

ABINGTON SCHOOL DISTRICT
ABINGTON, PENNSYLVANIA

SUPERINTENDENT'S
ADMINISTRATIVE PROCEDURE

REGARDING: **Instructional Materials
Adoption Process and
Piloting Process**

Section: **Curriculum**

Effective Date: June 24, 2021

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See Also: Related Board Policy; School
Code: Section 804

Introduction

The careful and methodical selection of instructional materials can greatly impact the learning experience and success of students. As a result, those entrusted to this process must demonstrate an evidence-based approach to the exploration, selection and implementation process of new curriculum and instructional materials. When selecting instructional materials for use in the classroom the following process and guidelines articulated in the Superintendent's Administrative Procedure should be followed.

There are a wide range of terms that are considered instructional materials. These materials include, but are not limited to, the following items:

- Textbooks, novels, non-fiction texts, and other print resources used as either core or supplemental materials.
- Online websites that contain content used for instructional purposes. These websites can have content that is updated regularly. These online websites can be associated with a print resource or as a standalone resource.
- Open Educational Resources (OER) used as either core or supplemental materials. OER are freely available accessible resources that may include text, media or other types of content. The OER Commons is one source that catalogs these resources in an online library.
- Instructional kits of materials and lessons that support a learning experience in a course. An example of an instructional kit would be elementary science kits.
- Full length films, movies, videos, and multimedia works used instructionally as core or supplemental learning materials.

Research, Evaluation and Recommendation

After the pre-approval forms have been reviewed and approved, research must be a part of the work of the committee prior to the evaluation or review of any specific materials. As part of the requirements for Federal Program participation and the Pennsylvania Department of Education, instructional strategies and resources must have research outcomes to provide greater efficacy for student learning and achievement. The evaluation process for the adoption of instructional materials must include the following information and be reported to the Director of Teaching and Learning no later than October in the form of a summary brief document with informational

sources cited.

- Needs Assessment/ Root Cause Analysis
 - Student achievement data that shows where student performance and growth by topics or standards is currently and what the projected needs are for the future
 - Disaggregated data that shows whether there are gaps or differences in performance between groups of students
 - Gap analysis that shows whether there is an alignment of curriculum and resources to National Standards, Pennsylvania Standards, Anchors, and/or Eligible Content in the current textbook or instructional program
 - Age and/or condition of current materials or resources
 - Cost analysis of current program and projected costs if current materials remain in place or not
- Evidence-Based Instructional Practices or Strategies
 - Where available, research based best practices with pedagogy and instructional frameworks or strategies associated with the specific content area being reviewed must be reviewed by the committee and reported on to the Director of Teaching and Learning.
 - One example of evidence-based instructional practice is Structured Literacy or the Science of Reading. Another example of an evidence-based instructional framework is SIOP (Sheltered Instruction Observation Protocol).
- Evidence-Based Resources
 - Where available, the selection of the materials or the instructional program must be evidence-based. The following websites provide available research and evidence to demonstrate program efficacy.
 - EdReports
 - What Works Clearinghouse
 - The Pennsylvania Evidence Resource Center
 - In addition to multiple content area resource websites, professional teaching or education organizations often have associated vetted research and resources. These resources can also be used to determine effectiveness of a program or textbook. This list is not an exhaustive list of professional organizations that can be used.
 - National Council of the Teachers of English
 - National Council of Teachers of Mathematics
 - American Council of the Teaching of Foreign Languages
 - National Council for Social Studies
 - National Science Teaching Association
 - Association for Curriculum and Supervision
- Alternative Resources
 - Not all content or subject areas have research studies available on the efficacy of either the programs or the instructional strategies of specific content areas. Where there is a lack of research, the following alternative resources can be used to determine the value of a resource or instructional practice.
 - School visits, surveys and interviews
 - Consultation with PaTTAN and/or the Montgomery County Intermediate Unit
 - Consultation with Higher Education
 - Consultation with Industry and Business Organizations

The evaluation process must include addressing the root cause analysis items. These items should be included in the evaluation tool developed for each content area and include the

general items listed later in this document. As each content area is unique, the rubric should reflect the specific academic needs of the students of the targeted population and the evidence-based instructional practices and strategies. Committees should be made aware that determination of materials or textbooks to bring to the attention of the committee should only be done after verification of the textbook's or material's alignment to standards and evidence of effectiveness from research.

