

High Quality Instructional Materials and Curriculum-Based Professional Learning As a School Improvement Strategy

To graduate college and career ready, every student needs access to instruction focused on grade-level academic standards, coherence throughout their K-12 education, and educational equity. We define equity as every student having access to the resources and educational rigor they need at the right moment in their education, across race, gender, ethnicity, language, disability, sexual orientation, family background, or family income.

Mounting evidence suggests that providing teachers with access to high-quality, standards-aligned instructional materials and curriculum-based professional learning can result in improvement in student outcomes, making this a research-based school improvement strategy. Research has shown that:

- standards-aligned instructional materials combined with curriculum-based professional development are associated with a statistically significant increase in student performance, and educator understanding of academic standards; ([Kaufman, Thompson, & Opfer, 2016](#))
- the teachers who benefit the most from having access to high quality curriculum and support to implement that curriculum are new teachers or teachers teaching out of field; ([Taylor, 2012](#))
- Wisconsin teachers who are new or teaching out of field are more likely to be teaching students experiencing poverty and students of color; ([DPI, 2015](#))
- high-quality instructional materials that are aligned to state standards can reduce variability in the quality of instruction across classrooms and help boost student achievement, but teachers often do not have materials that are aligned to their state's college- and career-readiness standards; ([SREB, 2017](#))
- the return on investment for switching to high-quality, standards-aligned instructional materials and providing support for implementation is higher than class size reduction, mentoring, computer aided instruction, and increased instructional time; ([Boser, Chingos, & Straus, 2015](#))
- providing teachers with access to high-quality, standards-aligned instructional materials can prompt improvement in student outcomes comparable to over half a year of additional learning; ([Wiener & Pimentel, 2017](#))
- "Multiple research studies meeting the highest bar for methodological rigor find substantial learning impacts from the adoption of specific curricula. The impact on student learning can be profound." ([Steiner, 2017](#))