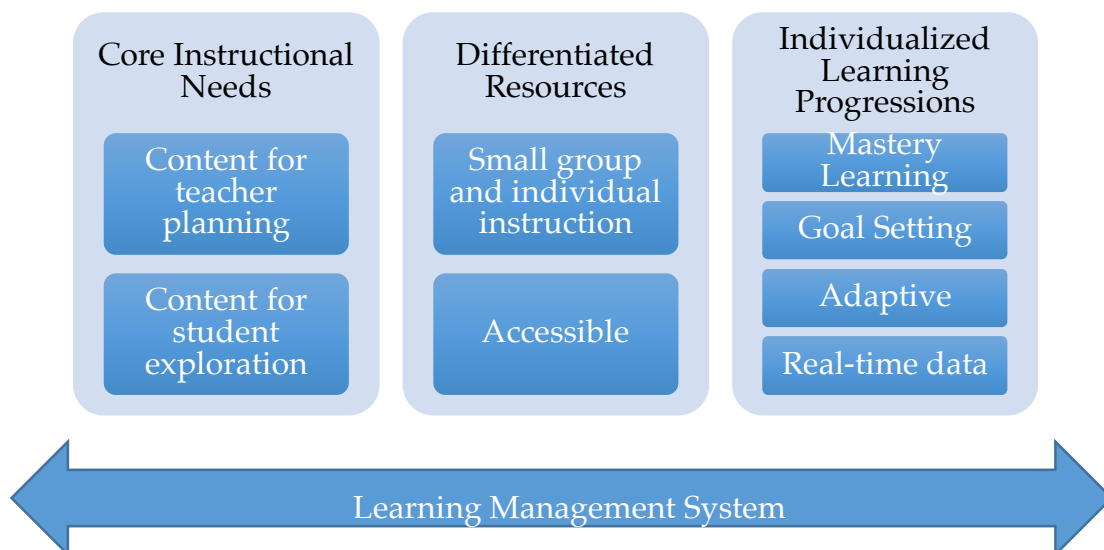Arlington Public Schools

**Resources for Teaching and Learning
Instructional Materials Evaluation Process 2016-17**

Personalized Learning

APS continues to cultivate engaging environments that create relevant and personalized learning experiences for all learners, regardless of background, language or disability. These personalized learning environments provide for educational experiences that are specifically tailored to the needs of each individual student. Personalized learning is further defined by Rickabaugh (2016):

