

**INSTRUCTIONAL MATERIALS SELECTION  
AND RECOMMENDATION**

**Date: October 24, 2016**

**PROCESS AND TIMELINE**

<b>Activities</b>	<b>Person Responsible</b>	<b>Time Frame</b>
1. Select team members-teachers, instructional supervisor, media specialist, parents, paraprofessional, administrator, students (where applicable)	Site based	Beginning of the year, preceding the adoption year (18 months prior to adoption) <b>Fall preceding year for piloting</b>
2. Review test data, curriculum, and instructional materials	Review team members	August/September preceding the adoption year
3. Assess strengths (effectiveness) and weaknesses of present curriculum including materials, teaching strategies/techniques, etc. <b>Evidence of this should be documented. Evidence should show how current materials do not align to standards.</b>	Review team members	August/September preceding the adoption year
4. Develop scope and sequence-- <b>if we do not have this, we need to have this before moving forward with adoption. Must have this in order to see if other resources align with what we are teaching. If this is developed, you may be able to move forward with getting resources to review for the upcoming school year. If you do not have this, it will be the following school year before you can consider reviewing resources.</b>	School review team members in conjunction with system team	November-May preceding the adoption year  <b>THIS STEP IS CRITICAL BEFORE MOVING FORWARD WITH PILOTING TEXTBOOKS.</b>  <b>IF WE HAVE THESE FOR THE SUBJECT--- YOU MAY BE ABLE TO MOVE FORWARD WITH PILOTING FOR THE UPCOMING SCHOOL YEAR.</b>

*5. Appoint System team members (made up of school team members) to include principal, instructional supervisor, curriculum director, Title I Coordinator, Department Head, paraprofessionals, students, teachers, and parents	Superintendent	December preceding the adoption year
*6. Select and contract with appropriate consultant to lead curriculum revision process (if needed)	Curriculum Director	Summer prior to adoption N/A
*7. Select for review appropriate text(s) and accompanying materials (based on needs determined from 2-4 above)	Review team, Curriculum Director	Summer prior to adoption or as available
8. Review curriculum and supporting materials	Review teams/teachers	August-February of adoption year
9. Request presentation from Web-Based or Textbook representatives (if needed)	Curriculum Director	January of adoption year
10. Select/recommend for adoption text/materials	Review teams/System team/teachers	First of March of adoption year
11. Present to Board	Curriculum Director	March of adoption year
12. Review of Materials by Public opportunity for comment and parental input prior to the adoption or use of any proposed instructional materials and content. Materials will be posted on the LCSS website, and made available for review in print form upon request.	Curriculum Director	
12. Requisition new materials	Instructional leaders	June of adoption year
13. Analyze: curriculum alignment of selected text(s); identify gaps, match resources to gaps, write test items	Curriculum Director, teachers, instructional leaders	Summer after adoption

14. Develop management system to help teachers measure student progress, improve student achievement, and to provide reports to parents	Curriculum Director, instructional leaders	Summer after adoption
15. Provide staff development to implement the newly adopted textbooks and management system	Curriculum Director, instructional leaders, teachers	Summer after adoption
16. Implement continuous evaluation which will lead to continuous improved student achievement	Impact Checks/ Curriculum Director	On-going

\* Steps 5-7 can be expedited if sufficient evidence exists of scope and sequence for a subject if the grade band/school level is considering adoption of a primary learning resource.

**Criteria for Adoption: The following will be used to evaluate difference resources.  
LCSS Learning Resource Evaluation Rubric Form**

Instructional materials are designed for use by students and teachers as a learning resource for students to acquire essential knowledge, skills, abilities, and dispositions. This includes print and non-print materials, including comprehensive/core textbooks, supplemental materials, Web-based and electronic textbooks, and assessments.

Web-Based Resource Name or Textbook Title:

\_\_\_\_\_

Author(s): \_\_\_\_\_

Publisher(s): \_\_\_\_\_

Copyright Date of Textbook or Website:

\_\_\_\_\_

Subject/Grade Level: \_\_\_\_\_

Student ISBN if Textbook:

\_\_\_\_\_

Teacher Edition ISBN if Textbook:

