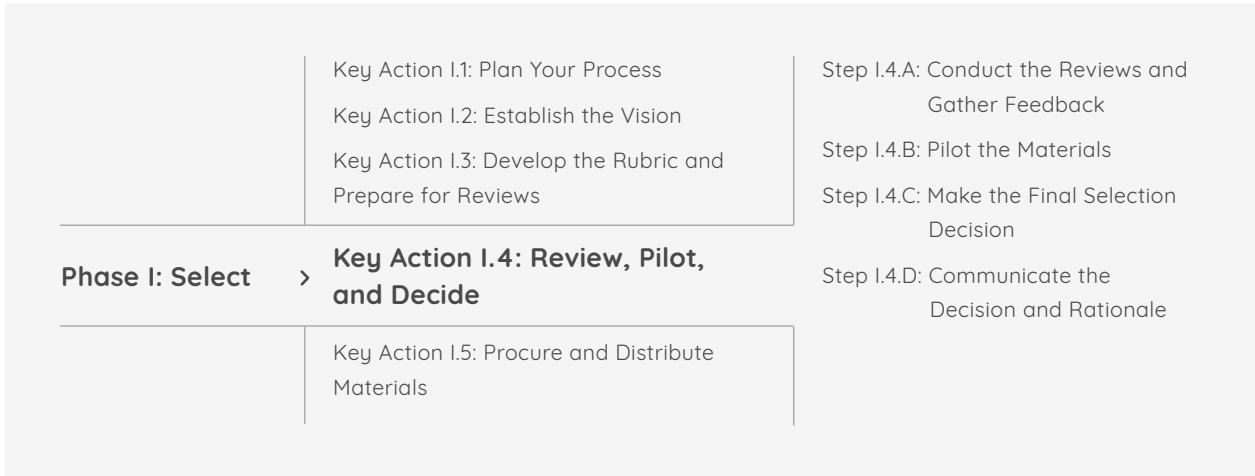


# CURRICULUM SUPPORT — GUIDE —

W O R K B O O K

Key Action I.4: Review, Pilot, and Decide

# I.4: REVIEW, PILOT, AND DECIDE



## WHAT IS THE GOAL?

The goal of this key action is to come to a decision about the best materials to serve your instructional vision and to communicate the decision to all stakeholder groups.

## WHY IS THIS KEY ACTION IMPORTANT?

Making the final selection decision, informed by robust reviews and live trials if possible, allows you to present the best choice for your system. This is a big commitment and the decision should not be made until the Selection Team is ready. No materials are perfect and all will require implementation considerations. Once ready, communicating the decision effectively shows a sense of direction and builds investment. Moving forward with a decision allows your system to begin to map these considerations and prepare for launch.

## EXPLANATION OF LANGUAGE

We use the term **pilot** to refer to any trial of the materials before selection. Pilots can be a single unit or a full year and can include a small number of teachers or entire schools or grades.

## I.4.A: CONDUCT THE REVIEWS AND GATHER FEEDBACK

### GUIDING QUESTIONS

i. Which materials had the strongest reviews?

ii. Are there any we can rule out?

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iii. What were the trends in strengths and concerns for the top-rated materials?

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iv. Does our budget match the cost of the top-rated materials?

### NOTES

*Agenda for Materials Review and Discussion* is a sample agenda for conducting the review and leading a debrief conversation.

Remember to gather feedback based on your rubric in **Step I.3.B: Develop the rubric**.

The specific costs will be calculated in **Step I.5.A: Understand your procurement options**. For now, this cost consideration allows you to ensure that continuing the conversation about the finalists is viable.

## I.4.B: PILOT THE MATERIALS

### GUIDING QUESTIONS

- i. What do we want to learn from the pilot?
  
- ii. How are we going to collect and evaluate the implications of the pilot?

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iii. What grade or teachers would be best for our pilot group?

iv. Which units will we pilot?

v. What materials, training, or orientation do pilot teachers need before they launch?

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vi. What did we learn from the pilot to inform selection?

vii. What did we learn from the pilot to inform needed implementation support?

### NOTES

Pilots can be conducted with multiple sets of materials to distinguish between them as part of decision-making or after you have a front runner to confirm the decision and inform implementation.

