



LISD staff, parents, and community members can provide feedback on this draft using Let's Talk.



INSTRUCTIONAL MATERIALS SELECTION PROCESSES MANUAL

Published September 2021

Edited August 2022

Table of Contents

I. [Purpose of the Manual](#)

II. [Policy](#)

- Board Policy
- Annual TEKS Certification
- Guidance for Publishers

III. [Overview of LISD Instructional Materials Selection Process](#)

IV. [Types of Adoptions](#)

- State Instructional Materials Adoption (SBOE)
- District-Wide Technology Resources
- District Instructional Resources
- Campus Instructional Resources
- Curriculum Design Team Resources (Including AP/IB Resources)

V. [Committee Selection and Responsibilities](#)

- State Instructional Materials Adoption (SBOE)
- District-Wide Technology Resources
- District Instructional Resources
- Campus Instructional Resources
- Curriculum Design Team Resources (Including AP/IB Resources)

VI. [Publisher Meetings and Guidelines](#)

VII. [Procurement Process](#)

- Purchasing Policy & Requirements
- Instructional Materials Coordinator Process for Procuring Materials
 - State Requisitions - Requirements
 - Disbursements Requests - Requirements

VIII. [Glossary of Terms](#)

IX. [Appendix](#)

- Sample Detailed Selection Timelines
- Sample Detailed Committee Timelines
- Sample Committee Membership
- Sample Rationale and Recommendations Form
- Sample Rubrics

Purpose of the Manual

The purpose of this manual is to provide guidance based on District policy and standardized processes regarding the selection of instructional resources in Leander ISD, including, but not limited to, textbooks, online resources, books, videos, and supplemental materials. This guidance in this manual is specific to instructional resources provided at the district level as a part of the written curriculum to address 100% of the Texas Essential Knowledge and Skills (TEKS). This manual also includes guidance specific to the Technology and Instructional Materials Adoption (TIMA) process.

Policy

Leander ISD Board Policy

- CMD ([Legal](#)) - Equipment and Supplies Management - Instructional Materials Care and Accounting
- EF ([Legal](#)) ([Local](#)) - Instructional Resources
- EFA ([Legal](#)) - Instructional Resources - Instructional Materials
- EH ([Local](#)) - Curriculum Design
- EHAA ([Legal](#)) ([Local](#)) - Basic Instructional Program - Required Instruction (All Levels)
- EMB ([Legal](#)) ([Local](#)) - Miscellaneous Instructional Policies - Teaching about Controversial Issues

Annual TEKS Certification

The district superintendent, along with the president and secretary of the local board of trustees, or officers of the governing body of the charter school, certify the following:

1. This district's instructional materials and technology allotment is used only for expenses allowed by the Texas Education Code (TEC), §31.0211.
2. For the current school year, this district has instructional materials that collectively cover all elements of the Texas Essential Knowledge and Skills of the required curriculum identified in the TEC, §28.002, other than physical education, for each subject and grade level (TEC §31.004).
3. Upon request, this district will provide to the State Board of Education the title and publication information for any instructional materials requisitioned or purchased by the district with the district's allotment (TEC §31.101).

Guidance for Publishers

Leander ISD is a “closed” district. Publishers may display and present their Instructional Materials only at designated meetings established by the central administration. Instructional Material publishers may not contact campuses or teachers directly.

Overview of LISD Instructional Materials Selection Process

All Instructional Materials will be selected using the district process in accordance with Texas State law, Texas Education Agency guidelines, and LISD Board Policy. Teachers will be instrumental in the process of review and selection for grade levels/course Instructional Materials in their area(s) of expertise. Parents, students, and community members will be provided multiple opportunities for feedback during the selection process. The process for selection and procurement of instructional materials shall follow the processes outlined regardless of funding source (TIMA, district, or campus) or Open Educational Resources (OER).

The Board of Trustees is responsible for adopting policies regarding the selection of new instructional materials (EF, EFA, EHAA, EMB). The board shall select instructional materials purchased with Technology and Instructional Materials funds in an open meeting as required by Texas Open Meetings Act, including public notice (EFA). The Board shall approve final selections for new instructional materials selected and ratify the District's certification of instructional materials (EHAA Local).

The Instructional Material selection process will be followed. The Instructional Materials committee may choose from the state adopted list of materials (when provided). The district must adopt a locally developed curriculum and align purchased materials to the district developed scope and sequence to cover 100% of the TEKS.

Adoption Timeline



- Call for campus committee members (Sept/Oct)
- District Level Meetings with campus members (Oct-Jan)
- Campus Level Meetings (Nov-Feb)
- Gather Community Feedback (Jan-Feb)
- Gather Campus Level Feedback (Feb)
- Recommendation to Board of Trustees (March/April)

Types of Adoptions

	Types and Scope of Instructional Materials (including those funded by TIMA)			
	State Instructional Materials Adoption (SBOE Adoption Cycle)	District-Wide Technology Resources	District Instructional Resources (Including AP/IB Resources)	Campus Instructional Resources
Committee Selection & Responsibilities	• Overview of the Selection Process • Responsibilities of the “TIMA Steering Committee” • Responsibilities of the District Committee • Responsibilities of the Campus Committee			
Selection Process	Selection Process Flowchart (and/or other resources for a District level Instructional Materials Process.			Campus-Level Instructional Materials Selection Process
Procurement Process	• Procurement Process for state, district, and campus instructional Materials • Procurement Process for curriculum design team (including AP/IB)			

State Instructional Materials Adoptions follow the state Instructional Materials proclamation timeline and are district wide adoptions for specific content areas and grade levels (for example, K-12 Science Adoption). Campuses affected by the proclamation should be involved in the instructional materials selection process.

District-Wide Technology Resources describe adoptions that may affect the entire district such as a learning management system and should have appropriate representation across the district in the selection process.

District Instructional Resources may be specific to content areas or grade levels across the district such as AP/IB resources or IXL for math 6-12. The selection process representation should be specific to the content area and/or grade levels being affected.

