Instructional Materials Committee

Oct. 13, 2026

How we review and recommend materials



Agenda - October 13, 2026

4:00 - 4:15 Welcome Defining our Work (Slides 3-9)

- Quick Overview of Policy Guidance Docs (2090 & 2006)
- Clarifying the guiding Criterion from Policy 2020 and Note Taking process

4:15 - 4:30 MIHS Presentation of **Proposed Journalism/Yearbook Materials**
4:30 - 4:45 IMC Members/Presenter Questions/Answer period (Slide 10)

4:45 - 5:15 Defining the decision making protocol and Committee Introductions (Slides 12 - 17)

5:15- 5:25 Committee Response to the Materials Request (Slide 13)
5:25 - 5:30 Communication Process and Next Steps (Slide 14)
Adjourn

Team Norms

1. Stay grounded in the criteria.
Use policy, evidence, student impact, and district priorities to guide our thinking.

2. Be curious and consider multiple perspectives.
Ask questions, listen carefully, and make space for perspectives that may differ from our own.

3. Separate the material from personal preference.
Our role is to evaluate whether a proposal meets established criteria, not whether we personally like the material.

4. Challenge thinking with respect.

Engage in thoughtful discussion, ask questions, and be willing to consider perspectives that differ from your own.

IMC

Our work is to

1. examine instructional materials carefully,
2. ask good questions,
3. consider multiple perspectives,
4. ensure the process under 2020 was followed
5. and make recommendations grounded in policy, evidence, student needs, and our district's instructional priorities.

District Priorities,Standards and Alignment
Policy 2020 - Selection & Evaluation of Instructional Materials
IMC Review (Stewards of Policy 2020)
Recommendation
Superintendent/School Board, as required

Different Policies, Tangential to Policy 2020

Policy 2090

1. Frames the larger review and planning process
2. Calls for curriculum/program reviews to be research-based, data-driven, aligned with state standards and district policy, and to consider implementation, monitoring and professional development

Helps MISD Staff ask - Does this make sense within the larger instructional program?

Governs process

Policy 2006

1. Provides a structure for parents, staff, and administrators to offer input, perspective, and insight on current and planned instructional programs.
2. Supports collaborative interactions focused on creating quality teaching and learning for every student.
3. Provides ongoing opportunities to gather perspectives on current and potential instructional programs for use by Learning Services and throughout the District.

Helps MISD Staff ask - Have we gathered and considered the perspectives of those who will be impacted by this instructional program?

Governs Participation & Input

The IMC Focus

Policy 2020

1. Establishes the expectations for selection and adoption of instructional materials
2. Instructional Materials should align with state and district learning standards and be appropriate to the instructional program and developmental level and interests of students.
3. The Board is legally responsible for approval of core instructional materials.

Helps Staff and IMC to ask - Does this material meet our requirements and follow our process?

Governs product and compliance

What type of materials does Policy 2020 ask the IMC to Consider?

- **Pilot Materials** “are a set of materials used for a trial basis for up to one year as part of a study to determine which core materials will be recommended to the Board for adoption. Pilot materials must go through a thorough review process established by the Superintendent. Pilot materials will be approved by the Instructional Materials Committee prior to use.”

- **Core Instructional Materials** “are the primary instructional resources for a given course. They are District-approved and provided to all students to help meet learning standards and provide instruction toward course requirements.”

What about the process, does Policy 2020 ask us to consider?

01	Alignment	• Does the material support the district's educational program and align with relevant state and district learning standards?
02	Quality & Evidence	• Is there a sound rationale or evidence for using this material?
03	Students	• Is it appropriate for the developmental level, needs, abilities and interests of the students who will use it?
04	Access, Inclusion & Representation	• Does the material provide meaningful access for diverse learners and represent people and perspectives accurately and respectfully?
05	Implementation	• Can the district realistically implement and support the material effectively?

