GUIDELINES FOR TEXTBOOK ADOPTION
(last revised: 3-19-15)

Defining the process: The curriculum cycle identifies the need for an adoption review process. The appropriate district content TOSA chairs a textbook planning committee with the purpose of reviewing existing content curriculum standards, assessments & resources, and proposing new materials when necessary to align with state and district learning goals. All forms are located in the J drive / Instructional Programs / Adoption Process and Handouts. (Note to TOSA: Use the Adoption Planning Tool Excel spreadsheet to complete the 10 planning steps.)

STEP 1: Committee Selection. (Sept.): Write a job description defining the responsibilities of the planning committee. Candidates apply for the position. Content TOSA and the Director of Curriculum select for the committee. The following representatives should be include:

- Lead Adoption Facilitator
- Teachers with content/grade level experience (required)
- Educational Technology representative (required)
- Technology Services Representative
- SVL Online Curriculum Developer-secondary (required)
- Special Ed. Representative (required-general ed. text / selected by Sp.Ed.Leadership Team)
- ELD representative (required-general ed. text / selected by ELD Coordinator)
- Director of Curriculum
- Principals, AP's, PA's:
- Parents (proportionate to the group)

STEP 2: Presentation dates. (Oct.): The Director of Curriculum decides dates to present to appropriate committees and will inform the content TOSA of the schedule located as a “Timeline” tab in the Adoption Planning Tool. The Director of Curriculum will get the content TOSA on the following agendas.

- Council for Curriculum and Assessment (CCA) or Course Equivalency Committee (CEC)
- School Board (Be sure that textbook adoptions are spread out. Ideally, there should only be one textbook adoption per Board session.)

STEP 3: Early Committee Work. (Oct.)

- Create a timeline for meetings.
- Provide a rationale.
  - Who will be served?
  - How will this proposal improve student learning and what Common Core State Standards are targeted? Describe how high expectations, personalized learning and students meaningfully engaged in classroom work will be embedded in this proposal.
  - Clearly reference the research and best practices models that support your proposal.
- Complete the Template for Curriculum Guides and the Template for Curriculum Guides Cover Sheet.
  - Align GLEs and Common Core State Standards; District’s mission and philosophy; equity goals (see Screening for Bias document).
  - Create an assessment plan.
    - How and when will student progress be evaluated?
    - What will students know and be able to do following instruction?
    - Is assessment aligned with state and district targets?
    - What forms of assessment will be utilized?
    - Collaborate and plan with the Director of Curriculum.
- Implementation Plan.
- Identify best practices models and appropriate action research.
- Collaborate and plan with the Director of Curriculum.

**Step 4: Vendor solicitation. (Oct.)**

- The content TOSA completes the online request for resources process below. The Director of Curriculum gives final approval before content TOSA submits information.

- Request resources from NWERA (Northwest Educational Resources Association) website: http://nwedresources.org/. This is a two-step process.

  - **First**, click on the "Adoptions/RFP" tab. Complete the following sections: Contact Information, School Information, and Materials Requested. In the Additional Information textbox, you must copy/paste the following message:
    
    "Vendors must consider our district's materials request on the following website that you'll need to copy/paste in your browser:

  - **Second**, after submitting information on the first page, click on the "Request Sample" tab. Complete the following sections: Your Contact Information and Content Requesting. In the Message to Representatives textbox, you must copy/paste the following message:
    
    "The District requests an itemized list in Excel format of all samples provided, including but not limited to the quantity and ISBN for each title, be emailed to curriculum@spokaneschools.org. The location to which the samples are sent should also be indicated. Any samples received by the District that are not properly listed as noted above and emailed to the above address risk not being evaluated but will become the property of Spokane Public Schools. Further, vendors must consider the District's "Curriculum Materials Request" at the following webpage that you may need to copy/paste into your browser:

- Do NOT just rely on this website. In addition, do research around all high achieving states and districts to find their adopted materials. You may need to invite some publishers to view the NWERA website to see our adoption request.