Campus Instructional Resources represent those instructional materials that are purchased for specific use at the campus level.

Committee Selection and Responsibilities

Overview of the Technology and Instructional Materials Selection Process

1. The Assistant Superintendent for Curriculum, Directors, and Coordinators of the subject under consideration for adoption constitute the “Instructional Materials District Steering Committee” and work with the Course Specific District Instructional Material Committee members to facilitate the total Instructional Material selection process. *The process may be revised based on the number of teachers, sections, and campuses offering the course.*
2. The Instructional Resource District Steering Committee shall solicit feedback from teachers to determine the instructional material recommendation to the Board.
3. Members of the Course Specific District Instructional Materials Committee are recommended by principals, selected by the content coordinator specific to each adoption, and appointed by the Superintendent or designee with advice and recommendations of the Teaching & Learning Team.
4. Appointees to the committee shall be persons qualified in their field.
5. The number appointed and the fields represented will be determined by the nature of the selection being made, and expertise required. The majority of the committee shall be classroom teachers. When feasible, each campus impacted by the adoption shall have at least one representative. (This may not be feasible in courses such as elementary PE when each campus only has one teacher teaching the course.) Additional representatives may be appointed in equal proportion for large adoptions.
6. Campus Instructional Material Selection Committees for each subject area will be led by the District Instructional Material Committee campus representative.
7. No employee who has worked for a publisher (on a text submitted for a particular adoption) or who is currently employed by a publisher with materials under consideration, can serve as an official committee member.

The final recommendation of Instructional Materials will be made by the official Instructional Resource District Steering Committee members based on campus consensus data, community feedback, and funding availability. This recommendation will be made to the Board of Trustees.

Final selections must be approved by the Board of Trustees in an open meeting, including public notice (EFA Legal).

Responsibilities of Executive Directors, Directors, and Coordinators “TIMA Steering Committee”

1. Work with the official Instructional Resource District Steering Committee members to facilitate the total Instructional Material selection process.
2. Assist in organizing the committees' activities.
3. Identify program goals, objectives, and philosophy and share with District Instructional Resource Committee members.
4. Refine evaluation rubric found in appendix which reflect program goals, objectives, and philosophy.

5. Assist committee members in becoming acquainted with trends, changes, and of current research and methodology in the area of adoption.
6. Provide needed resources for study:
 - a. Texas Education Agency publications concerning Instructional Material adoptions;
 - b. State curriculum frameworks;
 - c. Essential elements adopted in State Instructional Material Proclamation;
 - d. Information regarding implementation, etc.
7. Serve as liaison to publishers' representatives in scheduling meetings.
8. Facilitate District Instructional Material selection meetings including:
 - a. Sending meeting notices to all committee members;
 - b. Providing the clerical help needed by the committee;
 - c. Duplicating needed materials, such as the evaluation criteria, ballots, survey form, etc.;
 - d. Creating and maintaining the website used for communication during the Instructional Material selection process.
9. Collaborate with the technology department to ensure that instructional materials considered operate with the district technology system.
10. Partner with other members of the Instructional Resource District Steering Committee to provide a variety of feedback opportunities for parents, students, and community members, for example:
 - a. District website designed for virtual previews,
 - b. Samples available for in-person previews at north and south locations in the district for at least one month,
 - c. School Community Relations (SCR) media blast,
 - d. Schedule time to provide feedback on district-wide committee agendas: District-Wide Educational Improvement Committee (DWEIC), Community Curriculum Advisory Committee (CCAC), and School Health Advisory Committee (SHAC) as appropriate,
 - e. Virtual presentations designed for principals to share with Site-Based committees, or
 - f. Virtual community listening sessions hosted by content leaders.
11. Regularly report progress of the adoption process to the Teaching, Learning, and Leading Team, and Cabinet.
12. Make recommendation for approval by Board of Trustees based on recommendation of District Instructional Materials Adoption Committee and financial considerations.
13. Upon approval of Instructional Materials by the Board of Trustees, contact the District Instructional Material Coordinator for ordering of adopted instructional materials. District Subject Coordinators to contact publishing companies to schedule teacher professional learning for the implementation of the selected instructional resources.
14. Comply with Board Policy EFAA (Legal) regarding Ethics (see committee responsibilities above)

Responsibilities of the Course Specific District Instructional Materials Committee

1. Attend committee meetings including:
 - Training on the use of the Instructional Material Evaluation Rubric
 - Those with publishers' representatives
 - Discussion meetings
 - District Instructional Material Recommendation Meeting.
2. Prepare written selection recommendations listing selection(s) and reasons for selection(s). Include the following rationale in the report:
 - Comprehensive and deep alignment to the Student Expectation level of the Texas Essential Knowledge and Skills (TEKS),
 - Alignment with the format of the State of Texas Assessment of Academic Readiness (STAAR), End of Course exams (EOCs) and/or other required assessments,
 - Accuracy of content,
 - Compatibility of content with local instructional program,
 - Reflective of an ethnic, linguistic, and culturally diverse student population,
 - Suitability of content for local student needs and interests,
 - Integration of technology,
 - Teaching resources and/or supplementary materials,
 - Teacher edition, manual or guide and internet materials,
 - Funding and pricing considerations.
3. Lead the Campus Instructional Material Selection process.
 - Train campus staff on use of rubric
 - Guide campus evaluation of texts materials
 - Conduct sample lessons
 - Gather campus input
4. In order to maintain the integrity of the selection process, all committee members will follow the ethics defined in EFAA (Legal):

A Board member, administrator, or teacher commits an offense if the person accepts a gift, favor, or service that:

- Is given to the person or the person's school;
- Might reasonably tend to influence the person in the selection of instructional material or technological equipment; and
- Could not be lawfully purchased with state instructional materials funds.

"Gift, favor, or service" does not include:

- Staff development, in-service, or teacher training; or
- Ancillary materials, such as maps or worksheets, that convey information to the student or otherwise contribute to the learning process.