A pilot can take as little time as one unit or as much as a year. The resource [Guidance on Pilots and Selection](#) provides overviews of pilot purposes and design considerations. Page 27 of Lift Education's [Instructional Materials Implementation Guidebook](#) also outlines some of the benefits of piloting instructional materials.

Pilots will bring up plenty of questions. Make sure you have a way of logging all the questions that come up because these will only intensify with full scale implementation.

Not all early implementers chose to pilot. The ones who did shared that it was helpful for surfacing strengths and challenges of different materials. This is an optional step, but can be very helpful for better understanding the materials and gaining investment across the system.

Setting up the pilot with a clear sense of what you are looking to learn and how you will test the materials gives teachers a starting point to organize their trial.

You can look at how to set up training on pilot materials in [Key Action II.5: Determine the plan for training teachers and leaders](#).

Return to the rubric and non-negotiable criteria to anchor the conversation about what challenges should inform implementation versus selection.



## I.4.D: COMMUNICATE THE DECISION AND RATIONALE

### GUIDING QUESTIONS

- i. How will we communicate the final decision?
  
- ii. Is there a sequence we need to plan for how we roll out the decision? Who will communicate what?
  

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- iii. What are the key talking points that we want to reinforce in all communications?
  
  
- iv. What questions will each group of stakeholders have, and what answers can we have ready?

### NOTES

For each stakeholder group, identify the key information that you want to communicate. You can use the notes in your [Selection Plan](#) from **Step I.1.E: Organize next steps and communicate the plan.**

The [Email Sharing Selection Decision and Rationale](#) and [PowerPoint Sharing Selection Decision and Rationale](#) resources are a sample email and PowerPoint you can use as a starting point to communicate your process.

Role playing (which can be awkward but equally useful) can help make sure Selection Team members are on the same page as questions come up.

The [Curriculum Talking Points and FAQ on Selection](#) is a template with talking points and frequently asked questions.

You will get questions that you are not going to be able to answer and will need to work through in Phase II. Do not try to answer implementation questions right now — but do make a promise you'll be able to keep about when you will be able to answer them.

## Agenda for Materials Review and Discussion

*This resource provides a possible agenda for leading a selection committee meeting to review materials and debrief their review.*

Meeting	Purpose
Meeting #1 (2.5 hours)	Training, review curriculum #1 (see the resource titled “Review Committee Training Agenda, Email, and Survey” for more information)
Meeting #2 (2.5 hours)	Review curriculum #2
Meeting #3 (3 hours)	Review curriculum #3, determine what additional information we need to make a final decision

*\* Another option is for districts to schedule a daylong meeting where the Review Committee receives training and reviews materials all in one sitting.*

### Agenda for Meeting #2

Time & Topic	Recommended Approach
Set up procedures (10 min)	Split the committee into small groups. Each group receives a set of materials. All groups review materials from the same curriculum.
Review and score materials (90 min)	<p>Before determining scores on the rubric, members of the review committee should gather evidence by:</p> <ul style="list-style-type: none"> <li>• Review the yearlong scope and sequence.</li> <li>• Choose one unit – review how the unit is organized.</li> <li>• Complete the assessment for this unit to understand the level of rigor of the materials</li> <li>• Review 2-3 lesson plans for this unit to understand how lessons are organized and how the curriculum builds knowledge across lessons toward unit goals.</li> <li>• Complete some daily practice problems from these lessons to understand the level of rigor of the materials.</li> <li>• Review resources that support teacher planning for this unit.</li> </ul> <p>Use the rubric to assign a score. Make sure at least one member of each small group records the evidence the group uses to make their scoring decisions.</p>
Norm on scores (45 min)	<p>After the small groups complete their review, have each small group report their scores to the whole group. Use the following discussion questions as a guide:</p> <ul style="list-style-type: none"> <li>• What score did you give for this rubric row?</li> <li>• What evidence from the materials support your score?</li> </ul>

	If groups disagree on the score for a rubric row, review the evidence together. Reach a consensus on all scores. <i>(If the committee is not able to reach a consensus, the committee leader may need to make a final scoring decision.)</i>
Closing (5 min)	Collect materials and review information for the next meeting.

