

7320 CURRICULUM RESOURCE ADOPTION

Curriculum must be aligned with national and/or state standards, board mission statement and goals, and reflect advances in differentiating instruction to meet the needs of all students. The superintendent or designee shall develop a curriculum that will:

- fulfill the philosophy and goals of the school district;
- reflect the educational and operational needs assessment of the school district;
- articulate courses of study from pre-kindergarten through grade twelve;
- identify minimum objectives for each course and, at the elementary level, for each grade;
- provide for the evaluation of the procedures and methods for attaining the objectives;
- provide for objective monitoring of a student's progress;
- provide for the needs of college and career bound students;
- provide opportunities for student input in curriculum development;
- integrate strategies for 21<sup>st</sup> Century Learning Environments to meet the needs of diverse learners; and
- ensure rigor, relevance, and relationships.

The Board Leadership for Learning Committee (referred to in statute as a committee on Americanism) shall review planned curriculum decisions and curriculum resources. The superintendent or designee shall recommend instructional resource adoptions to the Board for approval of funds to purchase resources.

Recommendations for all new instructional resources -- which includes textbooks, consumable workbooks, online services, software, and related resources -- should be made by designated instructional resource selection teams. This approval process will help ensure ~~assure~~ that all students are consistently provided with high quality learning resources, which have been aligned to standards and the district's curriculum and assessment programs.

Plans will be developed to purchase new resources for all PreK-12 courses and grade levels as state standards are revised and the Leadership for Learning team assesses the need for curriculum resource updates. Instructional resource selection teams should be composed of at least three teachers and the review and selection process shall be based on a written selection criteria (See 7330.1 attached).

Approval of new instructional resource requests must include:

- a strong rationale;
- align to state or national standards;
- supports students with unique learning needs;
- approval by the designated curriculum, instruction, and assessment team; and
- evidence of progress toward designing course/grade level assessments that are aligned to the state course/grade level standards.

The Leadership for Learning staff will be responsible for ordering all newly-adopted and previously adopted instructional resources from publishers.

Legal Reference:           79-724 – Committee on Americanism  
                                  20 U.S.C. § 1232h (1994).  
                                  34 C.F.R. Pt. 98 (1996).

7330.1 Resource Selection Process

Policy Adopted 3-5-84  
Policy Revised 12-11-03  
Policy Revised: 04.11.2019

7320.1 Resource Selection Process

*Approximately 1 year to complete the selection process*

- A. According to the district timeline for resource review- conduct a resource needs assessment**
  - a. Review of current materials and their condition
  - b. Assess alignment to standards
  - c. Assess alignment to research-based instructional practices
  - d. Administer survey to staff to determine needs
  - e. Needs assessment may or may not include a review from an outside expert
- B. Develop implementation plan**
  - a. Create a timeline of work to be completed and meet with appropriate director(s) and coordinator(s) to review timeline
  - b. Determine roles and responsibilities
  - c. Calculate preliminary cost projection and complete budget
  - d. Revise rubric used for the screening process as needed
- C. Establish diverse committee to review resources and materials**
  - a. Determine which schools and teachers will field test a selection of resources
  - b. Curriculum task force comprised of classroom teachers, special education teachers, EL teachers, gifted and talented teachers, and district administrators may serve as the committee
  - c. Committee reviews and narrows selection of possible resource samples
- D. Field test selected resources**
  - a. Resource samples are ordered
  - b. Pilot teachers receive professional development from the publisher
  - c. Resource pilot conducted
  - d. Collect data from pilot study
- E. Select resources, negotiate purchase costs, and develop Recommendations**
  - a. Committee members and pilot teachers review the field tested materials using a rubric
  - b. Student data collected during pilot study are reviewed
  - c. Teacher notes and comments are reviewed
  - d. Based on reviewed data the committee makes a selection and recommends to the district  
Leading For Learning Team
- F. Seek Board of Education approval**
  - a. Director of curriculum or curriculum coordinators update board committees as needed
  - b. Director of curriculum or curriculum coordinators prepare information and action items for the board
- G. Place textbook/resource orders**