Executive Summary

The mission of Dallas College is to transform lives and communities through higher education. In service to this mission, we understand that transformational change within teacher education requires deep partnerships with school systems. Most of our school system partners in the Dallas metroplex have now adopted high-quality instructional materials (HQIM). Given this shift, our school system partners have communicated to us that it is critically important for aspiring educators to be equipped with the knowledge and skills to identify and effectively utilize HQIM. We have therefore focused our energy on transforming our program so that students understand the rationale behind HQIM, have multiple opportunities throughout their Math and ELA coursework to internalize HQIM and to rehearse lessons utilizing HQIM, and so that they receive feedback aligned to the research-based instructional strategies that undergird HQIM during their yearlong residencies.

We have done this through a multi-pronged, multi-year effort that included:

1. Naming the importance of HQIM by identifying it as one of our program's five prioritized teacher preparation competencies
2. Providing multiple professional development opportunities for our faculty members to understand the importance of HQIM and to be supported in embedding HQIM in coursework and clinical experiences
3. Working with faculty members and external experts to update Math and Literacy coursework to embed HQIM
4. Updating our clinical experience observation tool to focus feedback on the research-based instructional strategies that undergird HQIM
5. Developing collaboration and continuous improvement structures that provide regular opportunities to refine our work in this area

The application below provides additional information regarding the shifts we have made to coursework and clinical experiences, the training and support provided to faculty members and mentor teachers, and the promising outcomes we have seen to date.

Section I: Innovative Area and Implementation

a. Description of the specific area of innovation and an explanation of related programmatic values and goals.

Dallas College is an innovator in that we have embedded high-quality instructional materials throughout our coursework and clinical experiences. We engaged in this work in deep collaboration with school system partners and in service to our mission of transforming lives and communities through higher education. As outlined in the executive summary, we have approached this innovation via five strategies that will be outlined in greater detail below.

In addition to the below, it is important to note that both Dallas College and our school system partners have invested considerable resources in terms of staff time and financial support in service to this innovation. As an example, Dallas College partnered with a non-profit organization, TNTP, to respond to a multi-million-dollar request for proposal through Dallas ISD (Independent School District) to provide yearlong residencies. We were selected to be a residency partner with Dallas ISD, and as part of this work we partnered with TNTP to train our clinical faculty members and Dallas ISD mentor teachers on how to provide feedback during the residency year that aligns with the instructional practices within HQIM. Dallas College has also invested thousands of dollars in faculty training and support.

b. Description of the implementation of current innovative practices during the 2022-2024 academic years.

I. Naming HQIM as a prioritized teacher preparation competency

Dallas College began our efforts to embed HQIM throughout our coursework and clinical experiences by naming an HQIM competency as one of our five prioritized teacher preparation competencies. Specifically, our goal is that by the end of our program candidates will be able to identify, contextualize, and utilize high-quality instructional materials. We expect candidates to (1) know the standards, instructional shifts and learning progressions within their content area and understand the characteristics of HQIM; (2) be able to plan for instruction utilizing HQIM, this includes knowing how to internalize lessons and how to anticipate and address student misconceptions (3) facilitate instruction for all students that is rigorous and grade-level appropriate and that provides appropriate learning acceleration supports for students who need them.

II. Professional Development and Supports for Faculty Members

Dallas College recognized early the need to support faculty in their changing roles from the traditional faculty member to one that supports future teachers through practice-based teaching centered around HQIM, observation, coaching and feedback. A core group of faculty members have participated in TeachingWorks' practice-based teaching workshops and coaching institutes where they have learned how to incorporate practices such as rehearsals to provide teacher candidates with opportunities in class to practice key teaching skills with the

support of their peers and in-the-moment feedback from their faculty. HQIM's supply the content around which such rehearsals can be structured. Along with one member of our leadership team, two faculty members are currently in the final months of completing the Practice-Based Teaching Certification program through TeachingWorks. This yearlong program has required participants to engage in multiple rounds of implementation and reflection on their ability to facilitate practice-based teacher pedagogies while also considering how they might adjust their courses to further include such practices. Further, it has given them the opportunity to collaborate on problems of practice.

Next, all faculty were provided the opportunity to engage in learning facilitated by TNTP around research-based instructional strategies (RBIS) for mathematics and reading as well as how those strategies are reflected in HQIM. An overview of this training is included in the **TNTP and Dallas College Teacher Residency Faculty Training** document. Additional training to deepen their understanding of HQIM and the internalization process are currently being planned. Finally, faculty is participating in ongoing training around observation, coaching and feedback. TNTP facilitated a full day training to support faculty with alignment on using our observation tools to score instruction, how to identify a specific action step, and how to structure a coaching conversation around that action step. An overview of the coaching training is also included in the **TNTP and Dallas College Teacher Residency Faculty Training** document**.** We will build on this training in upcoming residency faculty meetings.

III. Updating Math, ELA and Residency Coursework

Math. As early as spring of 2022, the first semester in which our second math methods course was offered, HQIM were embedded, and Eureka materials were one of the required textbooks for the course. Students and faculty were provided with access to the *Eureka Math* curriculum and students were taught a process for internalizing the content at the unit, topic, and lesson levels. Those materials were then used by students as the basis for enacting and video recording mathematics activities with elementary students. In spring of 2023, we partnered with Deans for Impact to pilot, in that same course, a series of asynchronous modules focused on the internalization process which further supported our students learning the rationale for HQIM, the characteristics of HQIM, and the internalization process. During the same semester, we went through the program review process and received feedback indicating the need to increase opportunities for our candidates to work on building their content knowledge. As a result, and with the thinking that the internalization process allows students to work on content knowledge, in the summer of 2023, we adjusted our first math methods course to introduce students to HQIM early and provide multiple opportunities for them to internalize lessons focused on specific content. An example of one student's work on an internalization assignment is included in the **Internalization Artifact from Coursework**. Additionally, the internalization process has been evident in the field during the residency year. An example of this is included in the **Internalization Artifact from Resident**. The second math methods course is in the process of being adjusted to account for the earlier introduction to internalization. Throughout this

process, monthly faculty PLC meetings were facilitated to support our math faculty with understanding the shifts and internalization process.