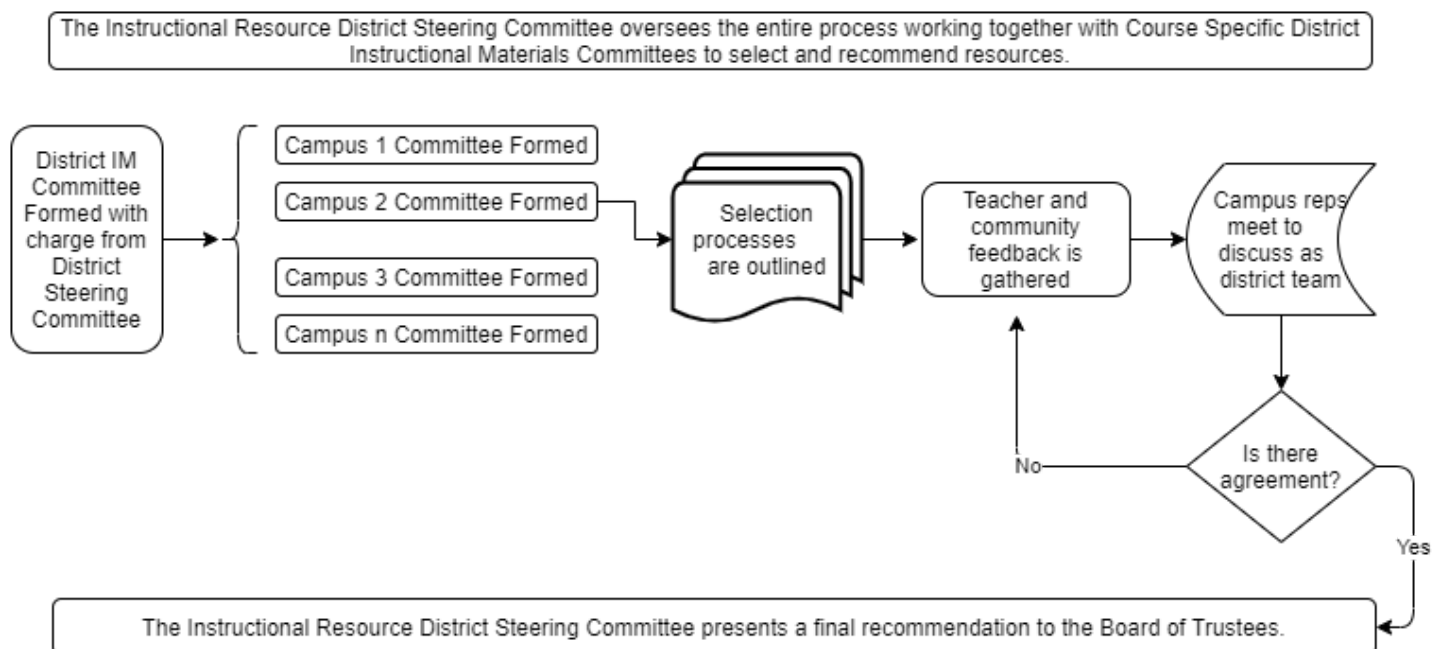
Education Code 31.152

Responsibilities of the Campus Instructional Material Selection Committee

1. Attend campus committee meetings including:
 - Training of the use of the Instructional Material Evaluation Rubric
 - Discussion meetings of the process, review, update, and actions steps needed
2. Completion of evaluation of instructional materials with rubric elements
3. Actively participate in review of Instructional Materials
4. Pilot instructional resources considered within the Instructional Materials Adoption
5. In order to maintain the integrity of the selection process, all committee members will follow the ethics defined in EFSA (Legal).

Selection Process Flowcharts

District Instructional Resource Process Flowchart



Publisher Meetings and Guidelines

Publisher's Commitment to Leander ISD for Instructional Material Selection

District Profile: Leander Independent School District is a fast growing district located in Williamson & North Travis County. Leander ISD serves more than 40,000 students and encompasses approximately 200 square miles. Enrollment and other statistics for LISD can be accessed via the [LISD Texas Academic Performance Report web page](#).

INSTRUCTIONS: This form must be completed and returned by _____ to be considered by LISD to:

Chris Clark
Assistant Superintendent for Curriculum

Leander Independent School District
204 W. South St Leander, Texas 78646
Phone: (512) 570-0000

PUBLISHER: (include full mailing address, telephone, fax, 800 numbers, etc.):

Phone, fax, and e-mail addresses for LISD to use for customer service:

Name of customer service person: _____ Voice
phone number: _____ Fax
number: _____ E-mail
address: _____

Name, address, phone, and fax of representative(s) who will handle LISD's account:

Name: _____ Address: _____
Voice phone number: _____ Fax number: _____
_____ Mobile
number: _____ E-mail
address: _____

Leander ISD is a "closed" district. Publishers may display and present their Instructional Materials (including Online Digital Content) only at designated meetings established by the central administration. Instructional Material publishers may not contact campuses or teachers directly.

Date received in LISD: _____

Subject for adoption: _____

Title of Text/Series and Grade Levels Submitted for Consideration:

Teacher Edition/Guides:

Will the publisher provide one copy of or one license for all Teacher Editions and/or guides to every teacher of the subject for the duration of the adoption contract and any extensions (Includes special education instructors and other specialists that teach the above mentioned subject matter)?

YES

NO

Bilingual

Will the publisher provide one copy of all English and Spanish Teacher Editions and/or guides to every teacher of the subject for the duration of the adoption contract and any extensions to the adoption?

YES

NO

Ancillary and Complementary Materials (READ CAREFULLY):

List the ancillary and complementary materials that will be provided to every teacher of the subject (includes Special Education instructors and other specialists that teach the above- mentioned course) for the duration of the adoption contract plus any extensions. Note that if options are given for ancillaries, the district will determine which components comprise the ancillary package, not individual teachers or campuses. This includes all Bilingual ancillaries as well.