**Agenda for Meeting #3**

*\*Follow the agenda for Meeting #2 to review the third and final curriculum. Then, complete the debrief section below.*

Time & Topic	Recommended Approach
Debrief and determine next steps (30 min)	<p>Choose from the following discussion questions:</p> <ul style="list-style-type: none"> <li>• How are the curricula similar? How are they different?</li> <li>• Of our three curricula we’ve reviewed, which one(s) stand out? Why?</li> <li>• Are there any curricula that we can rule out? Why or why not?</li> <li>• Do we already think we know which curricula we should choose? Why or why not?</li> <li>• Do we feel like we need more information about any of the curricula? If so, how can we get it?</li> </ul> <p>Options for gathering additional information about curricula:</p> <ul style="list-style-type: none"> <li>• Contact districts that have already adopted and are using the curriculum. Ask to speak with their leaders and teachers. If possible, visit their classrooms and observe the curriculum in action.</li> <li>• Contact the publisher and arrange a Q&amp;A session.</li> <li>• Invite teachers to review sample materials from the curriculum and get their input.</li> <li>• Arrange for some teachers to teach sample lessons with the materials. Get feedback from teachers and students.</li> <li>• Conduct a small pilot. Have teachers teach one full unit with the materials. If two curricula are being considered, have the teachers teach one unit from each curricula and share feedback.</li> </ul> <p>End by naming next steps for information gathering and review timeline and process for making a final decision.</p>



### Selection Plan

This template is a place to record projects and tasks that your team will take on during selection. Modify this to a format that works for your team. At the bottom of the template, there is a list of sample projects and tasks to help you get started.

Decision-Making (set in Key Action I.1.B, Plan Your Process):

Key Decision	Who is responsible for making it?	Who will consult?

Key Stakeholders and Communications (set in Key Action I.1.E, Plan Your Process,):

Stakeholder Group	Communication Channels	Communications Needed

Schedule of Events (set in Key Action I.1.C, Map the Schedule of Events):

Key Event (include ideal selection date)	Date

Vision (set in Key Action I.2.B, Establish the Vision):

Core Beliefs (set in Key Action I.2.B, Establish the Vision):

Work Plan: Below are descriptions of some of the terms across the top row.

- Project: describes the bucket of work; many organize projects by key action (i.e. coaching)
- Task: describes an action step in the project (i.e. determine who will lead upfront materials training)

Project	Task	Owner	Deadline

Sample projects and tasks:

Project: Form the Review Committee

- Create role and responsibility doc for Review Committee
- Determine what roles need to be represented on the Review Committee
- Finalize criteria for Review Committee members
- Email committee to determine meeting availability
- Communicate who is serving on the committee to the system and share their role

Project: Leading the Review

- Train all Review Committee members on the rubric and selection process
- Review materials
- Determine plan for pilot
- Make final selection decision

### Guidance on Pilots and Selection

This resource provides an overview of the different options for piloting materials, as well as the design considerations for pilots.

There are two primary purposes that can drive the decision to include a pilot as part of your process, either in Phase I - Select Great Materials or in Phase II - Prepare to Launch.

Pilot Purpose	When should you use this approach?
<p><u>Phase I Pilot - Materials Selection</u>: In this phase, the pilot is used to test multiple curriculum options to inform the Selection Team’s decision about which materials to select.</p>	<ul style="list-style-type: none"> <li>There are multiple options of materials available for selection that potentially meet the selection criteria and the pilot will be used to tease out the strengths and weaknesses of the options.</li> <li>You want to create early buy-in amongst a wider range of stakeholders by engaging them in the pilot process.</li> <li>There is a longer time frame for the decision-making process that allows for a more thorough selection process.</li> </ul>
<p><u>Phase II Pilot - Prepare for Effective Implementation</u>: In this phase, the decision of which materials to select has already been made, and the purpose of the pilot is to prepare for an effective roll-out by piloting the materials to inform the overall implementation plan and iron out any kinks before a large-scale roll-out.</p>	<ul style="list-style-type: none"> <li>A decision about which materials to select has already been made.</li> <li>You are working within a large system and want to develop capacity in a wider range of stakeholders who can then support the large-scale roll-out.</li> <li>There have been implementation challenges in the past when rolling out a new set of materials, and you want to prepare for an effective implementation process.</li> <li>There is a longer time frame between when a decision is made and when roll-out can occur.</li> </ul>

For each pilot purpose, there are specific design considerations that make an effective pilot as well as potential pitfalls that can make the pilot approach challenging.

