Sherwood Instructional Materials Adoption Cycle Process

Phase One: Instructional Materials Audit & Planning *Year 1:* ***Begin Winter of the year new standards are reviewed by ODE.***	*Purpose: To use data to understand current student achievement, assess existing courses and grade-level content, research best practices in the discipline, and identify and align current resources or previous adoptions.*	Build a team comprised of certified staff, administrators, and other stakeholders

		Analyze Oregon State standards, instruction, and assessment data for current practice
		  ○ Core content
		  ○ Selectives (HS only)
		  ○ Dual-Credit
		  ○ AP

		Determine philosophy (use equity lens) ● Create a vision statement Outline framework or position paper based on research of evidence-based practices
		Audit current curriculum and existing course offerings *Are the current courses designed with equity in mind and meet the standards?*
		Create pathways to graduation for students to ensure they will be able to complete core credit requirements
		Curriculum & Instruction Team gathers instructional materials for review and potential pilot
Phase Two: Instructional Materials Pilot & Review *Year 2: By end of Spring propose a recommendation of evidence-based instructional materials*	*Purpose: To use data to identify professional learning and resource needs to support teachers, instruction and student achievement.*	Research and evaluate instructional materials (including assessment) for possible pilot ● Attend instructional materials caravan (if available) ● Dual-credit courses: obtain copies of instructional materials and review text chosen by a partner college ● Technology elements (hardware, software, and all digital resources) are sent to Technology Services for compatibility and data privacy approval. ○ [Technology Considerations Checklist](#)
		Choose instructional materials to pilot ● Pilot materials with specific teachers ● Provide a platform for monitoring the pilot ○ Administrators feedback

		○ Teacher feedback ○ T & L feedback ○ If appropriate, student feedback ● Collect and synthesize feedback
		Review and Recommend ● The curriculum team reviews possible materials using Oregon Department of Education Instructional Materials Criteria Audit (content area-specific), district audits and/or IMET (Instructional Materials Evaluation Tool. (if piloted materials are not recommended repeat phase one) ● Make a recommendation to the board for use and purchase (first read) ● Make materials available to the community for review and feedback
		Professional Development & Implementation Planning ● Identify professional development needs to support teacher practices and implementation (plan and budget) ● Order materials, take inventory and barcode ● Provide opportunities for staff to access materials during the summer months
Phase three: Implementation *End of year 2 and throughout year 3: Quality professional learning and data-driven monitoring of effectiveness of materials*	*Purpose: to implement instructional materials, and instructional practices while continuing to monitor the adoption by completing program evaluation of implementation.*	**Professional Development & Implementation** ● Create a professional development plan for the start of the school year (adjust as needed). ● Provide instructional coaching ● Assessment work 　○ Begin administering formative, interim, and summative assessments 　○ Use assessment data to clarify essential questions and improve teaching 　○ Use assessment data to monitor the curriculum ● Monitor for fidelity - Program evaluation of implementation 　○ Ensure that curriculum is taught and assessed (when necessary supplemented) 　○ Survey teachers to provide feedback & identify needs 　○ Teaching and Learning provide support that targets feedback and needs ● Revise report card based on Learning Domains, Essential Standards, and Learning

Sherwood Instructional Materials Adoption Cycle Process

		Targets
Phase four: Curriculum Evaluation *Year 4: Implementation and Evaluation of materials*	*Purpose: to review student achievement and look at program effectiveness.*	Professional Development ● Provide professional development based on teacher feedback and student achievement ● Provide time to review, examine and adjust practices and courses (core and electives) based on assessment data ● Continue to make instructional coaching available ● Continue to monitor for fidelity ● Provide professional development for new staff
Phase five: **Curriculum Renewal and Review** *Year 6, 7: Enrich learning*	*Purpose: Implement and enrich materials to improve effectiveness.*	● Provide professional development based on teacher feedback and student achievement ● Continue to provide time to review, examine and adjust practices and courses (core and electives) based on assessment data ● Enrich materials with current research in the content area and instructional practices ● Provide educators time to explore supplementary resources to enhance adopted materials ○ Update materials and instructional practices ● Continue to monitor, update, and review the effectiveness of materials ● Continue to implement coaching cycles with a focus on technology in supporting teaching and appropriate assessment strategies ● Provide professional development for new staff ● Review program effectiveness as you move into the next cycle.