If additional space is needed, please attach a sheet of all ancillaries at the end of the agreement.

Make sure to include ISBN # and pricing information.

The publisher agrees to ship ancillary and complementary materials directly to the warehouse and district Instructional Material coordinator.

****All computer-related materials (CD-ROMs and software) must be shipped to the District Instructional Material Office. These materials must be tested and approved by the Information and Technology Services Department prior to distribution to the campuses.**

Greg Wright
1900 Cougar Country
Cedar Park, Texas 78613

1-512-570-0625

***All materials must be pre-assembled and pre-packaged for each teacher.**

Student Workbooks:

Will the publisher provide a Student Workbook for each student edition ordered by LISD for every year of the adoption plus any extensions?

YES NO

Will the publisher ship Student Workbooks to the District Warehouse prior to the beginning of each school year? **(NOTE: The District Instructional Material Warehouse will not separate workbooks that are shrink-wrapped or attached to individual student Instructional Materials in any manner.) The materials should be separated by campus with the campus name on the pallet/boxes.**

YES NO

Management Systems:

Is a management system part of the adoption?

YES NO

If YES, will each teacher receive a management system and any needed replacements for the duration of the adoption and any extensions?

YES NO

Tests and STAAR Correlations:

Will the publisher provide one copy of or one license for any testing, test bank or STAAR correlated materials to every teacher of the subject for the duration of the adoption and any extensions?

YES NO

Bibliographies/Selected Professional Readings and Teacher Resources:

Will the publisher provide one copy of or one license for any supplementary readings, teacher professional readings, and teacher reference texts to every teacher of the subject, special education instructors and other specialists who directly support students enrolled in the course, and subject area supervisor(s) for the duration of the adoption plus any extensions?

YES NO

If necessary, will the publisher provide LISD with masters for duplication and copyright permission for all materials for the duration of the adoption plus any extensions?

YES

NO

Professional Development:

What professional development will be provided for LISD by the publisher?

Will there be any cost to LISD for any professional development support?

YES

NO

If YES, please describe and list costs.

Printed name, title, address, phone number of the authorized person filing the Publisher's Commitment Form: Must be an officer of the Publishing Company

Signature

Date

Procurement Process

TIMA Procurement Process and Procedures

As provided in the Texas Education Agency's (TEA) Financial Accountability System Resource Guidelines (FASRG), Section 3.60 *Purchase of Instructional Materials (IMA) References*, update 16 issued in 2019, purchases of TIMA materials are to be made based on Texas Education Code Chapter 31 and §44.031, and Texas Administrative Code (TAC) Rule 19 TAC Chapter 66.

Purchasing Textbooks

The process of selecting a textbook for a classroom can be challenging and the process usually includes a lengthy review of applicable textbooks until one is selected. To facilitate this process, the LISD Purchasing and Textbook Departments are to be involved on the front end of the process, assisting as necessary to ensure the choice of text does not fall outside the state's procurement requirements. Below are the three steps LISD has adopted as guidelines for the purchase of TIMA materials purchases made by LISD based on the identified resources.

If there are questions related to the procurement process or purchasing procedures, please contact the Purchasing Department at ext. 10613.

Step 1: State Board of Education (SBOE) Proclamation Lists

The SBOE establishes a list of adopted instructional materials that meets specific educational requirements. These proclamations have been vetted and negotiated by the SBOE and qualify as meeting the competitive bidding requirements to which a school district must adhere. By selecting materials off a proclamation through the processes outlined in 19 TAC Chapter 66, no other competitive processes are necessary.

The Purchasing Department will assign a District recognized contract number to be used and identified for all procurements (e.g. purchase orders).

If Step 1 above is not applicable, move to Step 2.

Step 2: Established [Contracts with Vendors](#) or Interlocals with Governmental Entities and Cooperatives

Not all materials to be selected by the district can be found in the proclamations. [Leander ISD has many vendors awarded for instructional materials through our bid process. Current awarded vendors can be found in our \[Awarded Vendors\]\(#\).](#) There are also cooperative entities where these materials can be found. The district should consider the next step in purchasing such materials to ensure that the competitive process requirements have been met. The Purchasing Department should ensure that an interlocal agreement has been executed with the cooperative before any procurements are considered.

If Step 2 above is not applicable, please contact the Purchasing Department to do the next step.

Step 3: Other Materials not available through Proclamation or a Cooperative

If the selected materials are not available through a proclamation or from a cooperative, the purchase

must follow the requirements of LISD Policies CH(LEGAL) and CH(LOCAL), and the established District purchasing guidelines and procedures found on the following Purchasing Department website:

This information is available in the District's [online procurement manual](#). Please contact the Purchasing Department at x10611 for the location of this information.

Caveats

Changes in adopted ISBNs during a proclamation period

Replacements / Updates - how to handle procurement-wise

Glossary of Terms

Ancillary Materials

Many publishers also provide ancillary materials at no cost to school districts that select their adopted materials. Ancillary materials are not part of a publisher's bid or contract, and are not purchased by the state. Therefore, these items are not reviewed by panel members at the state level and are not adopted or sanctioned by the SBOE.

Audit and Penalties

In order to confirm that all factual errors are corrected, the TEA oversees an audit of all newly adopted programs. Contracting with Texas public colleges and universities, the TEA facilitates a process by which the contracted institutions compare the adopted instructional materials against the Report of the Commissioner of Education Concerning Required Corrections of Factual Errors presented to the SBOE by the Commissioner of Education. Upon completion of the audit, the TEA reports any uncorrected errors, or any new errors discovered, to the SBOE for action. The SBOE may assess a penalty for each factual error.

Development and Submission

After each proclamation is issued, publishers are required to submit a Statement of Intent to Bid (SOITB), indicating their interest in participating in the review and adoption cycle. Typically, they have one year to develop materials that align with the requirements of the proclamation.

