3.1: Prepare for Decision-Making Process

1. **Establish norms.**

   Consider the following suggestions:

   - Let everyone be heard
   - Assume positive intentions
   - Be present and prepared
   - Base decisions on evidence collected from multiple perspectives

2. **Introduce the definition of consensus and select a facilitator that will lead the group.**

   A consensus decision means:

   - Each team member agrees he/she can support the publisher program ultimately recommended by the committee.
   - Each team member has a responsibility to support the adoption and its implementation throughout the district.

3. **Adoption committee members agree to express and defend their level of support for each program.**

   Introduce the Levels of Support.

   1. I strongly agree with this publisher program and can support it.
   2. I can support this publisher program. I am willing to go along with this choice.
   3. I have concerns and cannot support this publisher program.
   4. I abstain because I didn't learn enough about this publisher program to have an opinion.
   5. Agree that if the adoption committee is unable to reach consensus, the district's Executive Committee will make the final decision.

3.2: Compile and Review Data

1. Look at your district needs inventory and data.
2. Consider district priorities, thinking about data here as well.
3. Look at materials evidence from external rating organizations (e.g. EdReports) as well as any group-developed rubrics.

3.3: Determine Level of Support for Each Program

1. Discuss strengths and weaknesses of each program. Record strengths and weaknesses on charts or using an electronic tool
2. Committee members take time to determine their level of support regarding each separate publisher program choice.
3. When all members are ready to be polled and later defend their level of support for program options, polling begins on the options. Note members may express any level of support for any program—for example, choosing to support two programs with full support.

3.4: Discuss and Cite Evidence

1. For any program that receives Level 3 support, meaning "no support for this choice," facilitator asks member to explain his/her position.
2. If program selections are in opposition to one another, invite participants to voice their opinions citing specific evidence (i.e., reference charts, notes, and data from Sections One through Four). Depending on group size, this might take the form of a simple discussion, or in a large group a more structured process that breaks the group into smaller mixed groups for discussion and charting.
3. Discuss patterns of strengths and areas of concern. Ask the group to narrow the existing strengths and concerns to items that might inhibit consensus. Encourage each member to share their concerns, rationale, and supporting evidence for those concerns in a way that will inform and provide knowledge that will enable the group to reach consensus.
4. Conduct another poll to see if the level of support has shifted after the discussion.
5. Record results on poll chart. If the group appears to favor one program over another, congratulate the group on having reached consensus.
6. If there are still Level 3 concerns, continue the process.

3.5: Work Toward Consensus

1. Invite any who still express a Level 3 to express their concerns to the whole adoption committee.
2. Suggest other committee members address the voiced concerns and discuss options for compromise
3. Conduct another poll to see if the level of support has shifted after the discussion.
4. Record results on poll chart. If the group appears to favor one program over another, congratulate the group on having reached consensus.
5. If there are still Level 3 concerns, continue the process.

3.6: Examine Other Considerations

1. **If the decision is not yet clear, now is the time to consider additional differences based on district priorities. Considerations include:**

   1. Evaluation criteria charts and criterion that is most critical based on district need.
   2. Alignment between program types.
   3. Other immediate needs such as new teachers, need for technology, growing number of students with intervention needs, etc.
   4. Factors such as cost breakdown for components by grade span.
   5. Availability of professional development support (within program and from the publisher).
   6. Opportunities to maximize articulation across schools, districts, and throughout the county.

2. **Facilitator reviews consensus definition chart. Even though a choice may not be a member's first choice, facilitator reminds group that consensus means that everyone can support a program.**

3. **Conduct a final poll of individuals in the group.**

4. **Record results on poll chart. If the group appears to favor one program over another, congratulate the group on having reached consensus.**

5. **If there are still Level 3 concerns, return to Action Step 5.5.**

3.7: Fall-Back Decision-Making Option

If consensus was not reached, the fall-back decision-making option is in effect. Input will be forwarded from the adoption committee to the district's Executive Committee to make a final program choice.