Large and Small Scale Adoptions

As part of the curriculum review cycle, instructional materials must be evaluated and recommended by:

- A Superintendent's Committee charged with curriculum review and development of a specific content area, for large scale adoptions.
- A Curriculum Project Committee charged with curriculum review and development of a specific content area.
- An individual or small group, in coordination with the Department of Teaching and Learning, proposing an innovative or supplemental material.
- For Special Education adaptive or supplemental instructional adoptions, an individual or small group, in coordination with the Department of Special Education.

All pre-approval forms must be submitted, and all materials must be approved by the Director of Teaching and Learning prior to beginning the curriculum review process and according to the timeline indicated in this document.

All instructional materials adoption forms must be submitted to the Director of Teaching and Learning, no later than the designated time on the timeline indicated within this document.

Approvals for all purchasing and implementation of all new or renewed instructional materials must be approved by the Assistant Superintendent, Superintendent, and Board of School Directors.

Superintendent's Committee for Large Scale Adoptions:

All Committee work, including the scope of the work and the courses impacted, must be pre-approved by the Director of Teaching and Learning. The Director of Teaching and Learning will bring forward all committee requests for approval by the Superintendent. All requests for curriculum work and instructional materials adoptions must be submitted no later than September 1 for committee work for the current school year and for the adoption of materials for the following or later school year.

The following approval levels will be used for large scale adoptions for specific content resources.

Large scale adoptions are processes that apply to the following criteria:

1. Required or mandated courses
2. Large number of students participating in a program (Example: 100% of a given population, grade level or building)

Examples of large scale adoptions include, but are not limited to, the following:

1. Elementary Core Content Areas of Mathematics, Social Studies, Science and English Language Arts (ELA). This would also include the special content areas that all students take, such as but not limited to art, library and music.
2. Secondary Courses that require all students to participate in the course. These include Mathematics, Social Studies, Science and English Language Arts (ELA). This would also include the STEM and Foundations of Innovation courses.
3. Physical Education and Health (K-12).

In order to facilitate the Superintendent's Committee work for large scale adoptions, there will be two committees (one for elementary and one for secondary). These committees will provide oversight and feedback for smaller work groups.

	Superintendent's Committee for Elementary Curriculum	Superintendent's Committee for Secondary Curriculum
Facilitator	Assistant Director for Elementary Teaching and Learning	Assistant Director for Secondary Teaching and Learning
Group Composition	Composed of multiple stakeholder groups including teachers, administrators, Special Education, English Language Development, Gifted, Board members, and parents/guardians. In addition and where possible, content area experts will also be asked to participate.	
Focus of the Committee	For the elementary curriculum, there will be one area of content focus for the committee. However, there may be work in extending subscriptions for other content programs concurrently.	For the secondary curriculum committee, there may be multiple required content areas or courses being reviewed at the same time.
Goal	To provide vision, direction and feedback to smaller sub-committees and smaller work groups.	
Sub-Committees	Formation of Sub-Committees will be focused on a specific required course or research topic focus, such as diversity, differentiated instruction, or remediation of a content area. Additional information is provided for the sub-committee work, which may include small scale adoptions.	

Curriculum Project for Small Scale Adoptions:

Small scale adoption projects will function as a sub-committee to the larger Superintendent's Committee for Elementary or Secondary Curriculum.

The sub-committee curriculum projects will include, but are not limited to, the following criteria:

1. Elective courses
2. Singleton courses
3. Small student populations with unique needs (Example: English Language Development, Special Education, and Gifted Education)

	Actions for Both Large and Small Scale Projects (Textbooks, Major Program Adoptions)	Persons Responsible	Timeline
1	Forms for Pre-Approvals should be submitted to the Director of Teaching and Learning .	Assistant Directors, Supervisors, and Department Chairs	September 1
2	The Director of Teaching and Learning brings forward all items to the Assistant Superintendent for review and approval.	Director of Teaching and Learning	September 15
3	Superintendent's Committee Review <ul style="list-style-type: none"> • The committee will follow the curriculum development process by conducting a needs assessment, a review of evidence-based materials and instructional practice, and development of an implementation plan. • The committee will provide an initial recommendation to the Director of Teaching and Learning. 	Assistant Directors of Teaching and Learning	Commence no later than October

