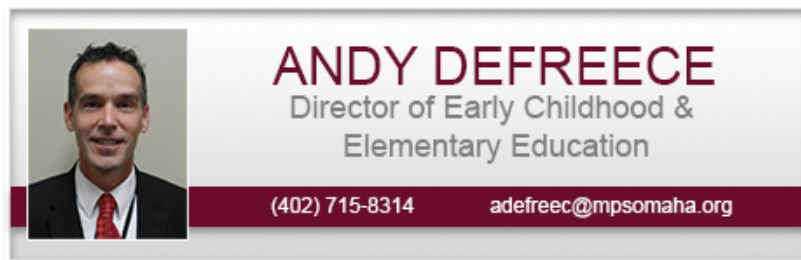




NEBRASKA INSTRUCTIONAL MATERIALS COLLABORATIVE

Because materials matter for all Nebraska students.

**This resource comes to you from the Millard Public
Schools & Andy DeFreece.**



**Thank you, Millard Public Schools, for sharing your
expertise and helping support the NIMC.**

Curriculum Adoption Process Guide

Revised 7/19/2018

This document contains an in-depth Instructional Materials Adoption process that can be followed by district level leaders and serves as the working document to support your adoption process. The timelines and steps included below are examples and can be adjusted based on your school and/or district timeline.

I. Phase I: Research and Alignment (June-June)

- A. Identify Participants from Staff and Community for Committees (Aug-Sept)
 - 1. Curriculum Planning Committee (20-25 members): Include representatives from PK-12, ELL, Special Education, administrators, general education teachers, technology, and others as appropriate including Montessori, CORE, IB, HAL, interventionists, and educational community; e.g., NDE, UNL, MCC, UNO, Creighton; other content areas if needed (i.e., math and science)
 - 2. Community Focus Group: Include parents, PAYBAC Partners, educational community if not included in Curriculum Planning Committee, and other community stakeholders

- B. Prepare Data Book to Provide Research and Data to Participants (June-Sept)
 - 1. Curriculum & Instruction Facilitator
 - a. District Strategic Plan, and existing PK-12 Content
 - b. Framework, Current Status Report which includes any modifications and adjustments
 - c. Research on Current Trends and Best Instructional Practices in Content Area Including available "white papers"
 - d. Review recommended practices and/or guidelines through the following organizations: ACT, Achieve, College Board, Partnership for 21st Century Learning, associated national professional organizations
 - e. Relevant Student Data (student achievement, subgroup information, course enrollment, number of sections, annual BOE Small Class Size Report)
 - f. Ensure that research includes but is not limited to diversity and Multiculturalism; service learning; HAL; ELL; special education; interventions; ACT College and Career Readiness Standards, 40 Developmental Assets, 21st Century Skills; career connections; alternative education; and district special programs (e.g. CORE, Montessori, IB, Academies, Mini-magnets)
 - g. Appropriate state/federal law and NDE requirements
 - h. NDE standards and indicators (Rule 10) for core academic areas and those recommended by national professional organizations
 - 2. Instructional Technology Facilitator

- a. Gather relevant student and staff data related to current instructional technology practices, tools, and/or resources within the content area
 - b. Research on current trends and best instructional technology practices in content area
 3. Curriculum & Instruction Facilitator(s) and the Instructional Technology Facilitator will meet with the Director of Elementary Education and Early Childhood, the Director of Secondary Education, and the Director of Digital Learning to share initial research findings for input prior to posting for the Curriculum Planning Committee.

- C. Curriculum Planning Committee Participants Receive and Review Provided Materials (Sept-Nov)
 1. Orientation Meeting (after school late September)
 - a. Introductions, Purpose, Consensus, Meeting Dates, Norms, Roles and Responsibilities of Team Members, Timeline
 - b. Review policies related to adoption in your district
 - c. Distribute and introduce Data Book and electronic location of materials

- D. Parallel Curriculum & Instruction Facilitator and Instructional Technology Facilitator Activities Completed (Aug-Nov)
 1. Review of existing materials of print and digital materials to assist in determining usage, student progress and engagement, relevancy towards revised standards and indicators
 2. Gather and preview available digital learning resources
 3. Contact vendors to acquire and preview print and digital materials
 4. Determine suitability of materials and resources
 - a. Quality
 - b. Price
 - c. Instructional Technology
 - d. Availability
 - e. Align to district/general community philosophies/beliefs