Literacy. Quality feedback provided by TPI in March of 2023 validated the importance of redesigning our literacy courses to support students in our program. The goal of redesigning the literacy courses was to equip our students with the skills they need to effectively teach students how to read. Keeping this goal in mind throughout the research and planning process supported us in identifying opportunities for students to immerse themselves in HQIM and become familiar with how to internalize it. Dallas College is committed to making resources easily accessible to our students, so all students enrolled in the literacy courses are given access to Amplify materials. Amplify materials are also one of the required textbooks for both literacy courses in the junior year of the program. This provides the students with the opportunities to familiarize themselves with content taught at the elementary level and rehearse chosen lessons with a student. Through the adjustments made to both the *Literacy and Language Acquisition* and *Science of Teaching Reading,* students complete a final project where they internalize and record themselves leading an Amplify lesson with a small group of students. Additionally, as the course progresses students are gradually exposed to Amplify resources. Gradual exposure looks like instructors modeling the internalization process for students, providing a guided practice with students, releasing students to practice with a partner or group, then releasing students to complete the process all on their own. This model is beneficial as it provides numerous practice opportunities with high-quality instructional materials, and it allows students to refer to multiple examples when working on their own.

Residency Coursework. Beginning in fall 2022, Dallas College updated the coursework candidates take during the final year of the program (the residency year) to focus on supporting them in mastering key teaching skills. Numerous assignments candidates complete during the residency year are structured as performance-based assessments that require candidates to upload videos of themselves leading either small or whole-group instruction, identify where they utilized specific teaching strategies, note what went well, and what they would change. A number of these assignments encourage candidates to utilize HQIM when planning and leading instruction. As an example, in the course focused on supporting students with meeting classroom expectations, students identify how a selected lesson demonstrates the fundamental elements of engaging instruction: effective use of instructional time, opportunities for practice/application, student collaboration, and relevant content. This process is one element of internalizing the lesson and serves as the foundation for delivering effective instruction. Residents then video record themselves facilitating a portion of the lesson in which clear and concise expectations are set and finally, they troubleshoot an area to improve their classroom management. In this way, residents are practicing with the HQIM being used in their residency.

IV. Providing Feedback During the Residency Year Aligned with HQIM

Research shows that that quality "feedback is instrumental to a preservice teacher's development during their teacher preparation program and learning is optimized "when they receive systematic instruction, have multiple practice opportunities, and receive feedback that is immediate, positive, corrective, and specific (Scheeler et al., 2004, p. 405)." In the summer of 2023, Dallas College created an observation rubric specific to ELAR and mathematics instruction based primarily on the RBIS reflected in HQIM. We also created an **observation and feedback form**, included below, aligned to that rubric. We introduced mentor teachers and teacher residents to the new observation tools prior to the start of the 2023-24 academic school year through a joint teacher resident and mentor training and have plans to provide ongoing training to support mentors in their use of those tools. Additionally, we provided all faculty training to understand the RBIS for both math and ELAR along with their connection to HQIM and how to use the tools to support excellent instruction by our teacher residents. We are continuing to work with faculty through co-observation, reflection, coaching, and ongoing monthly training to develop their skills in using the observation tools to ground their feedback in the RBIS.

V. Collaboration and Continuous Improvement Structures

Please see the section below for this information.

Section II: Success and Scale of Innovation

a. Description of the progress monitoring and continuous improvement practices used to implement the area of innovation.

Dallas College has implemented multiple collaboration and continuous improvement structures to support this innovation. As part of the coursework redesign process, faculty members who are teaching the Math and Literacy courses engaged in monthly professional learning communities. During these monthly meetings, faculty members were able to dive into the content as a student, provide feedback, and role play and model leading the instruction with students. Also, faculty members who are leading the residency classes also participate in monthly professional learning communities. During these meetings, program-level data is shared for the purpose of progress monitoring and collaborative problem-solving around challenges faculty are experiencing as they support residents. Additionally, this time is utilized for ongoing professional development around the RBIS, HQIM, and utilizing our observation tools to provide effective coaching and feedback to candidates. For example, faculty members provide residents with written feedback using the ***Observation and Feedback Form.*** That data is reviewed at the program level and shared with faculty to inform next steps with developing faculty's ability to provide high-quality written feedback.

In addition to the monthly residency faculty meetings, this year we have instituted a structure by which members of the Dallas College leadership team and our TNTP partner, both with deep expertise in coaching and feedback, co-observe students with faculty members monthly. This

provides an opportunity to improve the quality of feedback by aligning on what was observed. Following the co-observations, the verbal debrief between faculty and resident is observed and faculty is then asked to reflect on that conversation to identify areas of strength as well as next steps for improvement. As part of this process this year, faculty members will also record a sample of their verbal debriefs for peer feedback.

Finally, this year we are also having a monthly faculty collaboration meeting with all faculty members who teach the bachelor's education courses. The purpose of this collaboration is to work with faculty members to embed HQIM in the remainder of our courses (primarily our assessment courses and the courses that focus on students with exceptionalities) and to provide a regular opportunity to discuss the impact of the updates to the coursework so far and to identify opportunities to continue to refine and strengthen this work.

b. Description of the success of the innovative practice implementation in 2022-2024

Dallas College has experienced multiple successes in embedding HQIM throughout our coursework and clinical experiences. To date, we have embedded HQIM throughout all the Math and ELA courses and throughout the courses that the candidates take during the final year of the program. We have also updated the clinical observation tool to include HQIM-aligned feedback, and trained mentor teachers and faculty members on how to use this tool. Candidates who have participated in the updated coursework have also reported the impact of this experience. Excerpts from candidate's feedback are included in the **Dallas College HQIM Elementary Math Methods Pilot Memo**.

