



CalCurriculum Adoption Process

Step 1: Prework

1. Developing the District Lens

What do we know?

Effective planning and gathering of the current processes and data will establish a strong base when considering instructional materials and supports for your district in your adoption or implementation work. To begin, gather and consider data to answer the following questions. This information will help you to reflect on past successes and challenges, ground your instructional materials initiatives in data and consider implications for your process. Take this time to begin gathering an adoption committee as well.

Overview		
Action Steps	Tasks	Materials
1.1 Examine District Policies and Procedures for Instructional Materials	1.1a Review school board policy on instructional materials selection and adoption. 1.1b Review any teacher association agreements if applicable 1.1c Review district procurement procedure for core instructional materials. Consider any guidelines for print, digital, blended, or Open Educational Resources.	<u>Template 1.1</u>
1.2 Examine District Data and Success Indicators	1.2a Review district demographic data 1.2b Review state and district achievement data (specific to adoption content) 1.2c Review any curriculum implementation data	<u>Template 1.2a</u> <u>Template 1.2b</u> <u>Template 1.2c</u>
1.3 Reflect on Prior Materials Adoption and Implementation	1.3a Review past adoption practices 1.3b Review past rollout successes and challenges 1.3c Review past implementation successes and challenges	<u>Template 1.3</u>
1.4 Discuss Key Findings and Implications	1.4a List and discuss key findings and implications	<u>Template 1.4</u>

1.1 District Policies and Procedures

Know the rules of the road. Gather school district policies to help understand the processes historically undertaken for adoption and implementation of instructional materials. This includes considering CBAs, and other school or board policies/guidelines.

1.1a-c Guiding Questions

Who sets the policies and guidelines regarding the use of instructional materials in your district?

How do instructional materials get purchased in your district?

Who is involved in setting these guidelines? Are teachers involved? Parents? The teachers' union? School boards? Other consultants?

Are there any mandates around material use? (E.g. district must provide comprehensive sets of materials to meet needs of all learners).

What does the union contract say about materials and professional development around instructional materials?

Are there metrics in place around the quality of instructional materials? What are they?

Are materials purchased at the district or school level?

Do individual schools have additional, discretionary funds to purchase instructional materials? If so, how does this impact the selection process?

1.2 District Data and Success Indicators (Continued)

Based on district educational goals for success, define what successful implementation of materials will look like. Identify and agree upon indicators of success, monitoring tools, and reporting process.

1.2b Achievement Data									
	2014-2015			2015-2016			2016-2017		
	% Above Standard	% At/Near Standard	% Below Standard	% Above Standard	% At/Near Standard	% Below Standard	% Above Standard	% At/Near Standard	% Below Standard
K									
1									
2									
3									
4									
5									
6									
7									
8									

1.2 District Data and Success Indicators (Continued)

Based on district educational goals for success, define what successful implementation of materials will look like. Identify and agree upon indicators of success, monitoring tools, and reporting process.

1.2c Implementation Data

What is currently in use in classrooms? How do you know this?

What are the perceptions around the implementation of your current program? (qualitative data collected from parents, teachers, students)

What could this data plus the achievement data be telling you about students that are being served well and those who aren't?

How are you monitoring the success of your current materials? What is that data telling you?

What are your plans for monitoring the success of the next adoption?

1.3 Reflections about Prior Selection and Implementation

Understanding the strengths and challenges from past adoptions and implementations can help set your next adoption on the right foot.

1.3a-c Guiding Questions

How did you determine your selection criteria? What characteristics were the most important? Who determined those criteria?

How did you manage the timelines and communications plan around decisions?

Did you consult anyone outside of the committee about the quality of the materials?

Which stakeholders were most invested in adopting CCSS-aligned materials?

How important was cost of the instructional materials or support services like PD in the adoption decision?

1.3a-c Guiding Questions (Continued)

How did you consider vertical alignment of materials and the transitions from building to building?

How did formative and summative assessments in use in your district influence the adoption?

How did your district consider other characteristics beyond alignment?

What were the strengths and gaps of the materials adopted? How do you know?

What successes and challenges did your district experience while making the adoption decision?

How well did stakeholders, including teachers and school leaders support the final decision? Implementation of the materials?

How well did the instructional materials support improved student outcomes in your district? Are there students still needing support?

1.4 Key Findings and Implications

Use the template below to list key findings from your investigation of district policies, data and past experiences. Then discuss the implications these findings have for your new adoption.

Findings and Implications	
Key Findings	Implications for New Adoption

1

CalCurriculum Adoption Process

2

Step 2: Prioritize

3

2. Identify Parameters, Priorities and Decision-Making Process

What do we know?

Finalizing your committee, understanding the boundaries of the adoption, establishing common definitions and priorities, and creating a plan for how you communicate this work to your stakeholders is essential to a successful adoption process. Below are key elements towards selecting high-quality instructional materials.

Overview		
Action Steps	Tasks	Materials
2.1 Establish and Organize Your Committee	2.1a Create a list of potential committee members. 2.1b Include stakeholders from various levels of the system (e.g. teachers, leaders, content expertise, professional learning specialists, parents, etc)	<u>Template 2.1</u>
2.2 Review District Parameters, Vision and Set Goals	2.2a Review the instructional vision set out by your district for the content area you are adopting.	<u>Template 2.2</u>
2.3 Establish Priorities	2.3a Review past adoption practices 2.3b Review past rollout successes and challenges 2.3c Review past implementation successes and challenges	<u>Template 2.3</u>
2.4 Establish a Decision-Making Process	2.4a Decide how the final decision will be made.	<u>Template 2.4</u>

2.1 Establish and Organize Your Committee

At the center of every adoption process should be a set of educators committed to selecting the highest quality materials and who hold a strong belief that ALL students deserve access to these materials. This committee will be essential to the collaborative ownership of all stakeholders involved in the implementation of the materials. Here are some suggestions for those educators you may want to bring onto the committee based on your needs: *curriculum director, English Learner representation, teachers (grade and school representation), principals (school representation), professional learning director/coordinator, students with disabilities representation and parent/community representation.*

Potential Committee Members	
Who?	What role with they serve?

