PROPOSAL FOR PRIMARY RESOURCE ADOPTION PROCESS DRAFT
This document is in draft form for review.

This document outlines the procedure for adopting resources to support student learning. This document provides a cycle that allows every content area at each level to evaluate and adopt resources including a schedule for that process to be completed in one school year. First, there is a review of school board policy followed by a schedule for reviewing each content area. The resource review team's composition is next with an outline of how the cycle should proceed each year with monthly goals. Finally, this document will discuss the monthly goals in further detail and give guidance on how to meet them.

The Montrose and Olathe School District faculty and administration believe that resource review must be on-going within an established system so that revision, implementation, refinement/development and evaluation occur. One of the major components of a curriculum is the primary resource used in a classroom for students to access content. The school board is responsible for the selection and approval of all instructional materials but delegates this job to employees with expertise to make recommendations in accordance with district policy. Resources should align with the state standards and the school district's education objectives.

Following school board policy, primary resource decisions in the Montrose County School District are guided by:
- State and national standards
- Needs of the community
- Social, emotional, physical and intellectual needs of our students
- Current educational research
- Staff input

—DRAFT—

Table of Contents

The Curriculum Adoption Process

The Colorado Academic Standards (CAS) are mastered through our curriculum. Included in our curriculum are the classroom materials including syllabus, textbooks, assessments, and other instructional materials that are integral to course instruction. In order to provide students with the best opportunities to master their learning, curricula materials should be reviewed and evaluated for its effectiveness.

Suggested Project Timeline

2023-2024   Personal Wellness district-wide
2024-2025   Elementary science
2025-2026   Secondary science; elementary social studies
2026-2027   Secondary social studies; elementary math;
2027-2028   Secondary math; elementary electives and secondary world languages
2028-2029   Secondary electives STEM and fine arts
2029-2030   Elementary language arts and secondary language arts

Roles and Responsibilities

It is essential that all reviewers both understand the standards and are knowledgeable about the effective teaching practices for implementing them. To ensure this common base of knowledge and understanding, consider engaging reviewers in collaborative study of the standards before we begin.

Team Composition

The resource adoption committee shall consist of:
- One coordinator, whose role shall be to guide the review process;
- At least one principal representative from each of the levels affected;
- Relevant teachers from the appropriate building level(s): content teachers and representatives from ESS, CLD, and GATE.
- The size of the committee should be minimally six participants with larger committees more common.

Schedule		
Initiate Materials Review		
Resource Collection	Collect resources in use. Information is gathered during the collection process regarding supporting materials, assessments and units of study currently used in the district to support learning.	**August - September**
Survey Students and Teachers	Regarding the current resources.	
Program Evaluation		
Set Goals	Design a vision for instruction, student experience, and outcomes. Determine end-goals are for the resource in the specified area: achievement, affective needs, citizenship, etc. Create a rubric to judge current resources.	**October - November**
Review of Current Materials	Compare current resources to Colorado Academic Standards, student achievement data, and current research to determine if they meet the end-goals.	
Research	Use student and teacher feedback.	
Determine Need (pg5)	Evaluate current resources, usage, and engagement against the vision to identify gaps and opportunities.	
Propose Materials		
Explore the market	Explore what is available on the market and collect some basic information on currently available resources. **Vendor shares proposed cost of total adoption.** Share with primary resource users when the top three are chosen.	**November- December**
Narrow the choices	Narrow choices to a smaller list of resources to explore more deeply. These will be a set of resources for which we will contact vendors for more complete access (hard copies, dummy accounts, presentations, etc.).	

Review of Proposed Materials		
Deep Dive	Utilize reports available (i.e. EdReports, CURATE, research reports, white papers, etc.), digging through the actual materials, and scoring on rubric developed when setting goals.	**January - March**
Share with the School Board	During a school board work session, present the top choices to the board to gather feedback.	
Selecting Finalists	Narrow resources further. In some cases there may be a single, clear choice. **If** that is the case, the process will **end here**. **If not,** the process will proceed to **a Pilot/ Field Test**	
Pilot/ Field Test	If two or more strong candidates are selected, the team will design a process to elicit more information. That process will include a pilot or field test of materials. This will be a short-cycle test of the materials with accompanying rubrics to score the usage. Further details will be developed by the team and are dependent upon the resource materials being investigated.	
Action Plan		
Plan of Action	Team drafts an action plan with an implementation schedule and coordinates opportunities for feedback.	**March- April**
Share with Leadership	Present to Executive Director of Academic Services, Director of Special Education, Superintendent and District Leadership Team.	
Share with Community	All primary resources being considered shall be available for inspection by the community during two open-house nights and on the MCSD website.	
Submit Resource Review Report		
Share with School Board	Submit a formalized request to the school board.	**April**

There needs to be adequate professional learning for the members of the review team. It is essential that all reviewers both understand the standards and are knowledgeable about the effective teaching practices for implementing them. To ensure this common base of knowledge and understanding, consider engaging reviewers in collaborative study of the standards.

Determining Need
In order to see what the current needs of the district are, the team will review current practices, resources, goals, demographics, and achievement data. This data will help us make observations of trends and patterns so that we can draw interpretations and conclusions about the current state of student learning within the department/ grade level.

A component of this data needs to be drawn from students and faculty. Faculty can provide insights into the usefulness and effectiveness of the materials, and students can provide input on level of engagement, learning effort, and overall impression of the resource.

Establish a Baseline
Establish what student performance was before the new resource was available, to assess the level of change or increased learning created as a result of the new resource. This could involve data on student grades or performance from the year before the new resource is introduced or another indicator.

