



Randolph Public Schools

CURRICULUM ADOPTION RESOURCE

Introduction

This resource is a guide to support teachers who are reviewing curriculum and/or exploring curriculum or program/intervention/assessment (“program”) adoption to ensure that all educational materials are reviewed for simplistic and demeaning generalizations, lacking intellectual merit, on the basis of race, color, sex, gender identity, religion, national origin and sexual orientation. Procedures also ensure that appropriate activities, discussions and/or supplementary materials are used to provide balance and context for any such stereotypes depicted in such materials. Please customize to meet the needs of your team.

Note: Most districts have policies that dictate a curriculum adoption process. Please review your district policy manual and ensure that you align with the approved process.

Procedure

Steps for Review

1. Establish a review committee that will oversee the review or adoption process, including teachers who will be using the program.
2. The review committee meets to identify values and critical considerations to guide the review and/or adoption process. Committee creates a timeline for review and/or adoption and shares with all stakeholders. If there is an adoption, the timeline includes a pilot, the duration of the pilot must be clear.
3. Committee creates a rubric to review programs based on the critical considerations they selected. A sample rubric is below. Committee will revise as necessary. Please note that during the procedure, teachers must review all educational materials for simplistic and demeaning generalizations on the basis of race, color, sex, gender identity, religion, national origin and sexual orientation. Note: If any generalizations are present and the curriculum is selected for adoption, appropriate activities, discussions and/or supplementary materials must be used to provide balance and context for any such stereotypes depicted in such materials. This is required by Civil Rights law.

Steps for Adoption

4. When reviewing resources, the committee should examine the evidence-based for the program using tools such as [ESSA for Evidence](#), look at what other districts are using (to gather their feedback) using a tool such as the Interactive Curriculum [Maps](#) page, or read this [brief](#) about tips for

seeking high quality curriculum providers.

5. Committee selects at least two programs to review and contacts vendors to request sample materials.
6. Once materials arrive, committee reviews and scores selected programs using their rubric (sample below).
7. If not already on the committee, teachers expected to teach to the curriculum standards meet and discuss the merits of each of the sample programs and/or supplemental materials.
8. After review, the committee selects materials that will be piloted. The committee will also define the length and expectations of the pilot. *Note: During a pilot, all materials should be implemented with fidelity to determine if any changes will need to be made when adopted.*
9. Assessment data and feedback from teachers will be gathered throughout the pilot stage. *Note: It's important at this stage to allow students, parents, and the community to review materials and give feedback. You may consider an open forum in your classroom so parents can view materials and fill out a rubric, for example.*
10. After the pilot stage, the committee makes a recommendation to adopt a program based on staff, student, and community feedback.
11. Together with the school and district leadership, the committee develops a sustained plan for professional development for teachers who will use the program.
12. School and/or district leadership confirms pricing, including shipping and all supplemental materials, for the selected program.
13. The selected program, the adoption process and timeline, the plan for PD, and all associated costs are presented to the School Committee.
14. The process of purchasing the adopted textbooks and supplemental materials will be completed.
15. Teachers will be offered professional development to work with the new program.

RPS Elementary ELA Curriculum Adoption Rubric (DRAFT)

Rate each program/intervention/etc... being evaluated on a basis of 0 to 3:

- 3 = Superior
- 2 = Good

- 1 = Fair
- 0 = Poor, or feature not present

	Program 1	Program 2	Program 3
Suitability			
Reading level is appropriate for students • What is used for foundational skills vs. comprehension/grade level?			
Cultural Responsiveness- • CHARACTERS: The curriculum captures a wide representation of dynamic characters that are reflected in accurate and appropriate cultural and historical contexts. • AUTHORS: This curriculum was co-authored and illustrated by a diverse group of contributors. • EQUITY FOCUS: The curriculum is humanizing, liberatory, and equity oriented. Multiple perspectives are abundant throughout the curriculum. There are clear prompts, activities, and content that connect students' learning to real life issues and actions. There are many opportunities for teachers to engage in cultural responsiveness. • GUIDANCE: There is an abundance of guidance on engaging cultural responsiveness meaningfully throughout the teaching approach, homework, lesson plans, etc. Culturally responsive guidance is clearly marked and presented as essential to effective teaching. Teachers are encouraged to consistently check their own biases and reflect on their practice.			
Content			
Content matches state frameworks for ELA			
Content matches state frameworks for SS?			
Content matches state frameworks for Science?			
Does the resource build background knowledge?			

Topics covered in sufficient depth			
How does the resource build vocabulary?			
How much social studies vs. science content is taught for each grade? Is there a balance between SS and science? Is there a balance within topics?			
Social studies content - does it focus on teaching skills vs. content? Ex. map reading skill vs. using map to better understand civilization that you are learning about.			
Is the content vertically aligned by grade level?			
Is there explicit writing instruction embedded in the program or just writing tasks?			
Texts • What texts are being used? Excerpts? Created for the program? Is the literature rich? • What texts are being used to teach foundational skills? Decodables?			
Background Knowledge - Read-aloud opportunities feature a variety of complex texts (narrative and expository texts above grade-level) to develop background knowledge and vocabulary in a variety of subject areas.			
Background Knowledge - Opportunities are provided to make connections between a new word or concept and other known words or concepts, relating ideas to experiences			
Strategies			
Emphasis on critical thinking/problem solving, not skills based.			