	<ul style="list-style-type: none"> The Director of Teaching and Learning will advance the recommendation to the Principals' Council, and then to the Superintendent to review and recommend. 		
4	Submission of estimated cost for adoption and inclusion in next year's Teaching and Learning Budget to the Director of Teaching and Learning for signature and approval.	Director of Teaching and Learning	Submission no later than January
5	Submission of Recommendation for Adoption Form to the Director of Teaching and Learning.	Director of Teaching and Learning	Submission no later than February
6	Principals' Council Review <ul style="list-style-type: none"> The Principals' Council will review the recommendations and provide feedback. The Director of Teaching and Learning will advance to the Superintendent's Office. 	Teaching and Learning and Superintendent	Commence no later than March
7	School Board Review and Final Recommendation <ul style="list-style-type: none"> The Superintendent will bring forward recommendations for instructional materials and resources for review by the School Board. The School Board will provide direction regarding the Committee's Recommendation. 	Superintendent	Commence no later than April

Any concerns, challenges or considerations from teachers, students, parents/guardians or community members regarding any instructional materials will follow the Information regarding Curriculum and Instruction-Questioned or Challenged Materials Superintendent's Administrative Procedure.

Criteria for Recommending Core and Supplemental Instructional Resources

All instructional materials should be reviewed using the following criteria, including adaptive and supplemental materials being proposed to meet the needs of Individualized Education Plans. These criteria can be further augmented as determined by the committee or the Department. These criteria can be further augmented as determined by the committee or the Department of Teaching and Learning. These evaluation criteria should be a part of an evaluation rubric that is used to review materials and resources. Additional items can be added to the different curriculum groups dependent upon the committee's needs.

	Criteria	Likert Scale
1	The instructional goals reflect the national, state, and local standards.	1 2 3 4 5
2	The instructional goals and objectives are clear, challenging, and appropriate for the intended student population.	1 2 3 4 5
3	The instructional content is aligned with the goals, is accurate, and is appropriate for the intended student population.	1 2 3 4 5
4	The instructional design is appropriate, engaging, and motivating for the intended student population.	1 2 3 4 5
5	The instructional materials or lesson design address ways to differentiate instruction to meet individual needs such as	1 2 3 4 5

	<ul style="list-style-type: none"> • Special Education • English Language Learners • Enrichment • Intervention 	
6	The accompanying system of assessment is appropriate and designed to guide student learning and teacher instructional decisions.	1 2 3 4 5
7	The use of instructional materials can be successfully implemented or adapted in multiple educational settings.	1 2 3 4 5
8	The instructional materials have a purposeful and significant inclusion of diversity topics and information.	1 2 3 4 5
9	The resource's use of technology promotes increased personalized learning and differentiated instruction.	1 2 3 4 5
10	The resource's use of technology is compatible with the current digital learning environment or ecosystem.	1 2 3 4 5
11	The cost of the instructional materials and the impact of additional costs for professional development, technological needs must be reviewed.	1 2 3 4 5

Piloting Process

The purpose of piloting is (1) to gain a greater understanding of the instructional materials or resources prior to official adoption on a larger scale, (2) to effectively work with a targeted group of students, and (3) to ensure curriculum alignment of resources to the larger program and curriculum materials. *All materials should be Board approved prior to the usage of the materials, even when on a limited basis.* Piloting of instructional resources can also provide greater knowledge of professional development needs for teachers in implementing new programming or resources. Piloting may be conducted one year prior to the adoption of new instructional materials during curriculum development, either through a curriculum project committee or curriculum Superintendent's committee. At all other times, piloting may be considered with regard to supplemental materials. At the conclusion of the pilot, a review and evaluation process must be completed.

	Actions for Piloting of Instruction Resources	Persons Responsible
1	<p>Teacher or Administrator completes the Proposal for Piloting form.</p> <p>Form is reviewed by the Director of Teaching and Learning.</p> <p>If approved, the Director of Teaching and Learning will advance to the Superintendent's Office.</p>	Teaching and Learning
2	If approved, the pilot will be conducted within the time limit specified with the targeted student group.	Teaching and Learning
3	Submission of evaluation form by teacher to the Director of Teaching and Learning.	Teaching and Learning

4	<p>Recommendation for incorporation of pilot into district program OR incorporation into district process for curriculum.</p> <p>If approved, the pilot becomes part of the above curriculum process for either small or large scale adoption.</p>	Teaching and Learning
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Upon the Board's adoption of the selected instructional materials, the district arranges for the purchase of the materials. Students must not be required to buy personal or group copies of textbooks, reference books, workbooks, library books, review outlines, periodicals, etc. In addition, students must not be encouraged, through lists or discussions, to purchase materials if they will be studied or used directly in the assigned instructional program. This should not be construed as precluding teachers from encouraging students to build a personal library collection of good books.

