

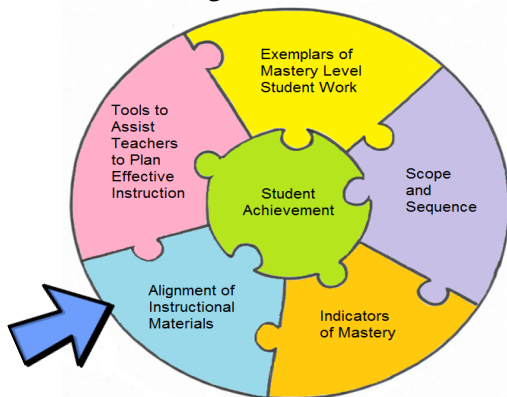
Critical Question #1

What do students need to know, understand, and be able to do? (Plan)

What do leaders need to know and be able to do?

Fundamental Practice 5. Adopted or purchased instructional programs and materials are intentionally aligned with the district's standards-based curriculum.

Districts generally purchase or adopt published programs, textbooks, or instructional materials to support teaching the district's curriculum or to provide interventions to students. It is critical that such programs or materials are intentionally aligned and identified within the district's standards-based curriculum through a crosswalk to identify areas of alignment and/or lack of alignment. While districts endeavor to adopt materials that are most closely aligned with standards and grade-level expectations, teachers cannot solely rely on commercial programs or texts to ensure all grade-level expectations are taught and learned to mastery. Consequently, it is important that teachers (1) understand how standards and grade-level expectations are integrated within adopted programs, texts, and materials to ensure they are taught to mastery and (2) have sufficient clarity and understanding of adopted programs, texts, and materials to purposefully teach all grade-level expectations for their content area or grade level. Accordingly, all instructional and support staff members must become critical consumers of instructional resources to ensure the best alignment to standards and 21st century skills.

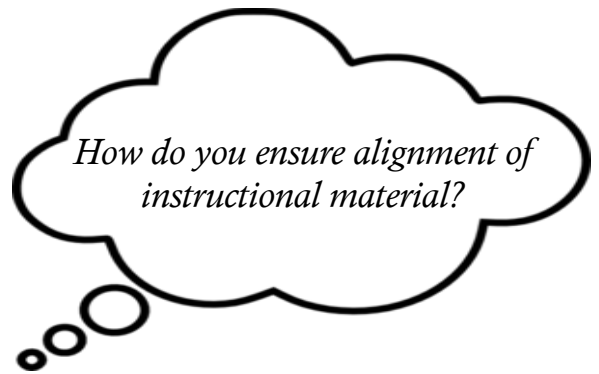
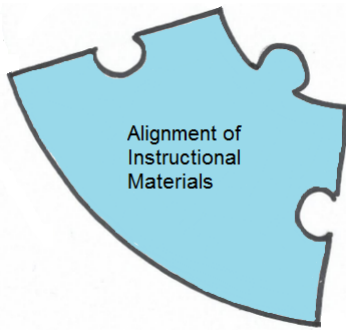


Guiding Questions:

- How can the district ensure teachers understand the differences and purposes of the curriculum and adopted programs, texts, or instructional materials?
- How do district policies and procedures ensure alignment of textbooks, programs, and materials with standards and the curriculum?
- How do teachers effectively use both adopted curriculum and adopted materials or programs when designing standards-based lessons and units?

Reflections:

1. As a leader, what is my role in ensuring this fundamental practice is taking place in my district and schools?
2. What are current barriers that are getting in the way of successfully implementing this fundamental practice systemically in my district and schools?
3. When I return to my district/school, I will complete the following three action steps to begin enhancing our (my and my staff's) application of this fundamental practice:
 - a. _____
 - b. _____
 - c. _____



Instructional materials are no longer just textbooks or digital textbooks. They can be electronic, digital, consumables, software, apps, etc. For teachers to be able to effectively use adopted materials to designed and deliver instruction to highly diverse student populations, the materials must be aligned to the standards *and* be flexible enough for teachers to differentiate instruction for students. Here are some things to look for when adopting instructional materials.

Questions to Ensure Alignment of Instructional Materials

- Does the content align with the standards and with the district curriculum and grade level expectations?
- Does the publisher provide the content in different leveled reading texts and different languages?
- Do the instructional materials provide exemplars, rubrics, and checklists for mastery?
- Do the instructional materials include comprehension supports? Examples include advance organizers, concept maps, dictionaries, glossary tools, etc.
- Do the instructional materials provide assessment and rapid feedback to students?
- Do the instructional materials support higher order thinking (e.g. scientific inquiry, analysis, synthesis)?
- Do the instructional materials include tools to support executive functions? Examples include goal setting tools, planning and progress monitoring tools.
- Are the instructional materials designed using Universal Design for Learning principles, providing options for how students engage with the instruction?

Work with the district instructional materials team to ensure that all materials are aligned with the curriculum, support mastery learning, and will meet the needs of all students.

The Florida Dept. of Education developed a Publisher rubric that your district can use to judge if the instructional materials your district is purchasing will support Universal Design for Learning: <http://www.tlc-mtss.com/assets/udl-reviewer-rubric-district-example.pdf>

Connect to Resources

For additional resources on curriculum development, visit the fundamental practice #5 section of the toolkit.