IMC Proposal Presentation - Notes Sheet

IMC Proposal Presentation - Notes Sheet
Presentor: Greg Smiley
Content: Journalism Text Proposal

- ☐ Core Materials
- ☐ Supplemental Materials
- ☐ Pilot Materials



Criterion	Evidence/Notes	Questions
1. Alignment		• How does it align with State/District standards? • Is it compatible with District Vision, Mission and Fundamentals?
2. Quality & Evidence		• What evidence supports its effectiveness? • What is its instructional impact?
3. Students		• What problem or need does this address? • Are there potential concerns related to age/developmental appropriateness? • Does it match varied instructional needs, abilities, and maturity levels? • Does it encourage critical thinking, literacy and aesthetic appreciation, and acquisition of content knowledge?
4. Access, Inclusion & Representation		• How does it support different learners? Does it recognize a range of diverse learners, such as students with a wide range of achievement levels as well as students with learning difficulties. • How are representation and perspectives addressed? Is their fair and equitable portrayal of genders, age groups, and racial, religious, ethnic and cultural groups?
5. Implementation		• What would implementation require? • What professional learning would be needed? • What are the costs and ongoing commitments? • How will effectiveness be monitored? • Does it meet applicable state and/or federal laws?

Individual Reflection:

Does the proposal meet the established criteria?

Are there unanswered questions that need further discussion with our IMC Committee?

Materials Proposal Presentation

4:15 - 4:30

MIHS Presentation of **Proposed Journalism/Yearbook Materials**

Presenters:

- Greg Smiley, Journalism & Yearbook Advisor

4:30 - 4:45

IMC Members/Presenter Questions/Answer period

Team Introductions

As you reflect on our five criteria.

Alignment | Quality & Evidence | Students | Access, Inclusion & Representation | Implementation

Which one are you naturally most likely to notice first when reviewing a proposal?

Quick whip-around:

1. Your name,
2. the group you represent, and
3. your response to this sentence stem:

“I’m most likely to notice _____because _____.”

Example: I’d notice whether I could see myself using the “materials” because I’d want to know that it would help me learn and understand the content of the course.

IMC - What is our role?

We do

- Review
- Question
- Consider student and instructional impact
- Apply Policies
- Uphold the process
- Make recommendations
- Document our reasoning

We don't

- Select materials based on personal preference
- Replace the professional role of curriculum teams
- Make decisions outside our authority

IMC Process

- ❑ Proposal submitted
- ❑ Proposal screened for completeness
- ❑ Presenter shares proposal with the committee
- ❑ Committee evaluates against established criteria
- ❑ Committee Status Check (Fist of Five)
- ❑ Discussion: Evidence + policy + student impact
- ❑ Identify unanswered questions
- ❑ Recommendation
- ❑ Document rationale and next steps

Fist to Five - Gauge the thinking of the Committee

This is a strategy to use during consensus building either to determine where individuals are falling in their opinions or as a final voting method. After stating the decision, or proposed decision, ask the team to show their level of support using levels from fist to 5.

Fist	The proposal doesn't meet established criteria and even with further discussion I wouldn't recommend.
1 finger	This proposal has significant gaps and will need to see some big changes to align with established criteria.
2 fingers	I have some reservations about how this proposal meets the identified criteria but could recommend it with some additional information.
3 fingers	I have a couple reservations about this proposal, but I could recommend it without further discussion.
4 fingers	I think it's a good idea, and I can recommend it.
5 fingers	I am in total agreement with the proposal.

Discussion

- Evidence + policy + student impact
- Identify unanswered questions

IMC - Decision Making

Recommend

The proposal meets the criteria and can move forward with the recommendation of the IMC.

Defer

The Committee needs additional information before making a recommendation.

Do Not Recommend

The proposal does not sufficiently meet the established criteria.

Decision Making - Majority Vote to Recommend

Committee Motion and second

- ☐ Recommend approval
- ☐ Defer pending additional information
- ☐ Do not recommend approval

Vote

- ❑ Each committee member votes.
- ❑ A **simple majority of members present and voting** determines the committee's recommendation.

Committee Response

Rationale

Based on the evidence reviewed and the criteria above, the committee recommends...

Communication & Next Steps

Communicate Recommendation to Greg Smiley and MIHS Admin

↓

Recommendation provided to Dr. Rundle

↓

Dr. Rundle sends Recommendation to the School Board

Upcoming Meetings

January 12,
March 9 and May 11
4:00 - 6:00
Boardroom

Meetings are held dependent on if there are proposals to review

Adjourn

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