Finally, our faculty members are onboard and excited about these changes. A few of their quotes from this fall's training are below and the quantitative results from the training are included in the next section.

"I am fully invested in the mission of preparing teachers to support students and better tools and resources help serve this purpose." - Dallas College Faculty Member, Fall 2023

"HQIM's level the playing field across zip codes and income levels. All students deserve access to quality instruction and assessment, and given the demands placed on classroom teachers, this is the most effective and efficient way to ensure all PK12 students have this access. " - Dallas College Faculty Member, Fall 2023

"*Teacher candidates should frequently engage in explicit training on how to effectively internalize HQIM. Instructors should model, guide practice, and assess on this skill"* - Dallas College Faculty Member, Fall 2023

Section III: Evidence of Impact and Research Foundation

Dallas College has collected multiple sources of data from candidates and from faculty members to understand the impact of our institution's efforts to embed HQIM throughout our

coursework and clinical experiences. Througout this work, we have strategically partnered with external organizations that have both supported us in making changes to our coursework and have supported us in our data collection efforts.

For example, as part of our work to pilot elementary math HQIM content in our methods courses, we utilized some content developed by Deans for Impact and also utilized a pre- and post-assessment developed by DFI. This assessment measured the extent to which students can identify the components of HQIM, internalize units and lessons from HQIM, ensure all students engage in effortful thinking and support all learners with HQIM. Additionally, the post assessment asked about shifts in perceptions of teaching/tutoring and preparedness to teach math. Candidates showed exceptional and statistically significant growth in their knowledge and ability to recognize the importance of building students' conceptual understanding (not just procedural knowledge), to meet the full depth of the math standards, to internalize lessons and units that teach to the full depth of the standard, to identify effortful questions in lessons, and to identify the components of an effective model/think aloud and the importance of chunking content to manage cognitive load and ensure equitable access to the content for all students. When asked about the extent to which they feel better prepared to teach after completing the modules, respondents indicated that they feel more prepared and committed to teaching after completing the HQIM modules. Lastly, on average, their attitudes and dispositions for teaching math improved from pre- to post-assessment. Additional information regarding these outcomes is included in the

In addition to the pre- and post-assessment data referenced above, Dallas College has also collected coursework artifacts from our students that demonstrate their ability to internalize HQIM. An example of a coursework artifact is included in the **Dallas College HQIM Elementary Math Methods Pilot Memo.**

Following the faculty training on HQIM, we surveyed our faculty members to understand the extent to which they agreed that high-quality instructional materials are a tool that can support teachers to drive towards equitable student outcomes. 92 percent of faculty members who attended the training (12 out of 13 respondents) strongly agreed with this statement. We also asked faculty members what role Dallas College should play in supporting aspiring educators to use high-quality instructional materials. This was an open-ended question and 11 of 13 respondents said that Dallas College needs to embed HQIM throughout our coursework. This level of buy-in from faculty members is amazing and is a key driver in our ability to continue to implement and to scale this work.

While we are too early in the implementation of this work to have long-term impact data, we do have promising evidence that our candidates are utilizing internalization and HQIM facilitation skills during their yearlong residencies. Evidence of this is included in the **Internalization Artifact from Resident** attachment below. We are confident that the long-term impact of our work to embed HQIM throughout our coursework and clinical experiences will be the development of teachers who are well-equipped to meet the demands of today's

classrooms and well-prepared to facilitate rigorous, grade-level instruction that meets the needs of all students.

Research Summary

Recent disruptions in the education system have left both teachers and students coping with unfinished learning. To address this challenge, high-quality instructional materials (HQIM) aligned with standards and professional development grounded in their use are crucial. Research indicates that providing teachers with access to such materials significantly enhances student outcomes, equating to over half a year of additional learning for the average student and elevating the impact of new teachers to that of those with three years of experience.

However, teachers often lack access to the HQIM they need and the necessary skills to use them effectively. A report from May 2022 by EdReports found that less than half of U.S. teachers believe their instructional materials align with learning standards. The concept of curriculum literacy, involving the ability to recognize, select, revise, and facilitate the use of quality curriculum, can bridge opportunity gaps and accelerate student learning on a larger scale. Unfortunately, many teacher preparation programs have not adequately equipped new teachers to understand the significance of high-quality curriculum in student learning or how to identify, choose, modify, or facilitate its use in the classroom. Please see below for relevant research studies that provide additional information regarding the impact of high-quality instructional materials and the importance of embedding high-quality instructional materials in teacher preparation programs.

Benenson Strategy Group. (2021). (rep.). *High Quality Instructional Materials Research*. Retrieved from https://www.bsgco.com/2021-hqim.

CCSSO. (2022). (rep.). *High Quality Instructional Materials & Professional Development Network Case Study: Impact of the CCSSO IMPD Network*. Retrieved from https://753a0706.flowpaper.com/CCSSOIMPDCaseStudyImpact/#page=1.

Doan, S., Kaufman, J. H., Woo, A., Prado Tuma, A., Diliberti, M. K., & Lee, S. (2022). (rep.). *How States Are Creating Conditions for Use of High-Quality Instructional Materials in K–12 Classrooms: Findings from the 2021 American Instructional Resources Survey*. RAND Corporation. Retrieved from https://www.rand.org/pubs/research_reports/RRA134-13.html.

Opfer, D., Kaufman, J., & Thompson, L. (2016). (rep.). *Implementation of K–12 State Standards for Mathematics and English Language Arts and Literacy: Findings from the American Teacher Panel*. RAND Corporation. Retrieved from https://www.rand.org/pubs/research_reports/RR1529-1.html.

Steiner, D. (2018). *Curriculum Literacy in Schools of Education?* Learning First and Johns Hopkins Institute for Education Policy. Retrieved from https://learningfirst.com/wp-content/uploads/2020/07/8.-Curriculum-literacy-in-schools-of-education.pdf.