#### Pilot Design Considerations

Key Design Question	Considerations	Potential Pitfalls
<p>What is the scope of the pilot?</p>	<p>There are several ways to approach the scope of the pilot:</p> <ul style="list-style-type: none"> <li><u>Unit Selection</u>: In this approach, only 1-2 units are selected from the materials and used for the pilot. This allows for a shorter term pilot as most units span 4-6 weeks of instruction. In a Phase I pilot, this also allows the same group of teachers to pilot multiple sets of materials to compare them to one another.</li> <li><u>Multiple Units or Full Year</u>: In this approach, multiple units and/or a full year of curriculum is piloted. This is best utilized for a Phase II pilot when you are using the pilot to learn and prepare for full implementation.</li> </ul>	<p><u>Unit Selection</u></p> <ul style="list-style-type: none"> <li>It is important to be strategic about which unit is selected for the pilot. You’ll want to refer to EdReports or the curriculum evaluation conducted to select a unit that is representative of the curriculum and is of high quality.</li> <li>The unit should also be selected to fit into the current scope of sequence of instruction where possible, so teachers can see how students respond to new content from the curriculum and you’re continuing to make sure students are learning the “right stuff” in the school year.</li> </ul> <p><u>Multiple Units or Full Year</u></p> <ul style="list-style-type: none"> <li>Multiple units can be an effective strategy for a Phase II pilot because it provides you with more opportunities</li> </ul>

		<p>to learn about effective implementation.</p> <ul style="list-style-type: none"> <li>▪ A full year approach lengthens the overall selection and implementation process, making this a multi-year effort from selection to full implementation. This can be helpful as it helps to build a coalition of stakeholders invested in the process, but there is a risk of losing momentum in the process and it takes longer to address core instructional challenges.</li> </ul>
<p>Who will pilot the materials?</p>	<p>You'll want to consider:</p> <ul style="list-style-type: none"> <li>▪ Scale: How many teachers do you want to participate in the pilot? How does this fit into your broader educator engagement strategy?</li> <li>▪ Selection: How will you select teachers to participate? Will teachers opt-in to the pilot or will they be chosen? What are the expectations for participation? How will you leverage teachers/leaders who hold informal authority within your system and can help influence others?</li> </ul>	<p>Scale</p> <ul style="list-style-type: none"> <li>▪ Not involving teachers or leaders with informal authority who have the ability to influence other teachers or leaders and build their buy-in, or not involving teachers/leaders who may be harder to invest.</li> <li>▪ Phase I - You want to find the balance between more stakeholder voice in the process with being able to meaningfully learn from the pilot to inform your decision.</li> <li>▪ Phase II - It can be challenging to limit the pilot when there is greater</li> </ul>
	<ul style="list-style-type: none"> <li>▪ Individual teachers vs. teams: Do you want full teams to participate or just individual teachers?</li> <li>▪ Grade level span: Do you want to span a few grade levels? All grade levels?</li> <li>▪ Entire school: Is there one specific school that wants to pilot the materials for your system?</li> </ul>	<p>interest, but if you truly want to use the pilot to learn and prepare for an effective roll-out, it is important to keep the scale manageable so you can closely study and monitor implementation to inform your broader roll-out.</p> <ul style="list-style-type: none"> <li>▪ Oftentimes, schools choose to pursue new materials after identifying a gap in current materials. If you choose to pilot materials in certain schools or grades (versus system-wide), this means that some students will not receive access to potentially higher quality materials. Consider ways to support teachers and leaders in strengthening current materials while piloting to ensure equity as much as possible.</li> </ul> <p>Teams, Individuals, Grade Levels</p> <ul style="list-style-type: none"> <li>▪ Having full teams or an entire school engage in a pilot enables you to study the impact on other structures or systems (i.e., PLCs, professional development, etc.).</li> <li>▪ If the materials being considered have different structures in different grade</li> </ul>