**Step 5: Narrow textbook selection. (Nov. – Dec.)**

- Content TOSA informs JJ using the spreadsheet from each Vendor (requested in the Call for Resources) when materials have been narrowed down to the top 2-3 curriculum. Add a column in the spreadsheet for quantities wanted and enter quantities needed for each line item. Enter “0” if any line item is not wanted. Email the completed spreadsheet to JJ.

- Under no circumstances do people in Instructional Programs discuss pricing with book vendors or let them know the final 2-3 books. JJ will do the bargaining to get the best price.

- If any further “narrowing” down is achieved, notify JJ so he isn’t negotiating with a vendor no longer being considered. NEVER DISCUSS WITH THE VENDOR/PUBLISHER.
Step 6: Review process. (Dec.) If necessary, content TOSA facilitates discussion with the following groups at their regularly scheduled meetings during the review process and prior to formal approval process. Calendar scheduling needs to be done a month in advance to assure an agenda slot.

- To department heads (secondary)
- To primary/intermediate key communicators (elementary)

Step 7: Material selection. (Jan.)

- Meet with vision-impaired media specialist, Linda Pollock, to check for potential orders for Braille curriculum materials for vision-impaired students.
- Host a meeting time to allow time for teachers across the district to see the narrowed textbook choices. The goal is to give a voice to all teachers besides just the textbook review committee.
- Building meetings: Each person on the planning committee meets with 2 other staff members in schools besides his/her own to determine building choice of materials.
- Committee reconvenes to make a decision on materials.

Step 8: Formal approval process (Jan. – Mar.)

- TOSA completes:
  - Cover Sheet for Board Adoption Items - Be sure to include the pros and cons so it doesn't appear like we are trying to sell something but instead shows us being transparent about strengths and weaknesses.
  - CCA Written Report
  - CCA PowerPoint presentation
  - School Board PowerPoint presentation.
  - For AP adoptions, all presentations should include an AP data review from the data dashboard. Collaborate with Director of Curriculum.

- TOSA presents the following to CCA
  - CCA Report - Written (copies for each committee member)
  - CCA PowerPoint (based directly from written CCA Report
    - AP adoptions must include a slide or two referencing AP data in the data dashboard.
  - Screening for Bias documentation
  - Instructional materials samples (sample chapter of text scanned)

- TOSA presents single PowerPoint to School Board.

- Director of Curriculum assigns course #s and communicates with Technology Services.

Step 9: Order Materials (Mar. – Apr.)

- Content secretary develops requisition list and distribution list using the following file:

- If all adoption materials (hard copy & electronic) are specifically identified on the vendor's written quotation, then this quote can be referenced on the purchase requisition and legal purchase order.
- Be sure to indicate any items needing bar coding.
- Content TOSA fully reviews and approves the requisition AND distribution list, signing to indicate full buy in and returns to the content secretary.

- The content secretary obtains any additional signatures as needed. Content secretary then scans and forwards by email the fully executed requisition and distribution list to JJ. Include the Excel version for his use. The fully executed original is retained by the content secretary.

Step 10: Teacher textbook training (May / June)
Create a timeline of flexible training opportunities for teachers before the school year ends. Content TOSA should be flexible in offering sub time for teacher training on new curriculum/textbook. Sometimes textbook vendors are there to help with the transition. If teachers don't want to be subbed out, offer time for them to be paid after school. Usually the textbook vendor is not there for after hour training.

Note the language of the Collective Bargaining Agreement as it applies to distribution and professional development of curriculum materials.

- Article III, Section 2D (Curriculum/Materials): The District will make every effort to provide required curriculum and/or materials to employees by the end of the preceding school year. At the secondary level, curriculum and/or materials for the second semester should be provided by November 1st. Should the District not meet these timelines, a professional development plan to support employees will be provided and timelines adjusted accordingly. This plan shall include Association input through a mutually agreed upon joint group.

- Article III, Section 2E (Curriculum/Materials): The District will strategically and intentionally coordinate the implementation of new curriculum and/or materials at the elementary level. There will be no more than one (1) implementation in any given school year across all content areas unless necessary to comply with state or federal expectations.

Communicate with Michelle Russell regarding the closing of this process. She will arrange summer delivery dates of books/materials with JJ, Ed, and Pam in Purchasing.