DALLAS COLLEGE

October 10, 2023

To Whom it May Concern:

It is with great enthusiasm that I write this letter in support of the Innovative EPP Commendation application being submitted to TEA by Dallas College.

In my experience with Dallas College, I have learned about high-quality instructional materials in my coursework. They have given me the tools and experience to tell if instructional materials are high quality and use this knowledge to create an engaged classroom experience. I have also learned that students that are engaged with high quality instructional materials, will have a deeper thinking and do better in school and in their future.

I fully support Dallas College's application for the Innovative EPP Commendation through TEA based on their efforts to expose and support students like me in learning how to effectively utilize high-quality instructional materials. Thank you for considering Dallas College.

Sincerely,

Susan Lewis

Susan Lewis

Dallas College

DALLAS COLLEGE FOUNDED 1965

October 10, 2023

To Whom it May Concern:

It is with great enthusiasm that I write this letter in support of the Innovative EPP Commendation application being submitted to TEA by Dallas College.

In my experience with Dallas College, I have learned about high-quality instructional materials in my coursework. Two examples of this are reading about *The Opportunity Myth* findings that many students, especially those with the highest needs, are not consistently exposed to grade-appropriate assignments, and that high-quality instructional materials can help address this gap by ensuring grade-appropriate assignments. Additionally, I had multiple opportunities to practice enacting activities reflected in those materials in my math methods course.

I fully support Dallas College's application for the Innovative EPP Commendation through TEA based on their efforts to expose and support students like me in learning how to effectively utilize high-quality instructional materials. Thank you for considering Dallas College.

Sincerely,

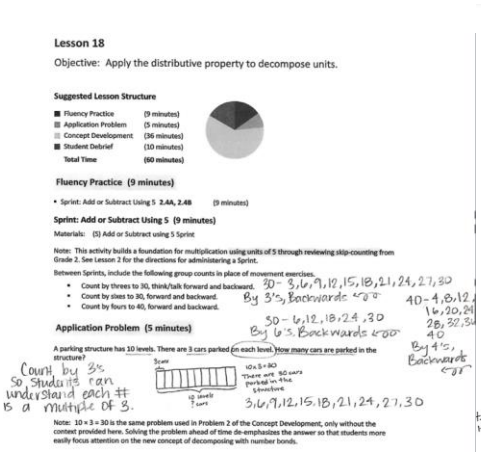
DocuSigned by:
Selena Villalpando
FBF4AE3AF83D40F...

Selena Villalpando

Dallas College

Internalization Artifact from Coursework

Below is an annotated lesson plan completed by a student in the EDEL 3318 course. This is the first internalization assignment students complete after learning about internalization, having it modeled for them, and collaboratively practicing it.



Lesson 18

Objective: Apply the distributive property to decompose units.

Suggested Lesson Structure

- Fluency Practice (9 minutes)
- Application Problem (5 minutes)
- Concept Development (36 minutes)
- Student Debrief (10 minutes)

Total Time (60 minutes)

Fluency Practice (9 minutes)

- Sprint: Add or Subtract Using 5 2.4A, 2.4B (9 minutes)

Sprint: Add or Subtract Using 5 (9 minutes)

Materials: (S) Add or Subtract using 5 Sprint

Note: This activity builds a foundation for multiplication using units of 5 through reviewing skip-counting from Grade 2. See Lesson 2 for the directions for administering a Sprint.

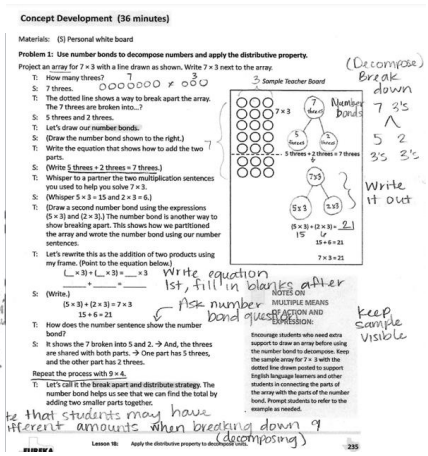
Between Sprints, include the following group counts in place of movement exercises.

- Count by threes to 30, think/talk forward and backward.
- Count by sixes to 30, forward and backward.
- Count by fours to 40, forward and backward.

Application Problem (5 minutes)

A parking structure has 10 levels. There are 3 cars parked on each level. How many cars are parked in the structure?

Note: 10 × 3 = 30 is the same problem used in Problem 2 of the Concept Development, only without the context provided here. Solving the problem ahead of time de-emphasizes the answer so that students more easily focus attention on the new concept of decomposing with number bonds.



Concept Development (36 minutes)

Materials: (S) Personal white board

Problem 1: Use number bonds to decompose numbers and apply the distributive property.

Project an array for 7 × 3 with a line drawn as shown. Write 7 × 3 next to the array.

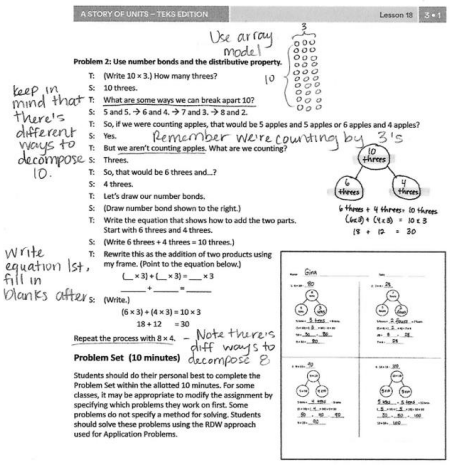
T: How many threes?
S: 7 threes.
T: The dotted line shows a way to break apart the array. The 7 threes are broken into...?
S: 5 threes and 2 threes.
T: Let's draw our number bonds.
S: (Draw the number bond shown to the right.)
T: Write the equation that shows how to add the two parts.
S: (Write 5 threes + 2 threes = 7 threes.)
T: Whisper to a partner the two multiplication sentences you used to help you solve 7 × 3.
S: (Whisper 5 × 3 = 15 and 2 × 3 = 6.)
T: (Draw a second number bond using the expressions (5 × 3) and (2 × 3).) The number bond is another way to show breaking apart. This shows how we partitioned the array and wrote the number bond using our number sentences.
T: Let's rewrite this as the addition of two products using my frame. (Point to the equation below.)
S: (Write.)
T: How does the number sentence show the number bond?
S: It shows the 7 broken into 5 and 2. → And, the threes are shared with both parts. → One part has 5 threes, and the other part has 2 threes.

