

Curriculum Study Team (Math Study Team)—part of Year 0 adoption cycle.

- Guided by a Math Plan (K-12)
- Subcommittees: technology, assessment, curriculum, instruction, professional development, equity
- Director or TOSA led each sub-committee
- Who
 - Parents/community members
 - Principals
 - Teachers-goal of one per school
 - SpEd
 - ELL
 - TAG/Advanced Learners

Adoption Team—part of Year 0 adoption cycle.

- Grade levels in adoption cycle
- PD on best practices with the team (Math: 5 full days with Fred, worthwhile to get team on same page)
 - This is critical to have your team members knowledgeable about district Teaching & Learning goals.
- NCTE conference in San Diego (small team) looking at more research, best practices, and connections to publishers.
- Have a technology division and work with IT early to look at the compatibility with HSD tech.

Material Review—part of Year 1 adoption cycle.

- ODE set up textbook caravan at the ESD with vendors for presentations (full day with a set schedule). They did this K-12.
- Small OSP team decided which vendors from the adoption list which to invite to HSD.
- Created a rubric based on best practices and research to look at the materials. (1 day to solidify the rubric with the team)
 - Must have above the bold line.
- Use the rubric with materials (1 day).
 - Like speed dating (speed text-booking)
 - With 6-9 adoption, only 3 hours—it was too short—need more time or less to look at.
 - Notes and ranking. Compiled during lunch. Cut out vendors—narrowed.
 - Community Reviewed narrowed choices.
- Need to look at PD as part of adoption—what time will they provide with an expert?

Community Review—part of Year 1 adoption cycle.

- Very specific and simple feedback form (get from Amber)
- 5 days (two nights, 10 total participants—information shared, but they had more questions than opinions)
- PR...
 - sent to principals for newsletters
 - on website, Facebook, Twitter
 - in Argus
 - to math leaders to send to parents

Vendor presentations—part of Year 1 adoption cycle.

- Called in all vendors together for a two-hour meeting to give them the guidelines and answer their questions (get information about this from Amber)
 - Should request that the actual presenter attends, not a rep (information was lost when this happened in the past, so it is actually better for the vendor)
 - Give them the rubric
- do this before Community Review so we can answer their questions better.
- Used a note taking guide (get from Amber)
 - Four-square based on rubric components
 - Had rubric side-by-side during presentations as well.
 - Note card questions to presenters (no questions during presentation)
 - Presenters to answer questions and send electronically before afternoon.
- Presentations in the morning
- Quick 1-4 rankings before lunch, any vendors to drop?
- Afternoon
 - Pros and cons of each vendor
 - Break into grade level/course teams to look detailed at grade level pros and cons.
 - Reviewed answers to note card questions
 - Narrowed and make a decision about what to bring to community review

After Community Review—part of Year 1 adoption cycle.

- Review pilot feedback and community review notes
- Make a decision about materials to adopt.
- Develop a process and guidelines to avoid “but I love the one I piloted because I know it” syndrome.
- Time for pilot teachers to plan and co-teach together.

Pilot materials—part of Year 1 adoption cycle.

- haven’t done this consistently but this would be a good addition. Feedback is that teachers want more time to do this.

Communication along the way—part of Year 1 Adoption Cycle.

- updates to the Board at every point
- work with the principals to share best practices and update on the process

Summer and Year 1 New Curriculum

- One academic seminar a month for teachers PD on materials
- Need to identify teacher leaders to lead this work
 - 2 teachers, per grade level/course, per feeder
 - Trained these leaders prior to each two academic seminars so they are ready to lead these with vendor expert.
 - 1-2 hours per academic seminar for prep
 - Co-facilitation is key
 - Might need to look at a different model for high school
- Each grade level per feeder also had a half-day or work time during the year.
 - Leaders and group decided how to use that time.
- Need to have an accountability system for teachers to show up. Need principals to split between the meetings, and target ones with high needs.
- Targeted principal training in August from vendor expert about materials.
- *Getting Started* in the summer (2 days unpaid) but are gaining 1.5 days in the classroom, while those who don’t volunteer have to spend the 1.5 days during inservice week doing the *Getting Started* workshops.
 - Vendor puts on *Getting Started* workshops.
 - If teachers sign-up and no-show, they default to inservice week unless there is room during the second/third workshop dates.
- What materials and trainings are available for Case Managers and IA’s (ELL, SpEd)
 - Might need training materials, and different training, for those sets of people

Year 2 New Curriculum

- One academic seminar per quarter for grade level feeder teams
- Leaders will have two full days of PD/Planning with vendor expert.

Ordering—part of Year 1 adoption cycle.

- Math: sent principals a spreadsheet—very confusing
- Each classroom received a kit
 - Some blends only selected the higher grade,
 - Some principals bought both for blends
- Need to check number of classrooms, and let principals know what they have (they tend to over-order)
- 2-3 week turn-around time typically.
- Supplemental materials (not part of kit), district-level decision about what they needed to make it successful.
 - Equitable across schools, based on number of students
 - Did research on the manipulatives to order from the cheapest place, not necessarily the vendor.
 - Work with facilities/vendor about the size of orders (palettes, etc.), where they can store the orders, who is going to receive, how the invoices are checked and materials dispersed.

Questions/Notes

- If on a real adoption cycle, how do we make the PD work after manageable for elementary teachers.
- When breaking an adoption out of K-12, include vertical bookend teachers in the process for continuity.