\_\_\_\_\_

**Instructions: Use the tables below to determine if the Learning Instructional Resource material meets each criteria.**

**Subject Content Alignment \_\_\_\_\_**

<b>Criteria</b>	<b>Does Not Meet (1)</b>	<b>Meets (2)</b>	<b>Comments</b>
Materials focus on the knowledge, skills, and abilities appropriate to the grade level.			
Material demonstrates coherence and rigor appropriate to grade level.			
Real-world applications are relevant to the students.			
Information and directions are clearly written and explained			
Tasks are aligned to the GSE standards--(Please provide supporting documentation showing alignment to each of the standards.)			
Non-text content (maps, graphs, pictures, etc.) are accurate, authentic, and well integrated into the instructional material			
Lessons/tasks are interdisciplinary when appropriate			
Tasks apply to the diversity of students and their abilities, interests, and learning styles			
Questions and tasks encourage the development and application of higher-level thinking skills			
Teacher resources include questioning strategies and/or questions to check for understanding at all Depth of Knowledge (DOK) levels.			
Teacher edition includes formative assessment/evaluation tools and processes			
Material provides access to or demonstrates concepts in multiple ways, allowing for a variety of student responses.			
Tasks have a purpose, aligned to a skill or concept at grade level.			

Range and quality of text at each grade level is addressed with a well-balanced representation of literary and informational texts			
Material includes application of skills and concepts at grade level.			
Material makes it clear that student writing is a key task (argument, informative, response to audience and purpose, short focused research).			
Content includes 21st Century skill development such as collaboration, creative thinking, and problem solving.			
Other_____			
<b>Total Content Criteria Points</b>			

**Inclusion Alignment**

<b>Criteria</b>	<b>Does Not Meet (1)</b>	<b>Meets (2)</b>	<b>Comments</b>
Material reflects a variety of ways to differentiate instruction and model content to support all learners.			
Material reflects sensitivity with regard to gender, race/ethnicity, religion, socioeconomic status, intellectual, and physical abilities.			
Material includes access to a multilingual glossary.			
Material provides resources for students with disabilities and English Language Learners aligned to grade level content.			
Material is available for students with visual impairments.			
Other:_____			
<b>Total Alignment Points</b>			

### Alignment with District and State

Criteria	Does Not Meet (1)	Meets (2)	Comments
Material content aligns to district/organization curriculum.			
Material content aligns with college and career readiness skills--Georgia Standards of Excellence.			
Material is a useful resource in preparing students to meet the requirements of the Georgia Standards of Excellence and statewide assessments.			
Other_____			
<b>Total Alignment Points</b>			

### Organization

Criteria	Does Not Meet (1)	Meets (2)	Comments
Material provides a useful tabs or tables of contents, glossary, supplemental pages, and index etc.			
Layout is consistent; If if a textbook -print or online-- chapters/units are arranged logically; and allow access through multiple modalities			
Teacher resource/edition contains interesting introductions and a list of prerequisites skills for each part of the resource(chapter if textbook).			
Material contains examples, explanations, and/or online resources to the depth and breadth of the Georgia Standards of Excellence.			
Information is accurate, current, and research-based			
Focus of academic and domain specific vocabulary is prevalent throughout reading, writing, listening, and speaking.			
Size and format of online text or print is appropriate.			

Format is visually appealing & interesting			
Material provides balanced assessment type questions and/or performance-based tasks.			
Electronic and interactive format available if printed material.			
Other: _____			
<b>Total Organization Points</b>			

Total Score for Learning Resource: \_\_\_\_\_

**Committees**

The system wide adoption committee is appointed by the superintendent and/or designee. Members of the committee include: principals, instructional supervisors, curriculum director, federal programs coordinator, teachers, department heads, media specialists, paraprofessionals, students, and parents.

**Textbook Challenges**

Textbook challenges will be handled in accordance with the Lee County Board of Education Policy Reconsideration of Materials.

**Disposal of Textbooks**

Each school is required to complete an obsolete textbook disposition form. This form is reviewed by the central office personnel and books are sold, destroyed, recycled, or used as supplemental materials in the classroom as deemed appropriate. If books are sold at the school level, the money is put in the school account to replace books, etc. and the difference is sent to central office at end of year in form of a check.

**DOE Info**

The purchase and use of instructional resources and materials are decisions made at the local school district and/or school levels. The Department of Education provides sample instructional resources that are aligned to the required standards. Local school districts/schools are responsible for determining the resources and strategies that will be used for instruction in support of their student needs and interests

Code: IFAA(1) 160-4-4-.10 INSTRUCTIONAL MATERIALS SELECTION AND RECOMMENDATION (1) DEFINITIONS.

Link to SBOE rule: <http://www.gadoe.org/External-Affairs-and-Policy/State-Board-of-Education/SBOE%20Rules/160-4-4-.10.pdf>

Code: IFAA(2) 160-4-4-.20 INSTRUCTIONAL MATERIALS ADVISORY COMMITTEE. (1) DEFINITIONS.

Link to SBOE Rule:

<http://www.gadoe.org/External-Affairs-and-Policy/State-Board-of-Education/SBOE%20Rules/160-4-4-.20.pdf>