> Learners are active participants in setting goals, planning learning paths, tracking progress, and determining how learning will be demonstrated. At any given time, learning objectives, content, methods, and pacing are likely to vary from learner to learner as they pursue proficiency aligned to established standards. A fully personalized environment moves beyond both differentiation and individualization.
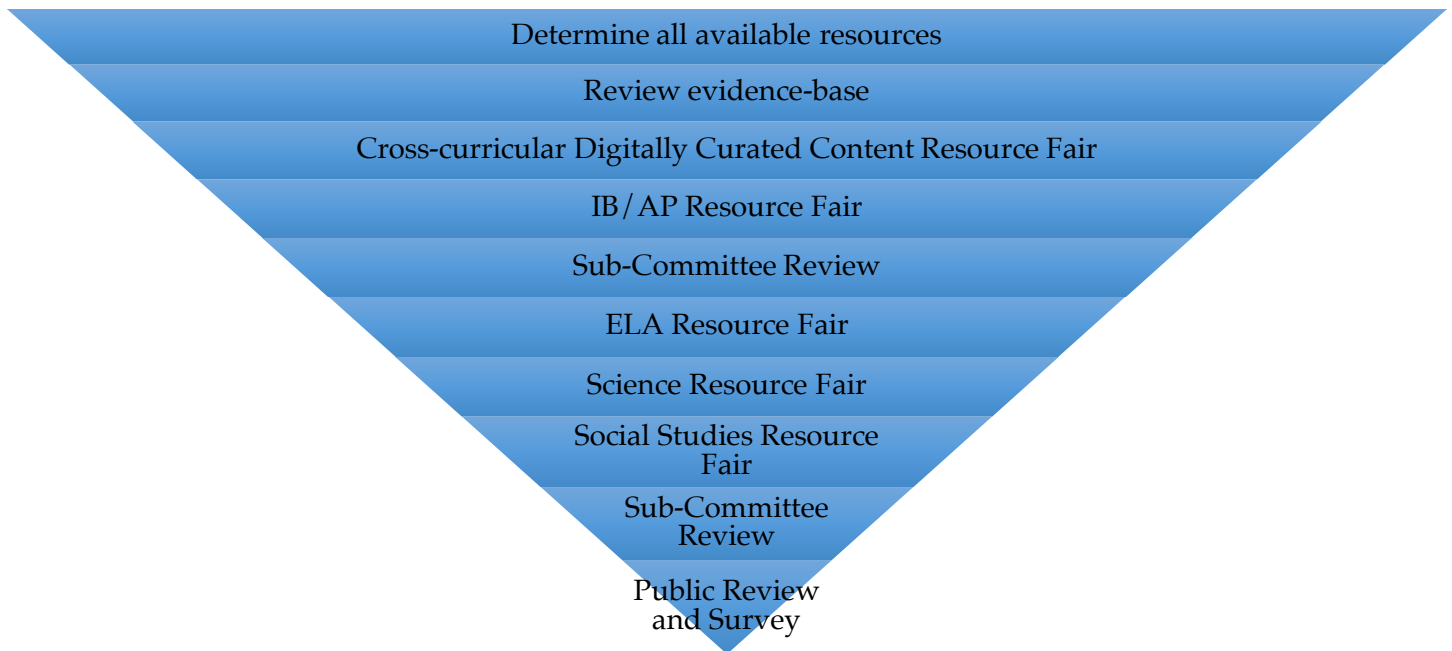
In order to provide for personalized learning environments, students and staff must have access to a variety of digital and print resources including those that supply content for instruction, allow for differentiation of learning experiences, and provide adaptive learning environments. In short, teachers need materials aligned with core instructional needs, differentiated resources, and resources that support individual learning progressions. In addition, a learning management system (LMS) must be readily available to serve as the conduit to the range of available resources.

Core Instructional Needs
- Content for teacher planning
- Content for student exploration

Differentiated Resources
- Small group and individual instruction
- Accessible

Individualized Learning Progressions
- Mastery Learning
- Goal Setting
- Adaptive
- Real-time data

Learning Management System

Through the 2016-17 materials evaluation and adoption process, we will be seeking those materials that best create opportunities for personalized learning. The process will include consideration of digitally curated content for instruction as well as tools for differentiated and adaptive learning experiences. Whether print or digital, the process will be supportive of those resources that are needed for personalized environments while engaging students in critical thinking, creative thinking, collaboration, communication, and citizenship. The evaluation of a Learning Management System will occur simultaneously so as to ensure alignment of needs and implementation.

Evaluation and Adoption Process

With personalized and highly engaging environments at the center of the process, the work to evaluate and adopt instructional materials in English Language Arts, Science, and Social Studies will include multiple phases. Each phase will build off of the former to create a comprehensive, inter-disciplinary recommendation that narrows from a review of all possible materials to a recommendation to the School Board of those that align with the needs of Arlington Public Schools. The phases will include:

Determine all available resources

Review evidence-base

Cross-curricular Digitally Curated Content Resource Fair

IB/AP Resource Fair

Sub-Committee Review

ELA Resource Fair

Science Resource Fair

Social Studies Resource Fair

Sub-Committee Review

Public Review and Survey

Content Area Specifics

While several of the phases will occur with multiple content areas reviewing resources and materials together, there is still a need to engage with stakeholders around needs specific to particular areas. The processes for English Language Arts, Science, and Social Studies are further outlined below.