2.2 Setting Vision and Parameters for the Process

Based on district educational goals for success, define what successful implementation of materials will look like. Understanding the boundaries of your adoption before you begin is essential to having a successful selection that is tied directly to your district's specific needs. Once the parameters are understood, knowing what you're working toward in a vision and goals keeps the process on target and guarantees a smart adoption and implementation of the new materials.

Vision, Goals and Parameters

What is the instructional vision for your district?

What are the goals for this adoption?

- 1.
- 2.
- 3.

What are the parameters that have been set for this adoption that will impact the decision before you begin the investigation process?

Examples: specific grade levels OR budget

2.3 Identifying Priorities

Critical to the success of this adoption is the setting of priorities tied directly to your goals.

“Nice to Have”

Priorities
<i>Aligned to standards and shifts</i> <i>Example: Materials must provide teacher directions for individual and small group instruction for English Learners.</i>

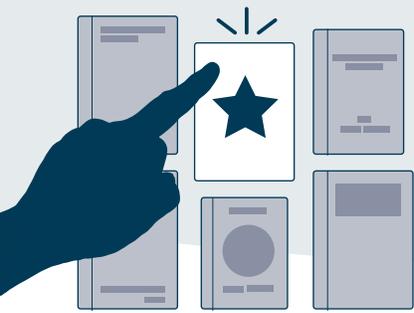
2.4a Determining Your Decision-Making Process

Before moving your committee forward with the adoption, attention must be paid to how the final decision is to be made. This might be predicated on district policies, however, it is important to know upfront how the decision will be made.

Decision-Making Process
Who will make the final decision?
How will you make your decision (group vote with majority, superintendent gets the final say, consensus)?
How will you bring in the feedback from your stakeholders?
What are your district's policies and procedures around the decision? Is there an established set of guidelines that dictate how this should be done?
If you decide to use a consensus strategy (https://www.edreports.org/resources/article/the-case-for-consensus), determine how will that be accomplished?
What is your plan response should you be challenged on your decision?

2.4b Timeline and Budget

Timeline			
What is the timeline for this work?			
July	August	September	October
November	December	January	February
March	April	May	June



CalCurriculum Adoption Process

Step 3: Select | Action Steps for a Decision-Making Process

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

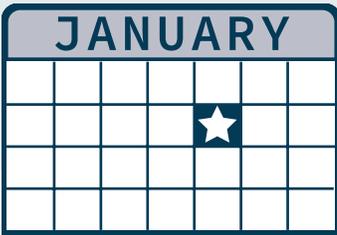
1. Invite any who still express a Level 3 to express their concerns to the whole adoption committee.
2. Suggest other committee members address the voiced concerns and discuss options for compromise
3. Conduct another poll to see if the level of support has shifted after the discussion.
4. Record results 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.



CalCurriculum Adoption Process

Step 4: Rollout

4. Creating a Rollout Plan

Rollout begins right when you make the decision about what materials to purchase. Identify some of the activities that you will need to prioritize in order to communicate the decision, build support, and prepare for when the materials arrive (or are downloaded).

Activities, Goals, and Data		
Activities	Goals for Rollout and Measures of Success	Data to Capture and How These Inform Year 1 Implementation
<p>Consider:</p> <ul style="list-style-type: none"> • What professional learning will our teachers, coaches, principals and district staff need? • Communications: When will you share the selection process? How will you communicate the choice? • What policies are in place to support the rollout? Are there any barriers? • Stakeholders: Who needs to be involved? 	<p>What are realistic outcomes for this activity and timeframe?</p>	
1.		
2.		
3.		
4.		

Year 1 Implementation

Similar to your rollout plan above, your Y1 implementation plan will help you plan activities that will support a successful implementation of your new materials in the first year.

Year 1 Implementation		
Activities What key activities must occur for you to achieve your vision for instructional materials? Consider: <ul style="list-style-type: none"> Professional learning throughout the year to enable a strong “lift off” District priorities that aren’t addressed in the materials Stakeholders that need to be involved throughout the year What policies are in place to support these activities? 	Goals for Rollout and Measures of Success What are realistic outcomes for this activity and timeframe?	Data to Capture and How These Inform Implementation What do you need to know to make course corrections?
1.		
2.		
3.		
4.		

Years 2-5 Implementation: Measuring and Collecting Feedback

The rollout and year 1 implementation set the stage for your district’s longer term materials’ goals. How do you predict your major activities will shift after the first year of implementation and as your community gets to know the new materials better?

Year 1 Implementation		
Activities	Goals for Rollout and Measures of Success	Data to Capture and How These Inform Implementation
<p>What key activities must occur for you to achieve your vision for instructional materials?</p> <p>Consider specifically:</p> <ul style="list-style-type: none"> Professional learning throughout the year to enable a strong “lift off” District priorities that aren’t addressed in the materials Stakeholders that need to be involved throughout the year What policies are in place to support these activities? 	<p>How will you determine whether the materials are having their intended impact on educators and students?</p>	<p>What do you need to know to make course corrections?</p>
1.		
2.		
3.		
4.		