

Snohomish School District No. 201
Curriculum and Instruction

Instructional Materials Committee Procedural Checklist for
Core Instructional Materials within the Adoption Cycle

This form is to be completed by the Executive Director of Teaching and Learning Services (TLS) or designee for the purposes of recommending core instructional materials during the regularly scheduled adoption cycle.

Directions: Complete this form and return to the Executive Director of Teaching and Learning Services two weeks prior to the Instructional Materials Committee (IMC) meeting when the instructional materials will be presented. <i>Attach supporting documentation to this document.</i>		
SSD Process to Identifying Core Instructional Materials (2020P)	TLS & Adoption Committee Action Items	Completion Date
A. The Executive Director of TLS will collaborate with the Superintendent to provide the Board of Trustees with regular updates throughout the adoption process. The intent of these updates is to outline the steps for selecting and adopting the curriculum, provide relevant information, and address Board questions.		
B. The Adoption Committee will engage in professional development to further their understanding of pertinent academic standards, research-based instructional strategies, and applicable state requirements.	Review SSD Criteria for Selection of Core Instructional Materials (2020P pg. 3)	
	Conduct a needs assessment including but not limited to a review of the research; recent literature; national and state standards; practices nationwide; and input from staff, parents, and community at large to gain insight into changes needed.	
	Review current academic standards (including grade level rigor), and/or course objectives and any content-specific state requirements.	
	Identify appropriate instructional strategies to support newly developed outcomes and identified areas of growth.	
	Review or create an instructional vision for the adoption content area considering the information gathered and the district mission and vision. Revise, as needed.	

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C. The Adoption Committee will establish a transparent process for identifying possible curriculums, including: - Identifying all potential curriculum models, with specific attention to programs currently in use in regional school districts - Documenting the process for narrowing the field, including clear criteria and rationale for eliminating curricula from consideration - Ensuring all steps in the process are communicated and accessible to stakeholders	Establish clear, research-based selection criteria and develop a scoring/rubric-based evaluation process. The rubric or tool must include the following: - Likelihood of academic impact as shown by scientific or evidence-based research - Alignment with state learning standards and College Readiness requirements - Ability to provide sufficient flexibility to meet the varied needs and abilities of all students - Provide clear and appropriate differentiation components for ML students, SPED Students, Students with academic opportunity gaps, and Hi Cap students - Where appropriate, present balanced but differing views of issues, controversial or otherwise. - Consideration of appropriate formats, including technological, visual and/or auditory components - Support equitable access to learning and learning materials for all student - Provide an equal educational opportunity for all students without discrimination per procedure 2020P - Other instructional criteria developed by the adoption committee	
	Research and compile a list of available curriculum.	
	Conduct a survey of curricula currently in use in regional and neighboring school districts.	
	Create a comparative summary chart of key features, strengths, and challenges of each model using the selection criteria scoring rubric.	
	Facilitate adoption team review sessions to evaluate the available curriculum to narrow down the available curriculum for a deeper look into what the materials offer. Maintain a decision log with rationale for eliminating or advancing each curriculum under consideration.	
	Identify a set of instructional materials for field testing.	

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D. Feedback from teachers, students, and parents on the field-tested resources will be solicited using Form 2020F.1.	Provide staff of affected schools/grade levels with an overview of the proposed instructional materials (i.e., present information and receive feedback on: instructional vision, standards, instructional strategies; and instructional materials, equipment, and resources).	
	Provide parents of affected schools/grade levels with an opportunity to hear information about the proposed instructional materials and review instructional materials via field testing teachers.	
E. The Adoption Committee will reflect on feedback collected from the field test and from teachers, students, and parents and make a recommendation on what resource to propose.	Review input from staff and parents and make changes as needed.	
	Develop an implementation timeline including staff development needs.	
F. TLS will provide opportunities for community members to review resources being recommended for adoption.	Provide community members of affected schools/grade levels with an opportunity to hear information about the proposed instructional materials and review instructional materials via a district wide forum (Community Review).	
G. The IMC will receive recommended District material proposals through TLS. Core material will be reviewed according to Superintendent established procedures to ensure compliance with the above selection criteria and by using OSPI instructional material evaluation tools .	Present proposed instructional materials, completed checklist, and supporting documents to IMC for process approval.	
	IMC reviews the Adoption Committee's selection process of the proposed instructional materials and determines whether the process was followed.	
H. The Executive Director of Teaching and Learning Services will present recommendation of resources to adopt to the Superintendent.		
I. The Superintendent or designee will provide recommended resources to the School Board for approval.		