		<p>levels (i.e. K-2 materials are slightly different from 3-5, K-5 is different from 6-8, etc.), you want to be sure to pilot in each configuration.</p>
<p>What training or support will be provided to the teachers and/or leaders involved in the pilot?</p>	<p>While the pilot may be limited in scope, it is essential that teachers and leaders receive some training on the materials to prepare them for implementation. This should include:</p> <ul style="list-style-type: none"> <li>▪ An overview of the design and architecture of the materials, including how units and lessons are structured and the scope of the year.</li> <li>▪ The key instructional practices that may be employed within the curriculum.</li> </ul> <p>Additionally, providing training in the pilot can help illuminate future training needs should those materials be selected or if you are planning a broader roll-out.</p> <p>If you are piloting multiple sets of materials, teachers and leaders will need some brief training in each set of materials to ensure they implement the materials appropriately. This can also provide insight into the quality of training offered by different publishers, which can be a factor in your decision.</p>	<p>Many pilots tend to overlook the training needs teachers and leaders have when piloting new materials.</p> <ul style="list-style-type: none"> <li>▪ Teachers can become frustrated without appropriate training because they are unsure of how to use the materials or are not using them effectively. This can lead to teachers having a poor experience with the materials and becoming disinvested in the options.</li> <li>▪ Leaders may hear frustrations from their teachers and become disinvested in the materials and/or not know how to support teachers to work through the challenges that emerge.</li> <li>▪ You may not get the outcomes you want from a pilot because perceptions of the materials are influenced by the training, or lack</li> </ul>
		<p>thereof, instead of by the materials themselves.</p>
<p>How will you evaluate the pilot to inform your process?</p>	<p>Setting clear evaluation criteria and/or having a plan for learning is an essential component of any pilot.</p> <p>In Phase I pilots, this includes:</p> <ul style="list-style-type: none"> <li>▪ The criteria by which each set of materials will be evaluated in alignment with the overall selection criteria.</li> <li>▪ The specific questions you aim to answer through the pilot about each set of materials; this could include questions about the training required, the instructional time required to implement, the impact on specific student populations (English Language Learners, students with IEPs, etc.).</li> <li>▪ A way to synthesize the learning from the pilot to inform the decision-making process.</li> </ul> <p>This is the most important component of Phase II pilot planning. You want to ensure that you consider the following to maximize the impact of the pilot:</p>	<p>In Phase I pilots, the potential pitfalls are:</p> <ul style="list-style-type: none"> <li>▪ Relying solely on the perceptions and opinions of the teachers who participated in the pilot without some objective criteria.</li> <li>▪ Looking to student achievement data to inform the decision. Most pilots are too short to have a measurable impact on student data and it will provide a false positive or false negative of the impact the materials may have.</li> </ul> <p>In Phase II pilots, the potential pitfalls are:</p> <ul style="list-style-type: none"> <li>▪ Not working through the challenges that emerge during the pilot and engaging in continuous improvement. There is a risk of viewing it as “just a pilot” and not investing the time and energy to work out challenges in real-time to find a strong solution and leverage the pilot.</li> <li>▪ Expecting measurable changes in student achievement data. The</li> </ul>

	<ul style="list-style-type: none"> <li>▪ The specific questions you aim to answer through the pilot. You should work through Phase II of the Curriculum Support Guide in order to test roll-out for assessment, pacing and planning, coaching, and training.</li> <li>▪ Clear roles/responsibilities and expectations for pilot implementation and for capturing and synthesizing learning.</li> <li>▪ A plan to monitor progress for the pilot, including specific times to synthesize learning aligned to each of the questions determined.</li> </ul>	<p>impact of materials on student learning can take time, and looking for measurable impact can lead to a false positive or false negative of the potential impact of the materials.</p> <ul style="list-style-type: none"> <li>▪ Not having a clear approach to synthesize and capture learning on a regular basis, so you are not able to apply the lessons learned to the full roll-out of materials.</li> </ul>
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### Email Sharing Selection Decision and Rationale

These sample emails – one to the superintendent and one to teachers – outline the rationale for why specific materials were chosen after the selection process.

Dear Superintendent Millis,

We are excited to report the results of our curriculum review for elementary math.

A diverse team of educators and committee members engaged in a rigorous training and reflection process. We participated in a training on state academic standards, observed classrooms, talked with teachers, solicited feedback via survey, and developed a list of key criteria to guide the selection process. All of these efforts were made to ensure our team of reviewers had a thorough understanding of grade level standards and student and community needs.