Repeat the process with 9 × 4.

T: Let's call it the break apart and distribute strategy. The number bond helps us see that we can find the total by adding two smaller parts together.

NOTES ON MULTIPLE MEANS OF ACTION AND EXPRESSION:

Encourage students who need extra support to draw an array before using the number bond to decompose. Keep the sample array for 7 × 3 with the dotted line drawn posted to support English language learners and other students in connecting the parts of the array with the parts of the number bond. Prompt students to refer to the example as needed.



A STORY OF UNITS – TEKS EDITION Lesson 18 3•1

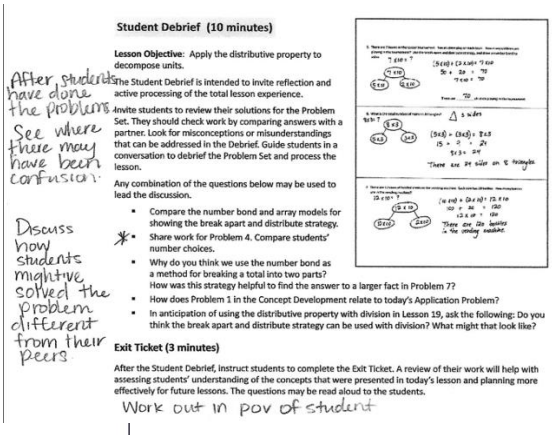
Problem 2: Use number bonds and the distributive property.

T: (Write 10 × 3.) How many threes?
S: 10 threes.
T: What are some ways we can break apart 10?
S: 5 and 5. → 6 and 4. → 7 and 3. → 8 and 2.
T: So, if we were counting apples, that would be 5 apples and 5 apples or 6 apples and 4 apples?
S: Yes.
T: But we aren't counting apples. What are we counting?
S: Threes.
T: So, that would be 6 threes and...?
S: 4 threes.
T: Let's draw our number bonds.
S: (Draw number bond shown to the right.)
T: Write the equation that shows how to add the two parts. Start with 6 threes and 4 threes.
S: (Write 6 threes + 4 threes = 10 threes.)
T: Rewrite this as the addition of two products using my frame. (Point to the equation below.)
S: (Write.)

Repeat the process with 8 × 4.

Problem Set (10 minutes)

Students should do their personal best to complete the Problem Set within the allotted 10 minutes. For some classes, it may be appropriate to modify the assignment by specifying which problems they work on first. Some problems do not specify a method for solving. Students should solve these problems using the RDW approach used for Application Problems.



Student Debrief (10 minutes)

Lesson Objective: Apply the distributive property to decompose units.

The Student Debrief is intended to invite reflection and active processing of the total lesson experience.

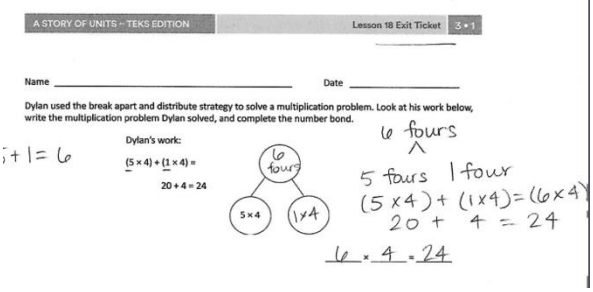
Invite students to review their solutions for the Problem Set. They should check work by comparing answers with a partner. Look for misconceptions or misunderstandings that can be addressed in the Debrief. Guide students in a conversation to debrief the Problem Set and process the lesson.

Any combination of the questions below may be used to lead the discussion.

- Compare the number bond and array models for showing the break apart and distribute strategy.
- Share work for Problem 4. Compare students' number choices.
- Why do you think we use the number bond as a method for breaking a total into two parts? How was this strategy helpful to find the answer to a larger fact in Problem 7?
- How does Problem 1 in the Concept Development relate to today's Application Problem?
- In anticipation of using the distributive property with division in Lesson 19, ask the following: Do you think the break apart and distribute strategy can be used with division? What might that look like?

Exit Ticket (3 minutes)

After the Student Debrief, instruct students to complete the Exit Ticket. A review of their work will help with assessing students' understanding of the concepts that were presented in today's lesson and planning more effectively for future lessons. The questions may be read aloud to the students.



A STORY OF UNITS – TEKS EDITION Lesson 18 Exit Ticket 3•1

Name _____ Date _____

Dylan used the break apart and distribute strategy to solve a multiplication problem. Look at his work below, write the multiplication problem Dylan solved, and complete the number bond.