Digital Resource Request (DRR)

All digital resources must go through the digital resource request process to ensure that district data privacy requirements are met and that the district will be able to complete integration and accessibility to staff and students.

Errors

In addition to the report on the coverage of required TEKS, the Commissioner of Education presents the SBOE with the Report of the Commissioner of Education Concerning Required Corrections of Factual Errors, listing all factual errors discovered in the instructional materials. The report is a compilation of the errors found by the state review panels, those reported by the publishers (who are required to disclose all known factual errors), and any reported to the TEA by the general public or third-party organizations. Publishers are required to correct all factual errors, and provide an affidavit attesting that they have done so, before the corrected copies are submitted to the TEA in advance of sending the materials to schools.

Instructional Materials Adoption

After considering the evaluations of the state review panel members and TEA staff recommendations, the Commissioner of Education recommends that the instructional materials be placed on the adopted or rejected list, based on the number of TEKS covered. To be eligible for the state approved adoption list, instructional materials must meet at least 50% of the elements of the Texas Essential Knowledge and Skills (TEKS)- for the subject and grade level for which the materials are intended in both the student version and

the teacher version of the instructional materials.

Local Adoption, Ordering, and Fulfillment

Local authorities for each school district or open-enrollment charter school set their own policy for selecting the most appropriate instructional materials for their students. Upon making their decisions, school districts and open-enrollment charter schools place their orders with the TEA through the Educational Materials and Textbooks (EMAT) online system, a statewide electronic instructional materials management tool that processes all Texas public education instructional material requests, orders, payments, and deliveries. Adopted instructional materials are purchased with funds from the [Instructional Materials Allotment](#).

Proclamations

The SBOE solicits bids for new instructional materials by issuing a proclamation. The proclamation identifies the subject areas scheduled for review and contains the content requirements (Texas Essential Knowledge and Skills, or TEKS). It also contains a detailed schedule of adoption procedures and instructions for providing electronic files for the production of braille and large type materials. Proclamations are named for the year in which the materials are intended to be made available in the classroom.

Public Comment

Any resident of Texas may submit written comments about instructional materials submitted for adoption. Copies of written comments will be provided to the SBOE, participating publishers, ESCs, and persons who have filed written requests. Additionally, the SBOE also holds a public hearing to afford citizens the opportunity to provide oral testimony regarding instructional materials submitted for adoption. Representatives of publishing companies may make oral responses to testimony at the hearing.

Samples

Publishers are required to provide one sample copy of or one license for their instructional materials to the Texas Education Agency (TEA) and one sample copy to each of the 20 regional Education Service Centers (ESCs). Samples of student and teacher components of instructional materials must be complete as to content. Electronic materials, including online products, must be representative of the final product and completely functional.

Special Instructional Materials

The TEA contracts for the development of braille, large type and recorded versions of adopted instructional materials. To facilitate the timely delivery of print instructional materials in accessible formats, publishers submit digital files that conform to the National Instructional Materials Accessibility Standard (NIMAS) to a designated braille producer following the adoption. After all required corrections and editorial changes have been made to both the print version and the digital files, publishers must also submit updated digital files to the National Instructional Materials Access Center (NIMAC). Publishers of state adopted electronic instructional materials are also encouraged to comply with the technical standards of the Federal Rehabilitation Act, Section 50.

State Adoption

Using the Commissioner of Education's reports and recommendations as a guide, the SBOE determines

which materials are adopted or rejected. Following the SBOE's action, the TEA sends contract forms to publishers of adopted materials for signature. Contracts signed and returned by the publishers are signed by the chair of the SBOE and attested to by the Commissioner of Education. Original contracts are filed with the TEA.

State Review Panels

The materials submitted for adoption will undergo a full and complete investigation by a state review panel to identify the TEKS covered, the ELPS covered, alignment to the College and Career Readiness Standards, and identify factual errors. Nominations are solicited from educational organizations across the state, educators, academic experts, and parents. From these nominations, the Commissioner of Education appoints the panel members with the advice and consent of the SBOE. At the completion of the review, the panels' findings are reported to the Commissioner of Education.

Appendix

Sample Detailed Selection Timelines

Call for Committee Members; one teacher from each campus to serve on the district committee and act as campus IMA meeting leader	September/October
1st IMA District-Level Meeting	October
2nd IMA District-Level Meeting	October
1st Campus-Level IMA Meeting	November
3rd IMA District-Level Meeting	November
2nd Campus-Level IMA Meeting	November/December
4th IMA District-Level Meeting	January
Submit currently considered materials in the Digital Resource Request (DRR) process and check for updates. DRR Process Flow DRR Form Approved Digital Resources Check the awarded vendor list, follow manual if vendor is not awarded currently. Community Previews (one month) • North/South Location • Website • Campus newsletters • District newsletters • Q&A Session (3 opportunities on the same day via Zoom)	January/February
3rd Campus-Level IMA Meeting	February
Compile Campus Preferences and Develop Recommendation	February/March
Recommendation Taken to LISD School Board	March/April

State Instructional Material Adoption Timeline

This timeline is to be used with the state Technology and Instructional Materials adoptions. Items in **bold** are required. Items in *italics* require a committee as described in this document.

