**Checklist for Committee Work Teams**

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|  | **Curriculum Name:** |  | |
|  | **Committee members** | * Teachers, schools, grade levels, pathways, and/or content areas * Representation throughout district, grade levels, content area. and/or levels of content expertise |  |
|  | **Curriculum, instructional program, intervention program and/or assessments** | * Description of request for recommendation by CMAC including materials for students and teachers and instructional technology   + Materials evaluated for stereotypes and bias in textbooks and other materials   + Purchases   + Curriculum maps and/or pacing guides   + Materials align with Common Core and/or state standards   + Common assessments required   + Instructional Technology supports - provide IT with copies of digital resources for review in conjunction with pilot to ensure compatibility and future support   + Review global impact of implementation on a grade level, content area, and/or school level |  |
|  | **Timeline** | * Committee members participated in Cultural Competency training or equivalent * Study, pilot, implementation of curriculum, instructional program, interventions, and/or assessments (with or without curriculum) * Year 1 and 2 Implementation: Draft plan for refinement of curriculum map, common assessments, materials needed (check to see there are sufficient materials), professional development, and any support/modifications needed. |  |
|  | **Professional Development** | * Develop compensated (e.g, sub release, extended pay) professional development plan to include professional development in:   + Teaching of new curriculum or intervention programs   + Implementing and using data from common assessments   + Teaching new content knowledge/skills needed to teach curriculum (e.g., geometry if knowledge/skills are ‘rusty.’)   + Instructional Best Practices/Strategies |  |
|  | **Implementation Expectations** | * Curriculum fidelity * Common Assessments (number, types, timeline) * Curriculum map and/or pacing guide (scope and sequence) * Implementation roll out timeline * Consideration of possible workload impacts |  |
|  | **Implementation Plan for**  **Special Education, ELL, LAP, Dual Language and Highly Capable programs** | * Address how special populations will access this general education curriculum:   + at grade level   + at developmentally appropriate grade level   + at an accelerated grade level   + in Spanish texts (student and teacher editions) |  |
|  | **Change of status of previous curriculum:** | | |
| **Supplemental** | * The use of adaptations to newly adopted curriculum or the use of formerly adopted curriculum may be acceptable when meeting the following criteria:   + Adaptation or continued use of formerly adopted curriculum is a supplement, not a replacement, of adopted district curriculum.   + Adaptation or continued use supports program alignment with state standards.   + Adaptation or continued use supports the course scope and sequence as outlined by the lead teacher team and approved by CMAC.   + Student performance data from common assessments validates adaptation and/or continued limited use of formerly adopted curriculum.   + Use of adaptation or formerly approved curriculum does not prevent teachers and students from fulfilling curriculum scope and sequence as outlined by the lead teacher team and approved by CMAC. |  |
| **Surplus** | * Timeline for surplus |  |
|  | **Budget** | * Estimated budget for materials and professional development * Estimated cost of multi-year timeline for professional development * Estimated budget for any workload supports (e.g., extra time for data entry if needed, extra training on eSIS reports as needed) * Address expected life of materials, including purchase and application of addt’l covers for softbound books, replacement, etc., as needed) * Funding sources |  |
|  | **Update** | * Planned mid-year update to CMAC during Year 1 of implementation (following school year) |  |