- E. Curriculum Planning (Oct-Jan)
 1. Convene Curriculum Planning Committee Meeting I (Oct-Dec)
 - a. Synthesize research and data to identify strengths, weaknesses, threats, and opportunities (i.e. critical issues) to make recommendations about curriculum (strategic/site planning model)
 - b. Analyze current course sequence including alignment to and availability of student access to Advanced Placement (or highest course available) within specific content area
 - c. Committee should ensure that consideration of critical issues includes instructional technology related to digital learning and the PK-12 Public Schools Technology Profiles; diversity and Multiculturalism; service learning; HAL; ELL; special education;

- interventions; ACT College and Career Readiness Standards, 40 Developmental Assets, and 21st Century Skills; career connections; alternative education; and district special programs (e.g. CORE, Montessori, IB, Academies, Mini-magnets)
2. Curriculum & Instruction Facilitator, Instructional Technology Facilitator and/or small group conducts additional research as needed (Oct-Dec)
 - a. Complete additional research between Curriculum Planning Committee Meeting I and Meeting II
 - b. Representatives from district special programs (including, but not limited to: Core, International Baccalaureate, Montessori, Career Academies, Early College) conduct a review of their standards and indicators and scope and sequence to determine alignment with Curriculum Planning Committee findings
 - c. Provide substitutes and/or extended contract time for additional research if cannot be completed before/after school
 3. Conduct Community Focus Group meeting (parents, PAYBAC Partners and other community stakeholders, secretary as recorder); reconvene as needed (determined by Director and Associate Superintendent of Educational Services)
 - a. Duration: 1 hour to 1 hour 30 minute meeting
 - b. Define role and process
 - c. Respond to identified critical issues
 - d. Identify additional critical issues
 4. Re-convene Curriculum Planning Committee Meeting II
 - a. Review additional research as needed
 - b. Review critical issues brought from Community Focus Group
 - c. Develop draft of PK-12 district standards and indicators (matrix) derived from state standards and indicators and/or associated National Professional Organization standards and indicators (Jan)
 - d. Develop sequence of courses
 5. Curriculum & Instruction Facilitator and the Instructional Technology Facilitator develop materials evaluation criteria based on critical issues, standards and indicators, and District practices and procedures
 - a. Review current materials and resources to assist in determining usage, student progress and engagement, relevancy towards revised standards and indicators including representatives from district special programs
 6. Pending depth of changes to standards, indicators, and/or course sequence, the Director of Elementary and Early Childhood Education, the Director of Secondary Education, the Coordinator of Career & Technical Education will determine the need for Curriculum & Instruction Facilitators to seek input from elementary and middle school administrators, High School Registrars, and Curriculum & Instruction Assistant Principals regarding the Curriculum Planning Committee drafts to determine potential impact on schedules, implementation timeline, and transition

- F. Resource Evaluation Preparation (Jan-Mar)
1. Under the facilitation of Curriculum & Instruction Facilitator(s) and Instructional Technology Facilitator
 - a. Evaluate options for textbooks and other resources (including but not limited to e-books/p-books, digital learning resources) based on preliminary work completed by the Curriculum Planning Committee and Community Focus Group
 - b. Determine potential digital learning resources
 - c. Provide update to Director of Elementary and Early Childhood Education, Director of Secondary Education, and Director of Digital Learning
 2. Identify and contact vendors
 - a. Provide timeline of process and expectations related to vendor contact of District personnel, field study information, etc.
 - b. Provide a copy of the evaluation form to be used during the vendor fair
 - c. Provide District technology parameters (within Vendor Contract template)
 - d. Provide Vendor Contract template for review of acceptance in the event the company becomes the vendor of choice
 3. Resource identification includes primary textbooks, ancillary materials, intervention materials and/or digital learning resources
 4. Arrange and conduct vendor fair (Feb-Mar)
 - a. Invite private schools which are NDE Rule 4 (textbook loan) qualified
 5. Instructional Technology Facilitator
 - a. Reviews and activates procedures and processes related to approval of hardware, software, and other digital learning resources
 - b. Meets with the Director of Digital Learning to provide input related to the procedures and processes needed for approval of hardware, software, and other instructional technology resources
 - c. Communicates with the Director of Assessment, Research and Evaluation pending the need for student data pulls and/or connections to the Student Information System by vendors to determine security limitations
 - d. Collaborates with Curriculum & Instruction Facilitator to provide updates as needed
 6. Following vendor fair
 - a. Determine need for field study
 - b. Contact all vendors from vendor fair
 - c. Field Study timeline and budget prepared
 - i. Pending courses selected for a field study, the Curriculum & Instruction Facilitators meet with the Director of Elementary and Early Childhood Education and the Director of Secondary