Timeline	Completion Date	Tasks
Spring prior to adoption year	1. Date _____ 2. Date _____	1. Plan for funding needed for District IMA Committee work 2. Communicate adoption processes with campus leaders
August	1. Date _____ 2. Date _____ 3. Date _____ 4. Date _____ 5. Date _____ 6. Date _____ 7. Date _____ 8. Date _____	1. Program under adoption develops " TIMA Steering Committee " to complete all steps in Timeline 2. Outline adoption process 3. Send Publisher's Commitment Agreement to publishers. 4. Provide overview of the process to principals for them to share with campus 5. Establish due date from principals for District Instructional Material Committee recommendations 6. Send committee recommendation form to Principals 7. Secure funds with TIMA Executive Committee 8. Alert LISD Finance Department that TIMA/District funds will need to be spent in March
September	1. Date _____ 2. Date _____ 3. Date _____ 4. Date _____	1. Publisher's Commitment Agreement due to Central Administration 2. Collect Campus recommendations for District Instructional Material Committee and establish District Instructional Material Committee (see membership responsibilities) 3. Notify members of selection on District Instructional Material Committee 4. Create Project Agreements for teachers on District IMA Committee if working after hours 5. Establish non-negotiables for LISD adopted materials (e.g. materials are in both English & Spanish, meet 100% of TEKS, etc.) to "narrow down" the TEA approved resources list 6. Conduct Needs Assessment (sample) with teachers in content/program adopting a resource

October	1. Date _____ 2. Date _____ 3. Date _____ 4. Date _____ 5. Date _____ 6. Date _____	1. <i>1st District Instructional Material Committee meeting:</i> outline district philosophy, norms, process, train on changes to the TEKS, & narrow choices using non-negotiables. Establish Campus Instructional Material Committee (see committee expectations, tasks and processes) . Assign specific tasks for completion 2. Technology department vet materials being considered to determine compatibility with district implementation platforms 3. Order complete adoption kit of “narrowed” resource selections from publishers to be sent to each campus 4. Consult third party resources (such as Learning List, Texas Resource Review) to further provide information on “narrowed” resource selection as it aligns to the state standards 5. Verify vendors are awarded and ready for purchase in LISD Awarded Vendor Search . If not found, reach out to Purchasing for assistance. 6. Develop rubric for content area/program adopting the resource. (See Sample rubric)
November	1. Date _____ 2. Date _____ 3. Date _____ 4. Date _____ 5. Date _____	1. Official announcement from SBOE at November SBOE meeting regarding final recommendations for Proclamation adoption 2. Schedule publisher presentations; share rubric with publishers to align presentation to district needs. 3. Principal Information Session- A Team or level principal meeting for detail of campus committee process, review of TEKS, etc, if needed 4. <i>2nd District Instructional Material Committees meeting:</i> Train on use of rubric, Complete November assigned task, assign new task for completion 5. <i>Publishers under consideration will present to the District Instructional Material Committee.</i>
December	1. Date _____ 2. Date _____ 3. Date _____	1. <i>3rd District Instructional Material Committee meeting:</i> Complete rubric from publisher presentations, December assigned task, assign final task for completion. 2. Begin negotiating pricing structures with the final 2-3 vendors. 3. Design public viewing opportunity : work with SCR to create advertising campaign, develop public website, viewing locations, way to gather public comment, etc.

January	1. Date _____ 2. Date _____ 3. Date _____ 4. Date _____ 5. Date _____ 6. Date _____	1. Public viewing/input of Instructional Materials at two district locations. 2. Report to DWEIC, CCAC, SSAC, and SHAC (as appropriate) 3. Host Community Listening Sessions 4. Teachers pilot adoption publisher finalist lessons and resources being considered for adoption. 5. Final Campus Instructional Material Committee Meeting - teachers complete rubric, compile teacher comments, make recommendation for Instructional Material selection on the Campus Instructional Material Committee Recommendation and Rationale form 6. <i>4th District Instructional Material Committee meeting:</i> Report Campus recommendations
February/ March	1. Date _____ 2. Date _____	1. Develop a presentation for recommendation to the Board. 2. Schedule a run-through with presenters and their supervisors. 3. Board Action of Instructional Material Recommendations at public meeting.
March/April	1. Date _____ 2. Date _____ 3. Date _____	1. Prepare draft list of materials for ordering 2. Instructional Material Adoption information sent to LISD Instructional Material Coordinator for ordering 3. Follow up with LISD Finance Department that funds are moved to the correct account in a timely fashion.

Sample Detailed Committee Timelines

Sample Campus Instructional Material Adoption Committee for State TIMA Adoption Timeline

This time line may be abbreviated in small adoptions. Items in **bold** are required. Items in *italics* require a committee as described in this document.

Timeline		Tasks
August	1. Date _____ 2. Date _____ 3. Date _____	1. Principals receive overview of process 2. Principals inform staff of process
September	1. Date _____ 2. Date _____	1. Principals nominate Campus reps for District Instructional Material Committee to appropriate district coordinator 2. Teachers notified of selection on District Instructional Material Committee
October	1. Date _____ 2. Date _____	1. <i>1st Campus Instructional Material Committee meeting</i> : share district philosophy, norms, process, discuss changes to the TEKS. Establish Campus Instructional Material Committee (see committee expectations, tasks and processes). Complete specific tasks.
November	1. Date _____	1. <i>Monthly Campus Instructional Material Committee Meeting</i> : Conduct assigned task
December	1. Date _____	1. <i>Monthly Campus Instructional Material Committee Meeting</i> : Conduct assigned task

January	1. Date_____ 2. Date_____	1. <i>Monthly Campus Instructional Material Committee Meeting:</i> Conduct assigned task 2. Teachers pilot adoption publisher finalist lessons and resources being considered for adoption. 3. Public viewing/input of Instructional Materials at two district locations.
February	1. Date_____ 2. Date_____	1. <i>Final Campus Instructional Material Committee Meeting:</i> compile all task rubrics, compile teacher comments, and recommend for Instructional Material selection 2. A copy of every content area folder will be made in Google.

Sample Committee Membership

[-District Committee](#)

[-Elementary Campus Committee](#)

[-MS Campus Committee](#)

[-HS Campus Committee](#)

SAMPLE DISTRICT INSTRUCTIONAL MATERIAL SELECTION COMMITTEE

The Instructional Material Selection Committee will consist of:

- ☐ Teachers (at least one from each campus, when feasible)
- ☐ Campus Administrators or Instructional Coaches
- ☐ District Coordinator
- ☐ District/Curriculum/Integration Specialist

Suggested Partners:

	Technology Representative	District	
	Special Education Representative	District	
	Bilingual Representative	District	
	Content Coordinator	District	
	Content Coordinator	District	
	Content Area Director	District	

Staff will be selected based on grade level/content area of adoption.