Using a common rubric aligned to our key criteria for selection, we narrowed the list of curricula to two finalists. We interviewed educators in other districts who use these two curricula and piloted lessons with each curriculum with students and teachers. We sought feedback from teachers across the district, and ultimately arrived at a unanimous choice: Eureka Math.

Eureka Math receives high ratings on EdReports.org for its rigor, coherence, and focus, findings which were confirmed through our local review. Eureka is closely aligned to our state's academic standards and will prepare students for success in middle and high school. The daily lesson structure provides opportunities for student practice and the daily lesson debrief helps teach students how to reflect on and talk about their understanding. We believe the daily fluency lessons will support our students who need help closing skill gaps from previous grade levels. The curriculum provides many pre-made professional development resources that coaches can use in school-based training sessions and that teachers can access on their own. Overall, we believe this curriculum meets the needs of our students and will support teachers in creating engaging lessons that will reach all learners.

Thank you,

School District Curriculum Review Committee

Dear Teachers,

We are the four teachers who served on the district's curriculum review committee to select new math materials for our classrooms. We want to tell you a bit about the process we went through and then explain our decision.

First, a diverse team of educators and committee members engaged in a rigorous training and reflection process. We participated in a state academic standards training, observed your classrooms, and spoke with you. We also obtained feedback from community members through an online survey. We used what we learned from you all and the community to create a list of key criteria to guide the selection process. All of these efforts were made to ensure our team of reviewers had a thorough understanding of grade level standards and student and community needs.

Using a common rubric aligned to our key criteria for selection, we narrowed the list of curricula to two finalists. We talked with educators in other districts who use these two curricula and tested out the materials ourselves in our own classrooms. Finally, we asked for more feedback from all of you. In the end, our decision was unanimous: Eureka Math.

Eureka Math receives high ratings on EdReports.org – an expert group of teachers who review materials – for its rigor, coherence, focus, and overall alignment to standards. When we looked at the materials ourselves and tested them out in our classrooms, we as teachers definitely agreed with EdReports that Eureka is aligned to our standards. Eureka has a predictable four-part lesson structure that we think will make lesson planning easier for teachers. We also like the lesson structure because it provides lots of opportunities for students to practice with the daily concept and there's a debrief section that will help students reflect on and talk about their understanding. The lesson structure also includes daily fluency lessons that will support our students who need extra review with skills from previous grade levels.

When we looked at materials, we wanted a curriculum that gave teachers ideas and resources for planning. Eureka includes many professional development resources that teachers can access on their own, which we used when we tested the materials in our classrooms. Eureka's Teacher Resource Pack was particularly helpful.

Overall, we think Eureka meets the needs of our students and will support teachers in creating engaging lessons that reach all learners. We're excited about these new materials and we hope you will be too!

Thank you,

The teachers serving on the School District Curriculum Review Committee



## Selection Decision and Rationale

### Objectives

- Share why educators in our district decided to select a new math curriculum
- Explain how the selection process worked and who was involved in it
- Announce which curriculum was selected and why

### Why select a new curriculum?

- Students' scores on state math assessments were persistently low
- Teachers expressed concerns that our current math curriculum was not fully aligned to state standards
- Teachers were spending a lot of time finding materials online or creating materials themselves

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### Who selected the curriculum?

- A Curriculum Review Committee composed of diverse perspectives:
  - 2 principals
  - 1 assistant principal
  - 3 instructional coaches
  - 4 teachers (one from each grade level 5-8)
  - 1 parent
- Each school had at least one representative on the Review Committee

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### How did they make their decision?

- Received training on academic standards
- Observed classrooms
- Used feedback from educators to make a list of key criteria for selection
- Created a rubric based on the key criteria to objectively evaluate each potential curricula
- Narrowed it down to two finalists
- Tested the materials out in classrooms and sought more feedback from educators

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### What was the decision, and why?