In conjunction with the adopted educational programs, the school district will provide the following supplies as needed: standard composition books, composition paper, graph paper, and #2 pencils for use with standardized tests. Parents/guardians are expected to provide their student with materials such as: notebooks, pens and pencils, markers, and erasers.

**Abington School District
Superintendent's Administrative Procedure
Instructional Materials and Resources
Pre-Approval Form**

Directions: Pre-approvals for curriculum work for the purpose of adoption of new instructional materials or resources or adoption of updated materials or resources must be submitted to the Director of Teaching and Learning no later than September 1.

Title of Course(s)	
Grade(s)	
Number of Teacher(s)	
Number of Student(s)	
Program (Example: General Ed, Special Ed, ELD, etc.)	
Title of Current Adopted Materials or Resources:	
Publisher of Current Adopted Materials or Resources	
Copyright Date of Current Adopted Materials	
Adoption Date of Current Adopted Materials	
Concerns or Challenges of Current Materials	
Goals of New Adoption	
Estimated Cost for New Adoption	
Additional Items to Consider (Example: Technology, PD)	
Approval Routing	
Director of Teaching and Learning - Name and Date	
Assistant Superintendent - Name and Date	

Abington School District
Superintendent's Administrative Procedure
Instructional Materials and Resources
Adoption Approval Information Form

Instructions

- Complete the entire form to move forward the recommendations for instructional materials and resources. These materials and resources can be textbooks, workbooks, online resources, etc.
- In order for instructional materials to be fully implemented at the start of the school year, all recommendations must be submitted to the Director of Teaching and Learning no later than February 1. All recommendations for School Board approval must be submitted to the Superintendent's Office no later than March 1.

Instructional Materials and Resources Form	
Title:	
Publisher:	
Copyright Date:	
Author(s):	
Edition, if applicable:	
ISBN:	
Website URL:	
Description of Instructional Materials or Resource:	
Review of Rubric Results:	
Content Area or Course Name:	
Grade Level(s):	
If subscription, number of years:	
Additional Information:	

Budget Information	
Budget - List of Expenditures (600):	
Budget - Proposed Professional Development (300):	
Budget - Annual Subscription Costs (if applicable):	
Budget - Additional Resources Needed for Program Implementation (Example: Technology, etc.):	
Please attach Publisher's or Vendor's Cost and Service Proposal:	
Approval Routing	
Signatures:	
Assistant Director of Teaching and Learning:	
Director of Teaching and Learning:	

NOTE: If Special Education, the Director of Special Education's signature must be obtained.

Abington School District
Piloting of Instructional Materials or Resources
Form

Instructions

- Piloting provides the opportunity to determine if an investment in resources is the most effective for the instructional purpose. As a result, an evaluation form for the pilot must be completed upon conclusion of the pilot. Complete the entire form no later than one month after the conclusion of the pilot experience. Submit the completed form to the Director of Teaching and Learning.

INFORMATION	
Title of Instructional Materials or Resource:	
Publisher:	
Publication Date:	
ISBN Number:	
Author:	
Website or URL Address:	
Description of Resource:	
Instructional Purpose of Pilot:	
Targeted Course or Content Area:	
Targeted Grade(s):	
Teacher(s) Name(s):	
Building(s):	
Principal(s):	
District or Grant Funded:	
Budget Information:	
Date and Length of Time for Pilot Program:	
Number of Students Impacted:	
EVALUATION QUESTIONS	
Did the piloted materials and resources achieve targeted results? Please elaborate.	

What evidence was used to determine the effectiveness of the pilot? Please provide a description of evidence and results.	
If supplemental in nature, did the piloted materials align to core materials and resources? Please provide an explanation.	
How did the students interact and engage with the materials?	
RECOMMENDATION	
What is the recommendation for the potential future use of piloted materials? Why?	
Approvals and Signatures	
Teacher:	
Principal:	
Department Chair and/or Supervisor:	
Assistant Director of Teaching and Learning:	
Director of Teaching and Learning:	