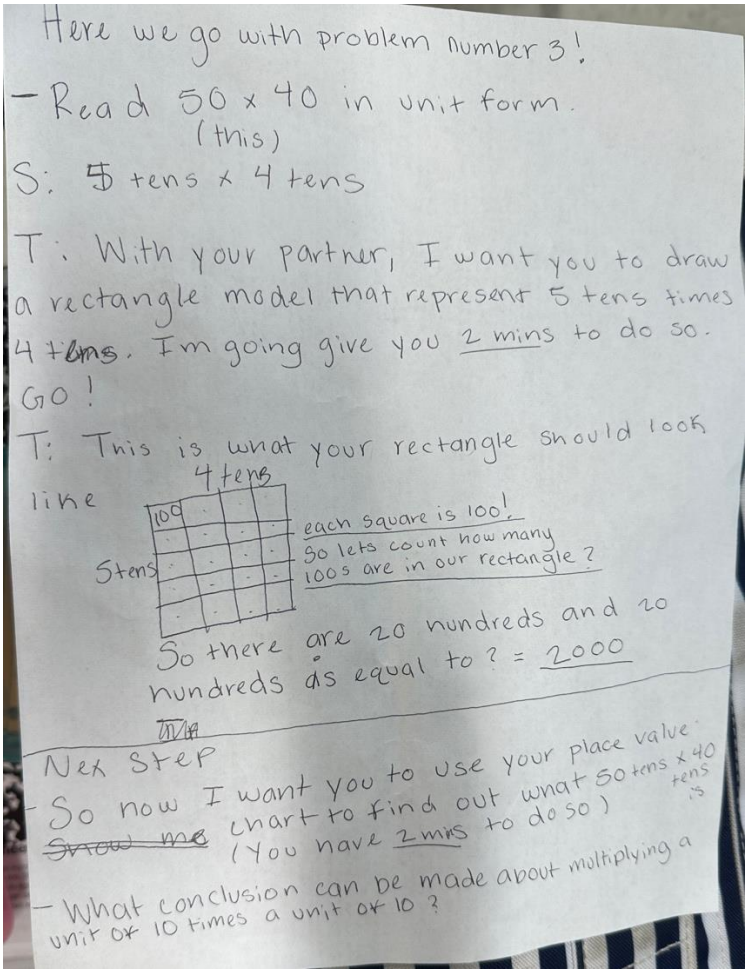
Dylan's work:

(5 × 4) + (1 × 4) =

20 + 4 = 24

Internalization Artifact from Resident

While observing a resident in the field this fall as she was facilitating a lesson, we observed her walking around with the teacher guide from Eureka. After the observation, she shared that she had been tasked with modeling the specific strategy for this lesson during the professional learning community the previous day. To prepare for modeling and instructing her students, she used the suggested dialogue in the teacher guide to think through how she would facilitate the content with her students. She shared that she wrote out her own dialogue so she could better internalize what she would be doing. The picture below shows part of her dialogue.



Observation & Feedback Form – Residency Year

Resident's Name				**Resident's Instructor**			
Observer's Name				**Observer's Role (circle one)**	Faculty	Mentor	Other
Date of Observation		**Beginning Time**		**Ending Time**		**Grade Level**	
Co-Teaching Observed (Circle One)	One Teach One Observe	One Teach One Assist	Station Teaching	Alternative (Differentiated) Teaching	Team Teaching	Parallel Teaching	NA Resident Alone

	Domain	Yes	No	Partially
MATH	**CULTURE OF LEARNING:** Are at least 90% of students engaged in the work of the lesson from start to finish?			
	Observed evidence that supports the rating:			
	BALANCE OF CONCEPTUAL & PROCEDURAL: Is rigor pursued through a balance of conceptual understanding, procedural skill, and fluency?			
	Observed evidence that supports the rating:			
	DEPTH OF KEY CONCEPTS: Is there a focus on math content that aligns to and meets the rigor of the TEKS with time and effort focused on going deep on the most important topics for the grade level?			
	Observed evidence that supports the rating:			
	COHERENCE OF KEY CONCEPTS: Are new understandings built on previous foundations to reinforce the continuous and connected nature of mathematics?			
	Observed evidence that supports the rating:			
	PRODUCTIVE STRUGGLE: Are at least 90% of students engaged in productive problem solving, including multiple opportunities for practice, discussion, representations, and writing that requires them to explain and revise their thinking?			
	Observed evidence that supports the rating:			

	Domain	Yes	No	Partially
READING	**CULTURE OF LEARNING:** Are at least 90% of students engaged in the work of the lesson from start to finish?			
	Observed evidence that supports the rating:			
	FOUNDATIONAL SKILLS: Is instruction in foundational skills systematic and explicit with ample opportunity for all students to practice?			
	Observed evidence that supports the rating:			
	TEXT COMPLEXITY: Do all students practice with grade-level, complex text, and its academic language?			
	Observed evidence that supports the rating:			
	KNOWLEDGE COHERENCE: Does instruction build all students' knowledge and vocabulary through content-area text?			
	Observed evidence that supports the rating:			

	TEXT-BASED RESPONSES: Do at least 90% of students ground reading, writing, and speaking in evidence from text, both literary and informational?			
	Observed evidence that supports the rating:			

	Domain	Yes	No	Partially
SCIENCE or SOCIAL STUDIES	**CULTURE OF LEARNING:** Are at least 90% of students engaged in the work of the lesson from start to finish?			
	Observed evidence that supports the rating:			
	ESSENTIAL CONTENT: Are all students engaged in content aligned to the appropriate standards for their subject area and grade?			
	Observed evidence that supports the rating:			
	ACADEMIC OWNERSHIP: Are at least 90% of students responsible for doing the thinking in the classroom?			
	Observed evidence that supports the rating:			
	DEMONSTRATION OF LEARNING: Do at least 90% of students demonstrate that they are learning?			
	Observed evidence that supports the rating:			

FEEDBACK on OBSERVED AREA OF STRENGTH
What is one observed area of strength, connected to evidence, that the resident should continue?
Research-based Rationale (Why is this important? How might it impact student outcomes?)

FEEDBACK for IMPROVEMENT
What is one actionable step, connected to evidence, that the resident should take to positively impact student outcomes? Include appropriate guidance (e.g., example(s), resources).
Research-based Rationale (Why is this important? How might it impact student outcomes?)

OTHER COMMENTS

TNTP and Dallas College Teacher Residency Faculty Training

This summer, TNTP will provide direct, explicit training and practice for Dallas College faculty who support DC's new teacher residents. The training will make direct connections to key curricular resources adopted across north Texas and will give faculty members the necessary knowledge base to coach future teachers to be proficient at delivering math and literacy content by the end of their residency year.