- Education to determine number of participants, locations, and materials
 - ii. Curriculum & Instruction Facilitators communicate the Field Study plan to building administrators to seek input regarding potential participation and teacher participants
 - iii. Field study members identified
 - iv. Field study budget is prepared
 - v. Field study Board of Education Report is prepared
- G. Textbook/Instructional Materials Selection: Selection and/or Creation of Digital Instructional Materials or Resources
- 1. Determine digital learning resources to be utilized and/or created
 - a. Under the facilitation of Curriculum & Instruction Facilitator(s) and Instructional Technology Facilitator
 - b. Provide update to Director of Elementary and Early Childhood Education, Director of Secondary Education, and Director of Digital Learning
 - 2. Draft supporting proposal to create Instructional Materials/Resources
- H. Textbook/Instructional Materials Selection: Field Study Preparation (Mar-April)
- 1. Board of Education approves field study
 - 2. Contracts concluded to implement fall field study
 - a. Materials and digital learning resources required
 - b. Order placed
 - c. Arrival guaranteed
 - d. Staff development by vendors
 - e. Return of materials after field study
 - 3. Director of Elementary and Early Childhood Education, the Director of Secondary Education, and/or Curriculum & Instruction Facilitators communicate with elementary, middle, and high school administrators to share the Field Study BOE Report and provide updates as needed
 - 4. Expectations and training for field study participants (May-Aug)
- I. Textbook/Instructional Materials Selection: No Field Study Preparation (April-Aug)
- 1. Determine number of Textbook/Instructional Materials Selection Committees based on number of courses/grade levels involved
 - 2. Determine Textbook/Instructional Materials Selection Committee members
 - 3. Director of Elementary and Early Childhood Education, the Director of Secondary Education, and/or Curriculum & Instruction Facilitators communicate with elementary, middle, and high school administrators to provide updates as needed
 - 4. Arrange Vendor Fair for fall/Fall Workshop as needed
 - 5. Prepare Textbook Evaluation documents

J. PK-12 Framework Preparation (April-June)

1. Framework consists of (Rule 6130.1):
 - a. District Mission and Beliefs
 - b. Content Area Philosophy
 - c. Academic Skills and Applications and College and Career Readiness Skills (Rule 6110.1 Written Curriculum - Content Standards)
 - d. Curriculum Planning Committee, Community Focus Group Participants, and Instructional Selection Materials Committee(s)
 - e. Timeline of Development Events
 - f. Matrix
 - i. PK-12 district standards and indicators (matrix) are derived from state standards and indicators and/or those recommended by National/Professional organizations
 - ii. Grade level and list of courses where standards and indicators will be taught
 - g. Table of Specifications where available
 - h. Appendix
 - ii. Supporting documents (e.g. for dropping/adding courses)
 - iii. Course descriptions for new courses (where applicable)
2. Process (April-May)
 - a. Curriculum Planning Committee submits the Framework as a proposal to Ed Services Cabinet for review
 - b. Ed Services Cabinet prepares documents for Superintendent's Cabinet as a recommendation to the Board of Education
 - c. Recommendation presented to Board of Education Americanism Committee or to other required groups as recommended by the Superintendent (or designee)
3. Course Descriptions, Implementation and Transition (May-June)
 - a. Review of course descriptions to align with new Framework in preparation for curriculum handbook revisions and course guide updates at all levels
 - b. Submit new secondary course descriptions to Coordinator of Career & Technical Education for submittal to University of Nebraska System and NCAA
 - c. Pending depth of changes to course sequence at the secondary level, the Coordinator of Career & Technical Education and Curriculum & Instruction Facilitator meet with administrator, teacher, and counselor representatives to develop transition timeline, draft beginning implementation plan, and create talking points in preparation for curriculum handbook revisions and student registration
4. Board of Education Approval (June)
 - a. Standards and Indicators
 - b. PK-12 Framework



Katie Bieber
Administrator,
Public Information and Communications
Nebraska Department of Education
P: 402-471-5025
E: katie.bieber@nebraska.gov
[@NDE_GOV](https://twitter.com/NDE_GOV)

Cory Epler, Ph.D.
Chief Academic Officer
Administrator,
Teaching, Learning, and Assessment
Nebraska Department of Education
P: 402-471-3240
E: cory.epler@nebraska.gov
[@NDE_CAO](https://twitter.com/NDE_CAO)