

Grand Ledge Public Schools Instructional Tool Adoption Procedures

Yes

Is the instructional tool a part of the core curriculum? Are all teachers in a grade level or subject area expected to use it?

No

In order to adopt a new program, all five phases must be completed.

Phase 1 – Pre Pilot

The Executive Director of Curriculum, Instruction, and Assessment meets with vendors to determine 3-5 programs to pilot. When appropriate, other administrators, coaches, and teachers are a part of this process. Programs are selected that align within the GLPS Framework for Academic Services.

Phase 2 – Pilot

Teams of teachers meet to review materials selected in the pre pilot phase and to review the selection rubrics. Teachers select a program, based on their interest and expertise, and receive the materials to use in their classrooms, along with basic training on how to effectively use them. Teachers use the materials for an appropriate length of time, ensuring that they are able to teach at least one unit from start to finish.

Phase 3 – Assessment and Selection

After the materials have been used in the classroom, teacher teams meet to score the programs using the rubrics. The program with the highest combined rubric scores is chosen to move to Phase 4. In the event of a tie, secondary factors, such as cost, customer service, and technology compatibility are considered.

Phase 4 – Board Approval

The GLPS board of education is provided with information about the process and the outcome, and votes to approve the purchase of the new program.

Phase 5 – Implementation

With board approval, the program is purchased. The Executive Director of Curriculum, Instruction, and Assessment works with the vendor to schedule training. Access to materials and information about training should be communicated prior to the end of the school year preceding the implementation of the new program.

The instructional tool is considered supplementary and does not replace the use of the tool that is a part of the core curriculum. No supplementary materials should create conflict with any element of the GLPS Framework for Academic Services. In order to select and purchase the materials, the following procedures should be applied:

Teacher Level

Teachers find materials to use in their classrooms from a variety of resources. Teachers have the autonomy to select and purchase materials within their classroom budgets, as long as they are aligned to the district essential learnings, the adopted instructional tools, and agreed upon assessments.

Building Level

A whole buildings or groups of teachers in a building may determine the need for additional resources. Building principals have the autonomy to select and purchase materials within their building budgets, as long as they are aligned to the district essential learnings, the adopted instructional tools, and agreed upon assessments.

District Level

Some materials or tools may be useful across buildings, but are considered supplemental in that all teachers are not expected to use them. The Executive Director of Curriculum, Instruction, and Assessment has the autonomy to select and purchase materials within the department budgets, as long as they are aligned to the district essential learnings, the adopted instructional tools, and agreed upon assessments.