Name	Grade Level	Campus	Signature
	PreK (if applicable)		
	PreK (if applicable)		
	Kinder		
	Kinder		
	Kinder		
	Kinder – Bil		
	1 st Grade		
	1 st Grade		
	1 st Grade		
	1 st Grade – Bil		
	2 nd Grade		
	2 nd Grade		
	2 nd Grade		
	2 nd Grade – Bil		
	3 rd Grade		

	3 rd Grade		
	3 rd Grade		
	3 rd Grade – Bil		
	4 th Grade		
	4 th Grade		
	4 th Grade		
	4 th Grade – Bil		
	5 th Grade		
	5 th Grade		
	5 th Grade		
	5 th Grade – Bil		
	6th Grade		
	6th Grade		
	6th Grade		
	7th Grade		
	7th Grade		
	7th Grade		
	8th Grade		
	8th Grade		
	8th Grade		
	9th Grade		
	9th Grade		
	9th Grade		
	10th Grade		
	10th Grade		
	10th Grade		
	11th Grade		
	11th Grade		
	11th Grade		
	12th Grade		
	12th Grade		
	12th Grade		
	Elementary Admin		
	Middle School Admin		
	High School Admin		
	Campus Admin		
	Instructional Coach		

SAMPLE ELEMENTARY CAMPUS INSTRUCTIONAL MATERIAL SELECTION COMMITTEE

The Instructional Material Selection Committee will consist of:

- ☐ Campus Representative for District TIMA Committee
- ☐ Campus Administrator and/or Instructional Coach
- ☐ All campus staff that will instruct the proposed adoption

Each teacher on a campus impacted by adoption will be represented. Edit signature table to reflect the number of teachers represented at each grade level/subject area.

Name	Grade Level	Signature
	PreK (if applicable)	
	PreK Bilingual (if applicable)	
	Kinder	
	Kinder Bilingual (if applicable)	
	1 st Grade	
	1 st Grade Bilingual (if applicable)	
	2 nd Grade	
	2 nd Grade Bilingual (if applicable)	
	3 rd Grade	
	3 rd Grade Bilingual (if applicable)	
	4 th Grade	
	4 th Grade Bilingual (if applicable)	
	5 th Grade	
	5 th Grade Bilingual (if applicable)	
	Special Education	
	Specials (PE, Fine Arts, Art)	
	Librarian	
	Instructional Coach	
	Campus Administrator	

SAMPLE MIDDLE SCHOOL CAMPUS INSTRUCTIONAL MATERIAL SELECTION COMMITTEE

The Instructional Material Selection Committee will consist of:

- ☐ Campus Representative for District TIMA Committee
- ☐ Campus Administrator and/or Instructional Coach
- ☐ All campus staff that will instruct the proposed adoption

Each teacher on a campus impacted by adoption will be represented. Edit signature table to reflect the number of teachers represented at each grade level/subject area.

Name	Grade Level/ Content area	Signature
	6th Grade	
	6th Grade Bilingual (if applicable)	
	7th Grade	
	7th Grade Bilingual (if applicable)	
	8th Grade	
	8th Grade Bilingual (if applicable)	
	Special Education	
	Electives (PE/Athletics, Band, Art, etc.)	
	World Cultures (Spanish, etc.)	
	CTE (Gateway, STEM, etc.)	
	Librarian	
	Instructional Coach	
	Campus Administrator	

SAMPLE HIGH SCHOOL CAMPUS INSTRUCTIONAL MATERIAL SELECTION COMMITTEE

The Instructional Material Selection Committee will consist of:

- ☐ Campus Representative for District TIMA Committee
- ☐ Campus Administrator and/or Instructional Coach
- ☐ All campus staff that will instruct the proposed adoption

Each teacher on a campus impacted by adoption will be represented. Edit signature table to reflect the number of teachers represented at each grade level/subject area.

Teacher's Name	Grade Level / Course	Signature
	9th Grade	
	9th Grade	
	9th Grade	
	10th Grade	
	10th Grade	
	10th Grade	
	11th Grade	
	11th Grade	
	11th Grade	
	12th Grade	
	12th Grade	
	12th Grade	

	Special Education	
	Electives (PE/Athletics, Band, Art, etc.)	
	World Cultures (Spanish, French, etc.)	
	CTE	
	Librarian	
	Instructional Coach	
	Campus Administrator	

Sample Rationale and Recommendations Form

CAMPUS INSTRUCTIONAL MATERIAL COMMITTEE RECOMMENDATION

AND RATIONALE*

**Complete this form for the top recommendations.*

Subject _____

Campus _____

Official District Instructional Material Committee Member _____

RECOMMENDATION:

Publisher _____

Title: _____

Specific Reasons for Selection (Explain how the instructional material meets the criteria and supports the district philosophy for the content area):

Attach compiled Instructional Material Evaluation Rubric(s)

Attach Campus Instructional Material Committee membership list with signatures.

Sample Rubrics

Sample Student Instructional Material Analysis Rubric

(For ease, this rubric could be created as a Form in Google)

Name: _____ School: _____

Publisher: _____

Instructional Material: _____ Rating: _____

Grade Level: _____ Subject: _____

Rubric Rating Scale:

- 0 Never
- 1 Rarely, if at all
- 2 Somewhat, less than 50% of the time
- 3 Very well at times, but not consistent throughout
- 4 Consistently and thoroughly throughout text

