

District-Adopted Curricular Materials: Overview and Expectations

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In Eugene 4j School District, all teachers utilize district- adopted curricular materials as their primary instructional resource. This approach aligns with our district's educational objectives and Board policy and significantly benefits both educators and students.

School Board Policy + District Expectations

- [IIA – Instructional Resources/Instructional Materials](#). “The Board believes that the district’s instructional materials should represent the highest quality materials available to students and should align with current state, national and/or curricular area standards. Consistency across the district, particularly in the core curricular areas, is a priority...It is the expectation of the Board that adopted materials are implemented consistently with fidelity throughout the district.”
- [IIA-AR – Instructional Materials Selection](#). At the end of an adoption cycle, “schools will implement the materials with professional development and evaluation opportunities. a) Once the Board makes a decision, the adoption team will develop an implementation plan including professional development for affected teachers and evaluation of materials. b) Schools will begin using the new curriculum according to the implementation plan.”
- [IFE – Course Guides and Course Outlines](#). “Teachers are expected to adhere closely to the course of study adopted by the district.”

Rationale for District-Adopted Curricular Materials

1. **Consistency and coherence.** District-adopted curricular materials meet the criteria for high-quality instructional materials and are designed to provide a consistent and coherent framework that aligns with state standards and district goals. Research indicates that consistency in instruction improves student learning outcomes (Smith, 2018).
2. **Equity and access.** Access to high-quality instructional materials is crucial for promoting equity in education. District-adopted, high-quality materials help ensure that all students, regardless of background, receive a consistent and equitable educational experience (Levin et al., 2019).
3. **Time efficiency.** By utilizing district-adopted materials, teachers save valuable time otherwise spent searching for or creating supplemental resources. This allows for more focused planning and instruction and contributes to greater instructional effectiveness (Jones & Brown, 2019).
4. **Quality Assurance.** Our district makes significant investments in selecting high-quality curricular materials that undergo a rigorous evaluation process to assess for quality, accuracy, and effectiveness. Using these materials ensures that students receive instruction grounded in research-based best practices (National Council of Teachers of Mathematics, 2020).

5. **Professional Development Support.** Most district and school-based professional development opportunities are designed around district-adopted materials. Utilizing these resources fosters a community of practice for teachers to collaborate and share effective instructional strategies aligned with the curriculum (Darling-Hammond et al., 2017).

Importance of High-Quality Instructional Materials

Source: Oregon Department of Education's [*"Importance of High Quality Instructional Materials"*](#) summary document.

Access to high-quality instructional materials is critical to excellent instruction. A growing body of research points to the positive impact high-quality instructional materials have on student learning.

- High-quality instructional materials can yield improvements in student learning outcomes equal to or greater than many interventions that are often more costly.
- High-quality instructional material can give educators within a school and across a school system a common foundation to organize the work they're undertaking at the classroom level and collaborate to develop together. This work is about "bringing equity to the district – a shared experience creating a floor, but not a ceiling, around the teaching and learning that happens in our classrooms" (ODE, 2023)
- Research shows that students in general gain months of learning when teachers use stronger instructional materials. There is ample research to show that adopting high-quality materials is not only effective but also cost-neutral. It is no more expensive than current/past materials.
- High-quality instructional materials allow students to engage more deeply and meaningfully with the standards.

In Eugene 4J, we prioritize the use of district-adopted curricular materials and the resulting instructional practices. Doing this not only supports our district's educational goals, it also enhances teacher effectiveness and improves student outcomes.

Administrators, curriculum specialists, instructional coaches and directors are available to support the implementation and integration of curricular materials across K-12 and are partners with schools to help insure our students' success.

We appreciate your dedication to our students!

References:

Darling-Hammond, L., et al. (2017). *Effective Teacher Professional Development*. Learning Policy Institute.

Jones, A., & Brown, B. (2019). *Instructional Time Lost: The Costs and Consequences of Long-Term Shortfalls in Instructional Time*. Center for American Progress.

Levin, H. M., et al. (2019). *The Cost-Effectiveness of Five Policies for Improving Student Achievement*. Teachers College, Columbia University.

National Council of Teachers of Mathematics. (2020). *Principles to Actions: Ensuring Mathematical Success for All*. Reston, VA: National Council of Teachers of Mathematics.

Smith, J. (2018). *Consistency in Instructional Strategies: A Key to Student Success*. Educational Psychology Review.