Multiple/varied instructional activities Speak/write/listen/read?			
Are there structures/opportunities for ample academic discourse?			
Tiered intervention strategies highlighted Are there tier 2 activities/lessons/resources embedded into the resource?			
Pedagogy - How is comprehension taught in younger grades? Skills or content based?			
Provision for small group study and student collaboration			
Characteristics			
Number/clarity of visuals including charts, diagrams, illustrations, graphic organizers, etc...			
Support materials			
Teacher's guide			
Assessment package			
Online resources			
Small group reading materials			
Does the resource provide content rationale and additional information for teachers?			
PD What types of support and training will be provided? For what duration?			
Phonological and Phonemic Awareness			
Instruction includes larger units of phonological awareness (syllable, rhyme, onset-rime) as well as the phoneme level.			

Instruction includes all phoneme awareness tasks including those that feature advanced manipulation (isolating, blending, segmenting, deletion, substitution, reversal).			
Advanced phoneme proficiency instruction is evident beyond K-1; students are both accurate and automatic with these skills			
Phonemic awareness is taught directly, explicitly, and systematically.			
When phoneme awareness is taught, awareness of individual phonemes is established prior to introduction of corresponding graphemes.			
All levels of phonological and phoneme awareness are assessed and monitored regularly			
Phonics			
Letter-sound correspondences are taught in an explicit, systematic, and sequential fashion, from simple to complex			
Phonics instruction is robust with explicit instruction, cumulative review, and application in reading and writing.			
The initial instructional sequence includes a mixture of short vowels and consonants.			
Segmenting and blending are taught explicitly and practiced regularly, in both decoding and encoding.			
Explicit instruction directs students' attention to the structure of the word; the emphasis is on phonic decoding.			
Instruction includes letter sounds correspondences, syllable types, word families, word analysis skills for multisyllabic words, and morphemes			
Irregular high-frequency words are taught by drawing attention to both regular and irregular sounds.			

Opportunities to practice decoding words in isolation are provided			
Instruction includes recursive review of phonics/encoding skills.			
Phonics skills are practiced by applying letter-sound knowledge in decodable texts that match the phonics elements taught, securing phonic decoding.			
Fluency			
Instruction includes teacher-led modeling, oral reading by students, and immediate feedback			
Reading accuracy and automaticity are emphasized.			
Word-level fluency practice is provided.			
Fluency is practiced in a variety of texts (narrative, informational, poetry, lists, etc.).			
Fluency is measured using a normed Oral Reading Fluency assessment.			
Vocabulary			
Vocabulary instruction includes robust conversations in order to support an understanding of literal and inferential comprehension of word knowledge within text.			
Explicit instruction in vocabulary for Tier 2 and 3 words is evident, as well as instruction in the context of texts (most Tier 1 words).			
Tier 2 words are taught explicitly, with students taught to use these words in their speech, see them in print, and use them in writing (when appropriate)			
Explicit instruction in morphology is provided.			
Language Structure			
There is a clear scope and sequence for teaching conventions of print, grammar, and syntax			

(sentence structure) in reading and writing.			
Instruction includes sufficient time for discussion, including teacher modeling of conversational conventions, appropriate tone and rate, and development of full ideas and complete sentences.			
Inferencing is explicitly taught within text, including opportunities for metacognition and use of appropriate/accurate background knowledge.			
Appropriate genre types and features are explicitly taught.			
Reading Comprehension			
The foundation for reading comprehension is built through rich read aloud experiences before children are able to read independently.			
Emphasis on direct teaching of comprehension strategies via gradual release of responsibility (I do, we do, you do) using appropriate instructional text.			
Materials for comprehension instruction include sufficiently complex literary and informational texts.			
Writing			
Handwriting - There is explicit instruction related to letter formation, posture, grip, and opportunities for cumulative practice.			
Handwriting - Handwriting instruction utilizes lined paper that guides letters formation.			
Handwriting - Handwriting instruction is integrated into core reading and writing instruction and follows the sequence of letter learning.			
Spelling - There is a clear scope and sequence for explicit spelling instruction, closely aligned with the phonics scope and sequence in K-1.			
Spelling - Patterns taught for decoding are also			

practiced in encoding/spelling lessons.			
Composition - Writing is taught through a gradual release of responsibility (I do, we do, you do) and includes sufficient time for modeling, planning, and brainstorming ideas before drafting.			
Composition - Writing is structured; models and graphic organizers are provided to support composition and promote executive functioning.			
Composition - Conventions of print, grammar, and syntax (sentence structure) are taught explicitly in the context of writing.			
Composition - Writing instruction includes a variety of text types (narrative, informational, persuasive).			
Assessments			
Assessments include screening, diagnostic, and progress monitoring.			
Foundational skills assessments identify students' instructional needs			
Phonics skills are assessed using both real and nonsense words in all syllable patterns.			
Normed ORF (Oral Reading Fluency) assessments are used.			
OVERALL INSTRUCTIONAL DESIGN			
There is a clear and consistent instructional framework, featuring a comprehensive scope and sequence of foundational skills taught in an explicit system. The system features application of taught skills in real reading and writing.			
Total points			

