

Key Messages on the Selection Process

This resource outlines criteria for key messages and sample language to reinforce about the selection and implementation process. Your key messages should include the **why** of selection and how this decision impacts various stakeholders (e.g., students, teachers, families). Please note that your key messages will likely need to be modified depending on the stakeholders to whom you are messaging (e.g., families may not need extensive information about how teachers will be supported, but be concerned with how students will be supported).

Key Messages

Selection Decision Message Criteria

- Briefly describe the history and context leading up to making the choice to select a curriculum.
 - Consider highlighting data points, anecdotal reflections from teachers, students, families, etc. that illustrate the why behind this decision.
- **Example Language:** *“We know that our community is a special place, and that we have established a warm and joyful culture for students, teachers, and families. The work we do is challenging and ever evolving, so it is critical to sometimes step back and take stock of where we are and where we want to go. We know that our CAASPP is not where we want it to be, but we also know that our teachers are working hard to meet the needs of all students. What we also know, from many conversations with our teachers, is that there is a desire for high-quality materials to be made available to them to better meet the demands of the standards and to support all of their students.”*
- Outline the process that was taken to make a selection.
 - Explicitly outline the members of the Selection Team.
 - Outline the high-level steps the Selection Team took to land on a final decision (naming who the decision maker ultimately was).
- **Example Language:** *“Materials were selected by a group of teachers, leaders, and community members who were all trained on the Framework and standards and aspects of a high-quality curriculum. They went through a rigorous process of training, observing lessons, talking with teachers, and reviewing materials to ensure that we chose the right materials for teachers and students.”*
- Name the decision that was ultimately made.
 - Provide the name of the curriculum and any pertinent links or resources.
 - Outline how this decision will positively impact students.
- **Example Language:** *“We are excited to announce that we will be adopting X curriculum in ELA. Because we had a chance to gather input from teachers and students, we believe that these curricular choices will be the best fit for our unique community. The rich and diverse selection of texts within the ELA curriculum will ensure that our students are being challenged to engage with complex texts, while still ensuring that they are seeing*

our population represented in those texts.”

- Outline how this decision impacts teachers
 - Discuss the positives (e.g., materials provided, time can be spent internalizing instead of searching for resources).
 - Name the real challenges that might arise (e.g., trying to navigate how to put one’s own stamp on pre-created resources).
- **Example Language:** *“Two of the criteria we considered when deciding which direction to go were the usability and resources available to teachers. Because we heard time and again from teachers that it takes an incredible amount of time to search for quality resources to provide to our students, both chosen curricula provide detailed unit and lesson plans for teachers, with differentiation suggestions and online resources available.”*
- Outline the most important information for families to know (e.g., technology requirements, approach to homework, titles of texts).
- **Example Language:** *“Because our chosen curricular materials are built out for the entire school year, teachers will be sending home yearlong syllabi that will outline the main topics, texts, concepts, etc. that students will engage with throughout the year. This will allow families to have a better idea of what their child is currently reading and learning so that you can support at home as well.”*

Plan for Implementation and Support

- Clearly articulate the timeline for implementation, making sure to highlight the initial trainings that will be available and the hard start date for teachers.
- **Example Language:** *“We will be working throughout this spring to ensure that we have acquired all the necessary materials for an effective implementation, and teachers will have access to curricular materials during summer vacation. Teachers will have a thorough training in the new materials during our summer in-service to ensure they are ready to begin teaching the new materials at the start of the 2019 school year.”*
- Highlight the different support structures that will be put in place to support both teachers and students throughout the year (e.g., commitment to common planning, coaching and observation cycles, office hours for students).
- **Example Language:** *“Administrators and coaches will also be getting trained in the curriculum to ensure they can effectively support teachers in implementation. In addition to the initial training over the summer, teachers will have dedicated common planning time each week and weekly PLCs dedicated to lesson and unit internalization. There will also be multiple times throughout the year for teachers to provide feedback on the implementation process so that we can adjust processes/supports as needed.”*