At the end of the training series, Dallas College Faculty will:

- Recognize their unique role in addressing the Opportunity Myth in North Texas
- Deeply understand the research basis guiding math and literacy decisions in Texas
- Make direct connections between the research of how students acquire math and literacy skills and excellent instruction
- Accurately diagnose strengths and weaknesses in academic instruction using an observation tool
- Identify the highest leverage action step to prioritize for coaching
- Know how to facilitate and follow up coaching conversations in a way that leads to improved instruction

Recognizing and Addressing the Opportunity Myth

Tuesday August 15 from 1-4 at Dallas College West Campus

Agenda

Time	Session
1pm	The Opportunity Myth
2pm	The Opportunity Myth in North Texas
3pm	DC Teacher Residency Role in addressing the Opportunity Myth

Research Based Instructional Strategies in Math

Wednesday August 16 from 9-4 at Dallas College West Campus

Agenda

Time	Session
9am	RBIS Introduction
9:30 am	Balance of Conceptual and Procedural
11:00 am	Depth of Concepts
12:30 pm	Lunch
1:30 pm	Coherence of Key Concepts
2:30 pm	Productive Struggle

TNTP reimagine teaching

Research Based Instructional Strategies in Literacy

Wednesday August 17 from 9-4 at Dallas College West Campus

Agenda

Time	Session
9am	RBIS Introduction
9:30 am	Foundational Skills
11:00 am	Text Complexity
12:30 pm	Lunch
1:30 pm	Knowledge Coherence
2:30 pm	Text Based- Responses

Excellent Instruction Through Coaching

Friday August 25 from 9-4 at Eastfield Campus

Agenda

Time	Session
9am	Introduction
9:30 am	Observations
12:00	Lunch
12:30 pm	Lunch
1:30 pm	Knowledge Coherence
2:30 pm	Text Based- Responses

June 2023

HQIM Elementary Math Modules Pilot
Impact Study Memo

Dallas College

Overview of the HQIM Elementary Math Modules Pilot at Dallas College

During Spring, 2023, Dallas College participated in the DFI HQIM Modules Pilot, where they embedded four tutor training modules into five sections of a math methods course – EDEL 4303 Methods of Teaching Elementary Mathematics. The four modules, which provide a total of 24 hours of asynchronous learning for students, were completed as lab assignments (approximately one 2 hour component of a module and the associated exit ticket per week) , and students were given course credit for completing the modules as well as associated pre- and post-assessments. Just before the students were set to begin each module, course instructors met together with a DFI staff member to discuss the upcoming module. This was an opportunity to reflect on implementation to date and to troubleshoot any recurring issues, as well as for course instructors to review upcoming module content, collaboratively plan for anticipated challenges their students might encounter, and consider ways to make connections between the module content and current and future course content to create greater alignment for students between the modules and the course more broadly.

HQIM Pre- and Post-Assessment Results Overview

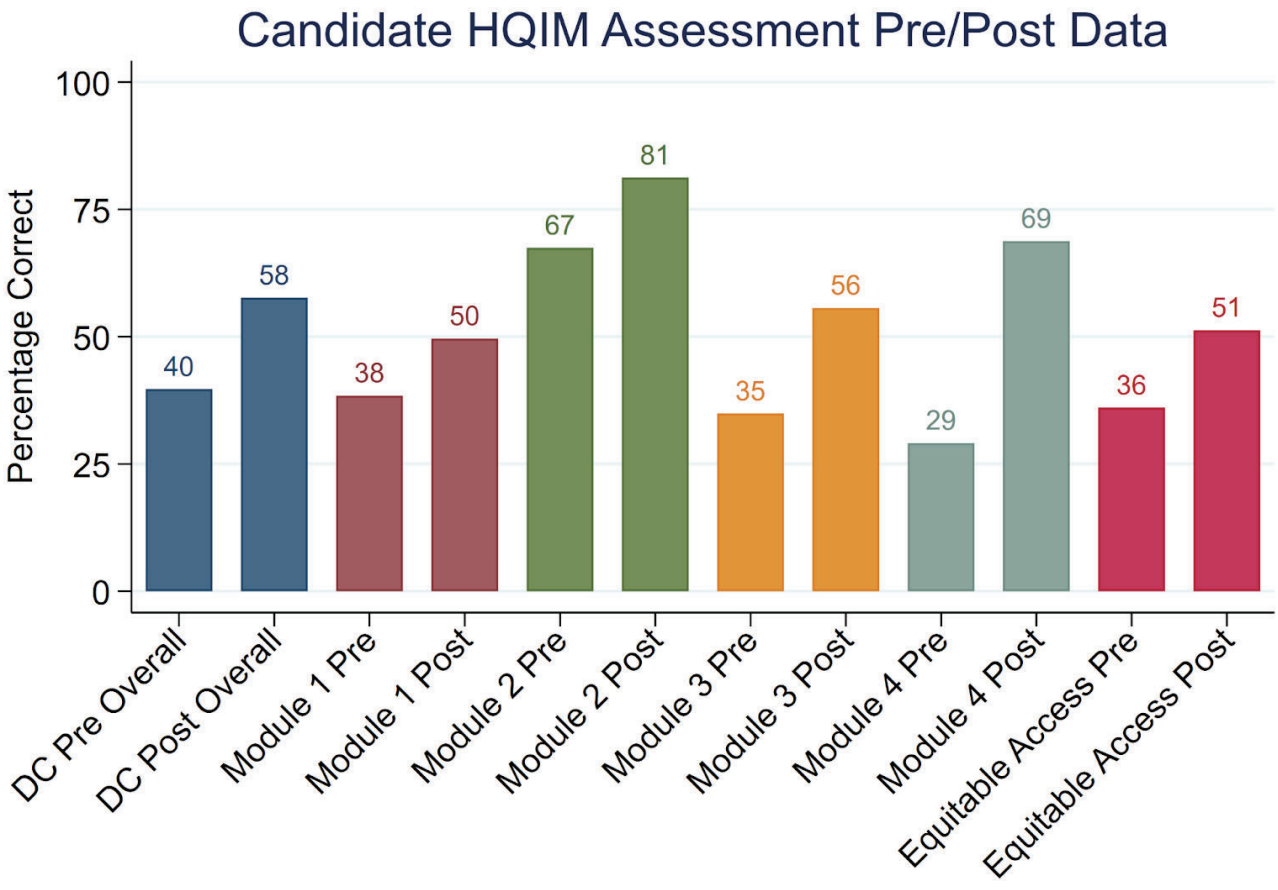
The High-Quality Instructional Materials Assessment: What is it?

