cultures, and experiences they may not have had exposure to, given limited financial circumstances.
- Offer embedded supports within the materials to accelerate learning.
- Increase interest and confidence in learning as they develop new skills and knowledge through challenging material.

## HOW IS THE STATE SUPPORTING THE USE OF HQIM?

The Delaware Department of Education's (DDOE) role in scaling the adoption and implementation of HQIM is to identify high quality materials that are fully aligned to the Delaware state standards and incentivize their use in schools and districts. The selection of HQIM and professional learning is left to those closest to students: school system and school leaders.

The DDOE has three primary goals to support the adoption, launch, and skillful implementation of HQIM throughout the state.

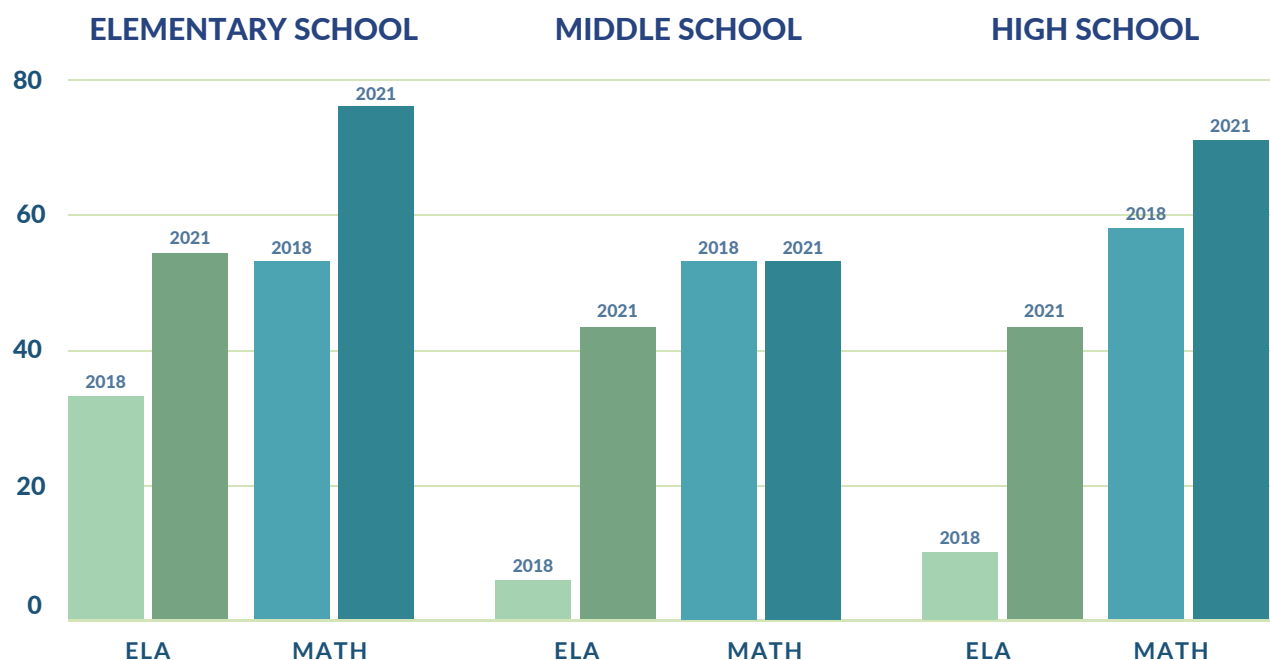
- **GOAL 1:** Support all districts and charters in adopting HQIM
- **GOAL 2:** Support districts and charters with the resources and incentives necessary to engage in professional learning that leads to skillful implementation of HQIM
- **GOAL 3:** Create a pool of credentialed content leaders, endorsed by DDOE, who serve as school-based instructional and content experts

To achieve these goals, the DDOE provides school systems with tools, resources, and guidance that will support them in making informed decisions about HQIM and HQIM-aligned professional learning.

### DDOE LED INITIATIVES



# WHAT IS THE CURRENT STATE OF HQIM USE IN DELAWARE?



**Delaware Delivers:** Statewide initiative to recognize and elevate stories and resources that promote the successful use of HQIM across the state

**Statewide Strategy to Accelerate Student Learning:** Set of resources to support learning acceleration for students during the summer and extending into the school year

- **Tier 1 Planning Guide:** Guide outlining best practices for providing Tier 1 instruction to all students to support academic plans aligned to high-quality instructional materials.
- **Continuation of Content Leaders:** Continue to provide intensive coaching, professional learning, and technical assistance to school-based math and ELA coaches

## WHAT ARE DISTRICT LEADERS SAYING ABOUT HQIM?



*"With these new materials, we are seeing our teachers begin to trust that students will rise to the level of expectations you have for them with the right support."*

— DARREN GUIDO, CAESAR RODNEY SCHOOL DISTRICT



*"Our teachers are stepping back more and letting students lead the conversation. The other day I heard one of our teachers say that she didn't realize what her students were really capable of until she let them do the talking."*

— MICHELLE HAWLEY, BRANDYWINE SCHOOL DISTRICT

## WHO TO CONTACT?

Email us at  
[delaware.delivers@doe.k12.de.us](mailto:delaware.delivers@doe.k12.de.us)

For additional details on any of these initiatives, view our [Supporting HQIM Adoption and Implementation](#) overview.