- Eureka Math
  - Closely aligned to academic standards
  - Daily lesson structure provides lots of opportunities for student practice
  - Daily lesson debrief encourages students to talk about their learning
  - Daily fluency section supports students who have gaps in computation
  - Includes resources to help teachers with planning
  - Highly rated by the teachers who participated in selection and gave feedback on the materials

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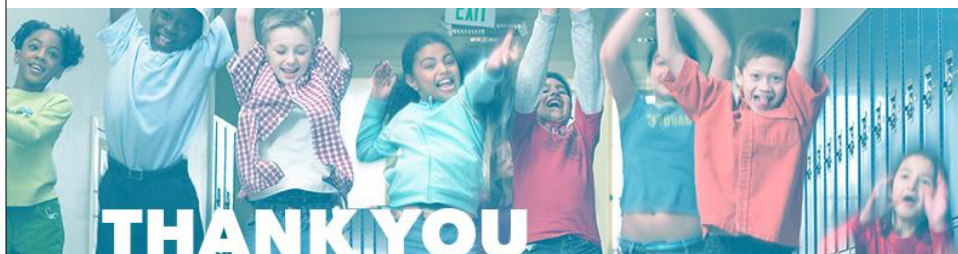
### What's next?

- A team of district educators will meet over the summer to make plans that will support our use of the new curriculum
- This team includes district leaders, school leaders, coaches, and teachers
- Teachers should look out for information and opportunities to share feedback on the team's plans!

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### Questions?

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**THANK YOU**

[INSTRUCTIONPARTNERS.ORG](http://INSTRUCTIONPARTNERS.ORG)

## Curriculum Talking Points and FAQ on Selection

This resource outlines the frequently asked questions that systems encounter from stakeholders at this stage, including talking points and relevant research.

As you plan to communicate the curriculum decision to stakeholders, it is important to develop common language and talking points for the Selection Team to use in communication. The following represent some of the potential topics that may emerge in this process, along with key talking points and specific questions that stakeholders may raise. With all communication, it is essential to refer back to the Core Beliefs that the Selection Team developed to guide the selection process and implementation.

### Key Overall Talking Points

To build the rationale behind why a change is being made...

- We believe curriculum and instructional materials are a key component to making sure all students are successful within our schools and system.
- Stronger instructional materials can help get students excited to learn and be more invested in their instruction.
- Effective instructional materials can make teaching more sustainable for teachers by providing them with the resources they need for instruction and lessen the amount of time required to plan each lesson.

To explain the selection process...

- We believe the decision about what materials we use is critically important and has broad implications for our students, teachers, and schools.
- We developed a rigorous selection process to help us make this important decision and ensure that we took the time to consider all of our options.
- A Selection Team comprised of teachers, parents, and administrators worked together to develop selection criteria, review the options, try out the options to see what worked, and came together to make a decision about which materials best met our needs.

To explain the decision of which materials were selected...

- We are excited to adopt X curriculum because it:
  - Aligns to our vision for instruction and includes lots of opportunities for students to work collaboratively with one another [include language relevant to your instructional vision].
  - Is one of the top-rated set of materials on EdReports, an organization comprised of teacher experts who evaluate curriculum for their alignment to the

standards and their usability.

- Was highly effective in our initial pilot of the materials and we saw high levels of student engagement and interest in the lessons and overall instructional materials.

In anticipation of questions about implementation...

- Our goal is to provide regular updates and communication to all stakeholders throughout the process and we wanted to announce this key milestone in our process.
- We know that the selection of quality instructional materials is just one component of good instruction, and we still have a lot of work to do to plan for an effective implementation of the materials.
- You can expect that there will be more information, training, and resources forthcoming as we develop our implementation plan for the curriculum. You can expect more information by X date.

### Frequently Asked Questions and Example Response Language

FAQs	Example Response Language
Why are we choosing a new curriculum?	<p>“We know that our community is a special place, and that we have established a warm and joyful culture for students, teachers, and families. The work we do is challenging and ever evolving, so it is critical to sometimes step back and take stock of where we are and where we want to go. Our goal is to provide the best possible learning experience for all of our students, and we know we still have work to do to improve student success across all schools. We believe that strong curriculum and instructional materials are a key component to our approach to ensure all students are successful, and we’ve heard from teachers, leaders, and families that there is a desire for higher quality materials that can better support our students.”</p>
(If there is a previous curriculum) What is wrong with the curriculum we are currently using? Why do we need to change?	<p>“We have been using our current curriculum for a long time and have heard from many teachers and leaders across schools that the curriculum is not meeting our needs. That curriculum was adopted at a time when we had different standards, and it is important for us to have a curriculum that reflects the current standards and will ensure all of our students have access to instructional materials that will enable their success.”</p>

