The Massachusetts [Curriculum Frameworks](http://www.doe.mass.edu/frameworks/current.html) present a vision for rigorous, coherent, and relevant student learning. Yet, Massachusetts school and district leaders say they often lack the time and information necessary to make well-informed decisions about selecting curricular materials that reflect these frameworks. As a result, teachers are left scrambling to find good materials or to develop them from scratch. Ensuring each content area has standards-aligned materials can be an overwhelming process, especially with the number of programs and products claiming to be standards-aligned. This Quick Reference Guide provides an overview of a process for district leaders to use when selecting high-quality instructional materials.

**Curricular materials can make a real difference.** Providing teachers with access to higher-quality, better-aligned curricular materials can prompt improvement in student outcomes:

* Comparable to [over half a year](https://cepr.harvard.edu/files/cepr/files/teaching-higher-report.pdf) of additional learning (Kane et al., 2016)
* About [1.5 times the difference](https://www.brookings.edu/wp-content/uploads/2016/06/0410_curriculum_chingos_whitehurst.pdf) between an average teacher and one at the 75th percentile (Chingos & Whitehurst, 2012)
* [Greater than the difference](https://www.brookings.edu/research/never-judge-a-book-by-its-cover-use-student-achievement-instead/) between a new teacher and one with three years of experience (Kane, 2016)

**Key Aspects of the Selection Process**

|  |  |
| --- | --- |
| **Get the right people in the room**: Engaging a range of staff, *especially teachers*, early and often will generate trust and collaboration. | The whole Marketplace of high quality instructional materials (HQIM) |
| **Know your why**: Your instructional vision, priorities, and district parameters will focus and drive your process. |
| **Establish your own district lens:** Doing this work with your student needs and your stakeholders in mind will support a just-right fit. |
| **This whole process is PD!** Adopting new curricular materials requires ongoingcurriculum embedded training which is highly impactful for both students and teachers. |
| **This whole process is managed by *YOU***: Publisher-driven selections are old school. *Your* informed priorities and *your* critical lens drive the decisions (including using rubrics and neutral third-party ratings to identify high-quality programs and whether and how to pilot). *You* set agendas when you meet with publishers! |
| **Selecting new materials is only the half of it!** A thoroughly planned launch followed by ongoing implementation guidance and monitoring are crucial to long term success. |
| **Equity for all content areas:** Student access to high-quality materials from classroom to classroom increases opportunities for equitable outcomes for *all* students within a school and district. |

#### Additional Resources

|  |  |
| --- | --- |
| * [CURATE](http://www.doe.mass.edu/instruction/curate/) * [EdReports](https://www.edreports.org/) * [Instructional Partners](https://instructionpartners.org/) * [NextGen TIME](https://nextgentime.org/) | * [Ensuring Curricular Coherence](http://www.doe.mass.edu/instruction/impd/qrg-ensuring-coherence.pdf) QRG * [Assessing Your Curriculum Landscape QRG](http://www.doe.mass.edu/instruction/impd/qrg-assessing-curriculum.pdf) * [Aligning Curriculum to Massachusetts Standards QRG](http://www.doe.mass.edu/instruction/impd/qrg-aligning-curriculum.pdf) |

**Process Overview\***

**Implement & Monitor (1-4 years)**

* Continue targeted training of teachers, support staff, and administrators
* Teach and refine instruction
* Continually support and monitor implementation and training

**3**

**2**

**4**

District Instructional Vision

**1**

**Learn & Prepare (1-2 months)**

* Establish a committee, selection timeline, and final decision-making process
* Develop a common understanding of content frameworks among your curriculum council
* Establish your local lens
  + Identify parameters for your decision (budget, grades, content area, etc.)
  + Gather data about your local context and district, including evaluating current materials
  + Develop your vision and goals for instruction and assessment
  + Set priorities to guide your decision process
* Plan for stakeholder engagement throughout the entire process
* Understand the market landscape: What are your options?

**Investigate & Select (4-6 months)**

* Narrow your choices: Use your parameters to identify a subset of programs (2-4) that can be deeply investigated
* Investigate and pilot the materials (2-4 months)
* Use your instructional vision and priorities to rate each product
* Gather data from other districts, stakeholders, and publishers
* Field test and/or Pilot materials
* Make a decision
  + Synthesize and analyze evidence
  + Make a final selection that meets your local priorities
  + Communicate the decision and plan for implementation to all stakeholders

**Launch (3+ months)**

* Procure materials and plan for distribution
* Set implementation goals for assessments, pacing, monitoring
* Train teachers, support staff, and administrators
* Plan for assessment and grading
* Set expectations for use and collaborative planning
* Determine the plan for coaching

\*Process is adapted from resources from [EdReports](https://www.edreports.org/resources/article/navigate-the-materials-adoption-process-in-8-steps), [Instructional Partners](https://instructionpartners.org/resources/curriculum-support-guide), and [NextGen TIME](https://nextgentime.org/)