Big Ideas
The intention is to distill the scope of the course down to a handful (2-4) of key ideas that guide the content and assessment of the course. These are aligned to the course outcomes and instrumental in the development of essential questions. Big ideas allow the teacher to view instructional design through a simplified framework. They are convenient for identifying discrete units of study over the course of semesters, trimesters, or quarters. They also serve to create a more focused dialogue between disciplines during the process of integrated design. Designing intensive learning experiences for students with ample personal student input is quite simply impossible when the scope of course design is viewed in terms of dozens of content standards.

Content Analysis

Content analysis is the process of analyzing documents (student guides, instructor guides, online content, videos, and other materials) to determine the type of content, frequency of content, and internal coherence (consistency of different elements of the resource) and external coherence (interpretation of the resource fits the theories accepted in and outside the discipline).

Alignment

The treatment of content is consistent with that described in the standards. Resources have applications that require real-world problem solving and the chance to apply concepts and skills after initial instruction. Content reflects strategies that use what is known about how students learn that content most effectively. Materials should give sufficient attention to the critical topics identified in the standards for each grade, so that students have the time and support to develop the identified proficiencies. Content treatment is coherent. The content is effectively organized so that students can clearly see how ideas build upon, or connect with, other ideas both within and across grades. This analysis requires looking at the development of content across grades and courses, in addition to looking at the development within a grade or a course.

Instructional Tasks and Activities

Focus initial reviews on student materials, but do not neglect the teacher editions. Examine how the materials support students' learning through opportunities to engage in tasks that promote reasoning and problem solving and teachers' implementation of effective teaching practices.

- What is the quality of these tasks? Do they permit multiple entry points and approaches? To what extent do they address the learning goals of the lesson?
- Do the tasks constitute a coherent series designed to address specific goals across lessons? Do the tasks build procedural fluency from conceptual understanding across lessons?
- What supports do the teachers' editions provide for effective implementation of these lessons? Do they provide, for example, information about likely student solutions, questions to support students as they work on tasks and in subsequent debriefing discussions, and suggestions about ways to structure the summary discussion?

Understanding the intended instructional model is essential for this analysis. Be sure to read the teacher's edition or other explanatory materials, view supporting webinars, etc., that describe the instructional model and where particular supports are located.

Assessment

Ensure assessment items match instructional objectives. Match the assessment items to the instructional objectives. One way to do this is to create a chart to match objectives to assessment items to ensure all the objectives are assessed and that all assessment items are pertinent to the curriculum.

Access

Consider how the resource meets the needs of all learners. High-quality content and instructional practices are critical for the success of all students; therefore, reviews of these aspects are essential first steps. To what extent, for example, do they—

- provide teachers with strategies and materials for meeting the needs of a range of learners, including both struggling and advanced learners?
- suggest accommodations and modifications for English language learners that will support their regular and active participation in learning?
- provide a balanced portrayal of various demographic and personal characteristics?

Omissions or Gaps

No materials are perfect. The evaluation process should uncover gaps, omissions, or inadequate treatment of some content. Before a resource is selected, it needs to be evaluated for how easily teachers, the school, or the district can fill the gaps. For example, providing additional practice on a skill may be relatively easy; providing lessons to address a gap in concept development is probably more difficult. Expecting teachers, schools, or districts to create or find high-quality tasks for almost every lesson is unreasonable—and, most likely, will not provide the consistent quality or coherence needed for effective teaching and learning.

Additional content also needs to be evaluated. Given the variation in standards across states, materials are likely to contain content beyond that addressed in the standards. The issue is how that extra content affects the treatment of content addressed in the standards. If the extra content can easily be skipped, or if it contributes positively to students' learning the content addressed in the standards, then it doesn't matter. It does matter, however, when it decreases time and attention on content addressed in the standards, disrupts the focus and coherence of the materials, or is so great that the books are huge.

Resource Selection Rubric

Use a "narrowing choices" strategy to make the review process as efficient as possible. Thorough content analyses are time-consuming. Rate and discuss rather than score.

1. Review all materials for their treatment of only **one or two** key content domains. Retain for further review only those materials that give adequate treatment to those domains.
2. Then make a second cut based on your evaluation of the nature of the instructional tasks and support for effective teaching practices within those domains.
3. Analyze the remaining content domains, instructional tasks, and other review criteria.

A number of rubrics and tools are available to support materials evaluation. As you consider rubrics for your process, be sure that they (1) support cross-grade analysis of content coherence as well as the quality of individual lessons or units and (2) promote discussion of strengths and weaknesses of particular materials rather than only numerical ratings. Qualitative rubrics with categories such as "Not Found," "Low," "Marginal," "Acceptable," and "High" can be more useful than numeric scales. Qualitative ratings also provide useful guidance for subsequent within- and across-grade discussions of the quality of different materials.

Pilot the instruction. Conduct pilot sessions as part of the formative evaluation to ensure that the instruction functions as designed. After the pilot, collect end-of-day reaction sheets/tools and trainer observations of learners.

Professional Learning
While not all resources require or provide professional development, some may. Check to see what professional development is available and if it is reasonable in time and cost, worthwhile, and aligns with the state standards and district strategic plan.

Pilot the Resources
The real test of the quality of any materials is the learning that they support in the classroom. If at all possible, try out at least a unit or two from the materials under final consideration in several classrooms. Even if the review committee is in unanimous agreement, using the materials in some classrooms is important before finalizing the decision. When you test the materials in this way, recognize that they may use unfamiliar instructional models, so students—and teachers—will need some adjustment time.