<p>What was the selection criteria we used?</p>	<p>“We put together a set of selection criteria to objectively evaluate each of our options and make an informed decision. Our selection criteria included the alignment of the materials to the standards and our instructional vision, the usability of the materials for teachers, how the materials differentiated for English language learners and students with IEPs, and the cultural relevance of the materials for our student population, among several other criteria, like cost, effectiveness in other schools, and training implications. We believe the criteria we used enabled us to implement a rigorous selection process to find the best curriculum for our students.”</p>
<p>Who was involved in the decision making process? How were parents and families included in this process?</p>	<p>“The Selection Team comprised of teachers, parents, leaders, and community members who all engaged in the process and provided input along the way as to what materials would be best for our schools.”</p>
<p>How did we make the decision for what curriculum to choose?</p>	<p>“We developed a set of selection criteria that we used to evaluate each of our options. The Selection Team went through a rigorous process of training, observing lessons, talking with teachers, and reviewing the materials to ensure that we chose the right materials for teachers and students. Ultimately, each Selection Team member voted on which curriculum they thought would best meet our needs, and we selected the curriculum that the majority of people chose.”</p>
<p>Why did we choose this particular curriculum?</p>	<p>“We are excited to announce that we will be adopting X curriculum in ELA and X curriculum in math for the 2019 school year. Because we had a chance to gather input from teachers and students, we believe that these curricular choices will be the best fit for our unique community. The rich and diverse selection of texts within the ELA curriculum will ensure that our students are being challenged to engage with complex texts, while still ensuring that they are seeing our population represented in those texts. Our ELA curriculum puts a premium on collaborative problem solving, which allows us to maintain our unwavering commitment to increasing student talk throughout the building.”</p>



<p>Implementation Questions</p> <ul style="list-style-type: none"> <li>▪ What will be the expectations for use?</li> <li>▪ When will we be trained on the new curriculum?</li> <li>▪ What is the timeline for the roll-out?</li> </ul>	<p>For all implementation questions, you can use the following response:</p> <p>“We know that quality instructional materials are just one component to good instruction, and we still have work to do to plan for an effective implementation of the materials. At this stage, we are beginning to develop our implementation plan in coordination with the implementation team. We want to make sure we have a strong plan that sets everyone up for success, but have not made any decisions yet about what this will look like. We are committed to ongoing, regular communication with everyone, and you can expect that there will be more information, training, and resources forthcoming as we develop the implementation plan for the curriculum.”</p>
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### Research Resources

In recent years, new research has emerged on the role of curriculum and the potential impact it can have on student achievement. These are a handful of key talking points and research resources that can be integrated into your overall talking points and communication plan.

Talking Points	Research Resources
<p>Instructional materials are a key component to making sure all students are successful.</p>	<p><a href="#">Choosing Blindly: Instructional Materials, Teacher Effectiveness, and the Common Core</a></p> <p><a href="#">The Opportunity Myth</a></p>
<p>We ask our teachers to engage in a herculean task every day and want to make their work more sustainable.</p>	<p><a href="#">Failing by design: How we make teaching too hard for mere mortals</a></p>
<p>Instructional materials have been shown to improve student achievement by providing students with access to more rigorous and aligned instruction.</p>	<p><a href="#">Simplifying Teaching: A Field Experiment with ‘Off the Shelf’ Lessons</a></p> <p><a href="#">Big bang for just a few bucks: The impact of math textbooks in California</a></p>
<p>Strong instructional materials paired with embedded professional learning for teachers can lead to sustained improvement for students.</p>	<p><a href="#">What We Teach Matters</a></p>

# About Us

The Curriculum Support Guide was written and designed by Instruction Partners, an education non-profit that works shoulder to shoulder with educators to support great teaching and accelerate student learning. Our work with schools and systems is grounded in the instructional core, and we provide coaching, action planning, and professional development. In the last three years, we have observed hundreds of classrooms and been fortunate to partner with many schools and school systems. We specialize in supporting smaller school systems, who may lack capacity but are able to make big changes quickly.

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# Thank You

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