REQUIRED SECTION: Policy EF (<i>Local</i>) Selection Criteria Alignment		Rating					Evidence/Comment
1	The resource supports and is consistent with the general educational goals of the state and District (including the vision, mission, core beliefs and LISD guiding documents), as well as individual schools and specific courses with the District and campus improvement plans.	0	1	2	3	4	
2	The resource meets high standards for artistic quality and/or literary style, authenticity, educational significance, factual content, physical format, presentation, readability, and technical quality.	0	1	2	3	4	
3	The resources are appropriate for the subject area, age, ability level, learning styles, and social and emotional development of the students for whom they are selected.	0	1	2	3	4	
4	Resources containing sensitive content or addressing sensitive issues, including but not limited to sexuality, violence, or profanity have been provided careful scrutiny and review.	0	1	2	3	4	
5	The resources are designed to help students gain an awareness of our	0	1	2	3	4	

	pluralistic society.						
6	The resources are designed to provide information that will motivate students and staff to examine their own attitudes and behavior; to understand their duties, responsibilities, rights, and privileges as citizens participating in our society; and to make informed choices in their daily lives.	0	1	2	3	4	
7	The resources conform with requirements of state law and regulations.	0	1	2	3	4	
Subtotal							IF THE RESOURCE DOES NOT SCORE 3 or 4 IN EACH POLICY CRITERIA, IT SHOULD NOT PROCEED THROUGH THE INSTRUCTIONAL RESOURCE SELECTION PROCESS.

Organization and Ease of Use		Rating					Evidence/Comment
8	Focus is on concepts and applications, rather than topics and memorization of procedures	0	1	2	3	4	
9	Sequencing of material is logical, consistent, understandable by the student	0	1	2	3	4	
10	Primary emphasis throughout is on integration of critical thinking and problem solving requiring higher level thinking skills	0	1	2	3	4	
11	Uses a variety of approaches to develop concepts	0	1	2	3	4	
12	Shows greater depth of instruction on the TEKS than on supplemental topics	0	1	2	3	4	
13	Availability of parent resource	0	1	2	3	4	
Subtotal							

Student Centered Learning		Rating					Evidence/Comment
14	Student tasks and assignments are of quality, sufficient quantity and at appropriate levels in relationship to content standards.	0	1	2	3	4	
15	Clear purpose and focus of assignments.	0	1	2	3	4	
16	Hands-on activities throughout are clearly aligned to learning objectives	0	1	2	3	4	
17	Contains activities for cooperative group work	0	1	2	3	4	
18	Students are asked to express ideas about the material and content	0	1	2	3	4	

19	Helps students transfer conceptual understanding to new circumstances or data	0	1	2	3	4	
20	Suggests ways for students to check own progress, diagnose errors and take remedial steps on their own	0	1	2	3	4	
21	Presentation of narratives and visuals are of student interest, help interpret standards, are not gratuitous or distracting	0	1	2	3	4	
22	Welcomes all students (avoids stereotypes, offensive language, overemphasis on social criteria)	0	1	2	3	4	
Subtotal							

Online Resources		Rating					Evidence/Comment
23	Allows the teacher and student to move past the substitution level of SAMR	0	1	2	3	4	
24	Contains authentic online resources with links that are regularly updated	0	1	2	3	4	
25	Online resources for teachers (Ex. instructional support videos, lesson ideas)	0	1	2	3	4	
26	Interactive online resources for students (ex. informational videos/demos, virtual manipulatives, etc.)	0	1	2	3	4	
27	Creativity and Innovation (Technology Application TEKS) are supported with this instructional materials resource	0	1	2	3	4	
28	Communication and Collaboration (Technology Application TEKS) are supported with this instructional materials resource	0	1	2	3	4	
29	Research and Information Fluency (Technology Application TEKS) are supported with this instructional materials resource	0	1	2	3	4	
30	Critical Thinking, Problem Solving, and Decision Making (Technology Application TEKS) are supported with this instructional materials resource	0	1	2	3	4	
31	Digital Citizenship (Technology Application TEKS) are supported with this instructional materials resource	0	1	2	3	4	
32	Technology Operations and Concepts (Technology Application TEKS) are supported with this instructional	0	1	2	3	4	

	materials resource						
Subtotal							

Teacher Resources & Supports		Rating					Evidence/Comment
33	Specifies and reviews prerequisite knowledge and skills in relevant, meaningful contexts	0	1	2	3	4	
34	Alerts teacher to common student misconceptions	0	1	2	3	4	
35	Provides content support and resources for teacher to succeed and learn more	0	1	2	3	4	
36	Includes strategies for inquiry or problem- based learning/project-based learning	0	1	2	3	4	
37	Clearly defines instructional objectives	0	1	2	3	4	
38	Suggests ways to differentiate instruction with specific strategies to adapt or modify for special education, ELL, GT, AP students	0	1	2	3	4	
Subtotal							

Assessment Resources		Rating					Evidence/Comment
39	Includes formative and summative assessments which incorporate a variety of formats: performance or objective based, open ended writing based assessments, and research projects	0	1	2	3	4	
40	Aligned to content standards with an emphasis on critical thinking and problem solving	0	1	2	3	4	
41	Grading guides include rubrics/ scoring guides and model answers	0	1	2	3	4	
42	Provides suggestions to teachers on how to interpret student performance to further instruction, and modify activities	0	1	2	3	4	
43	Application of concepts avoids trivial solution processes (formulas, memorization) that can be used without understanding	0	1	2	3	4	
44	Ways to differentiate for special education, ELL, Gifted and Talented, AP	0	1	2	3	4	
Subtotal							
TOTAL							

Adapted from: Montgomery, M. A. (2006). How to evaluate Instructional Materials and other instructional materials. *EdVantage Reports*, Retrieved October 9, 2006. [_____](#)

Use TEKS Alignment Rubric to analyze content alignment to TEKS and other content specific criteria

Learning List AND/OR Texas Resource Review Rubrics

Name: _____ School: _____

Publisher: _____

Instructional Material: _____ Rating: _____

Grade Level: _____ Subject: _____

Rubric Rating Scale:

- 0 Never
- 1 Rarely, if at all
- 2 Somewhat, less than 50% of the time
- 3 Very well at times, but not consistent throughout
- 4 Consistently and thoroughly throughout text

	Rating					Evidence
	0	1	2	3	4	