The HQIM assessment is designed to evaluate respondents' understanding and application of high-quality instructional materials. The assessment covers teacher-candidates' foundational understanding of what high-quality instructional materials are and how HQIM can support equitable learning. In addition, the assessment asks respondents to demonstrate their understanding of how to internalize units and lessons, ensure students engage in effortful thinking, and support all learners with HQIM. This memo represents the pre- and post-assessment results from Dallas College's participation in the Spring 2023 HQIM Modules Pilot through the Aspiring Teachers as Tutors Network. 78 teacher candidates completed the modules and submitted the pre- and post-assessments.

HQIM Assessment Question Response Overview

Pre-Test	Post-Test
On average, respondents answered 39.7% of multiple-choice questions correctly.	On average, respondents answered 57.5% of multiple-choice questions correctly.

Candidate Change Between Pre- and Post-Test
The difference in means from pre-test to post-test was 19.1 percentage points. This change was statistically significant at the 99.99% confidence level.



Module Question Numbers		% of Respondents Correct		
		Pre	Post	Change[1]
Module 1 Introduction to High-Quality Instructional Materials	Q 1	34.6%	47.4%	+12.8*
	Q 2	19.2%	28.2%	+9.0
	Q 6	59.0%	75.6%	+15.7*
	Overall	37.6%	50.4%	+12.8*
Module 2 Lesson and Unit Internalization	Q 5	66.7%	82.1%	+15.4*
Module 3 Fostering Effortful Thinking	Q 3	41.0%	53.8%	+12.8
	Q 7	28.2%	57.7%	+29.5*
	Overall	34.6%	55.8%	+21.2*
Module 4 Supporting All Learners with HQIM	Q 4	28.2%	70.5%	+42.3*
Equity	Q 8	37.2%	51.3%	+14.1*
Open Response	Q9	N/A		

Note: This data is based on the sample of respondents who completed both the pre- and post-assessment data (n=78).

Item Level Breakdowns

Question 1	Question 4	Question 7
Question 2	Question 5	Question 8
Question 3	Question 6	Question 9

[1] An asterisk represents statistical significance at a 95% confidence level.

Respondent Takeaways by Module Exit Ticket

Module	I feel better prepared to teach after completing this module? *(Extent of Agreement 1-10)*	What's one thing you are taking away from Module 1 that you plan to use in your practice?		
Module 1 (N=91)	**7.3**	*Something very significant I learned from Module 1 is that neglecting material will leave gaps in students' skills and understanding and may leave students unprepared for the challenges of a later grade… knowing that our instructional decisions can negatively affect our students will give me the consciousness to self-reflect. I will also…apply focus, coherence, and rigor in my lessons and to make sure they are aligned with the standards.*	*I am taking away that I need to be better prepared and to really understand the standards; as well as looking at future standards and trying to connect them with the current grade standards*	*One thing I am going to take away from Module 1 is that I need to apply my high-quality instructional materials to instructional decision making. It's not enough to have the right materials, I have to implement them with integrity that meets the design principles.*
Module 2 (N=82)	**7.8**	*A takeaway from Module 2 that I received was understanding that you can be organized, but not prepared. Yes, you can support but also be prepared to support your student's mathematical growth in a unit. As a future teacher, I want to implement unit internalization to deeply understand what my student needs to succeed.*	*To always read your material and do not hesitate with not looking over it because it will help you and guide you when teaching. One more thing is to always work out problems as if you are the student to see exactly where they might struggle.*	*Making sure that I address all possible ways my students may misinterpret or get stuck in the lesson so I am well prepared to be able to help them.*
Module 3 (N=76)	**7.9**	*Use more effortful questions, anticipate student answers, and ensure that I ask the right questions to students to scaffold their learning and ensure they are connecting their thinking to my learning objective.*	*Building a script to better handle misconceptions, and also having more thoughtful and intentional questions. Being able to have effortful and aligned questions for the students will be better for them in the long run.*	*…I can get choral responses all day but I cannot trust that they are actually learning the material and understanding it. My questions need to be effortful and aligned to the material so they are getting a complete concept on the topic. Giving them a chance to prove themselves is not a way to frustrate the student but an opportunity for reflection. It allows for us to acknowledge their thinking and for them to feel confident in their work and given a challenge that they are prepared for.*
Module 4 (N-64)	**7.7**	*… this module was the most difficult one because it prepared me to look into things differently. I had my methods of teaching but I can't believe how little I knew. I taught math a few times being a Paraprofessional and having this allows me to see the mistakes I made when I did not have these resources and has given me a new perspective on myself and classroom. I plan on making more of an effort to provide Opportunities to Process…*	*I need to improve on implementing an effective lesson plan that students will be able to focus on key ideas while I teach. I need to work on implementing more models in the lesson for students to better understand and allow for more discussion with turn talks.*	*One takeaway from this module that I learn is that giving a lesson is broken down into parts. Before I assume a lesson was just one huge step trying to fit all together when really it is easy to break down and give your students to understand the concept. I learned in order to support the cognitive load of every learner to guide with focus and clarity, visible schema, and opportunities to process.*