English Language Arts

The English Language Arts (ELA) adoption process resulted in the selection of K-5 writing materials in the spring of 2016. During the 2016-17 school year, the ELA adoption process will continue with additional phases including the review and recommendation of materials for K-5 Reading and 6-12 Reading and Writing. The process is intended to allow for supporting teachers in implementation of the new materials as well as allow for community review of the materials. Incorporated into the phases above, we will review work completed to date which includes a survey of middle and high school ELA teachers on their needs and preferences for literature, writing, grammar, and vocabulary materials. Providing overall review and oversight will be a standing Resources Adoption Committee consisting of:

- Facilitators: Tyrone Byrd, Secondary Director and Tara Nattrass, Assistant Superintendent, Instruction
- Parent Representation: 2 parents each from the ELA, Gifted Services, Special Education, and ESOL/HILT advisory committees
- Department of Instruction and Department of Special Education and Student Services Representatives:
  - Content Area Supervisors: ELA, ATSS, ESOL/HILT, Special Education, and Gifted Services
  - Teacher Specialists: Elementary Education, Secondary Education, ELA

(Note: As this and the other content area processes evolve, smaller review teams will be created to review materials that address specific needs.)

Timeline

Phase	Team	Date
Determine all available resources	DOI and school-based staff	September-October
Review Evidence-Base	Resources Adoption Committee	October
ELA Process Review	Resources Adoption Committee	October 24
Digitally Curated Content Resource Fair	ELA, Science, and Social Studies Review Teams	November 10
ELA AP/IB	ELA IB/AP Review Team	November 16
Staff Review	ELA, Science, and Social Studies Review Team Representatives, All DOI Supervisors and Specialists	November 21
Secondary ELA	Secondary ELA Review Team	December 8
Elementary Reading	Elementary Reading Review Team	December 15
Public Review with Survey	All Stakeholders	January-February
Data Analysis	ELA, Science, and Social Studies Review Team Representatives, All DOI Supervisors and Specialists	March
School Board Recommendation	DOI Staff	April

Science

The goals of the science resource adoption process align with those outlined above and will support best practices in science instruction. Teachers, parents, students, the Science Advisory Committee, and Instructional Technology Coordinators will make up various committees throughout the process.

Timeline

Phase	Team	Date
Input for developing rubric criteria	Science teachers	August
Determine all available resources	DOI and school-based staff	September-October
Science Advisory Committee meeting	Science Advisory Committee	September-October
Review Evidence-Base	Resources Adoption Committee	October
Digitally Curated Content Resource Fair	ELA, Science, and Social Studies Review Teams	November 10
Science AP/IB	Science IB/AP Review Team	November 4
Sub-Committee Review	ELA, Science, and Social Studies Review Team Representatives, All DOI Supervisors and Specialists	November 21
Public Review with Survey	All Stakeholders	January-February
Data Analysis	ELA, Science, and Social Studies Review Team	March

| | Representatives, All DOI Supervisors and Specialists | |
| School Board Recommendation | DOI Staff | April |

Social Studies

The goals of the social studies resource adoption process align with those outlined above and will support best practices in social studies instruction. Teachers, parents, students, administrators, the Social Studies Advisory Committee, and Instructional Technology Coordinators will make up various committees throughout the process.

Timeline

Phase	Team	Date
Needs Assessment	School-based Social Studies staff	Spring 2016
Determine all available resources	DOI and school-based staff	September-October
Social Studies Advisory Committee meeting	Social Studies Advisory Committee	September-October
Review Evidence-Base	Social Studies and DOI Office Staff	October
Digitally Curated Content Resource Fair	ELA, Science, and Social Studies Review Teams	November 10
Social Studies AP/IB	Social Studies IB/AP Review Team	November 15
Sub-Committee Review	ELA, Science, and Social Studies Review Team Representatives, All DOI Supervisors and Specialists	November 21
Social Studies – Grades 4 & 5	Social Studies Review Team	January 17
Social Studies - Secondary	Social Studies Review Team	January 17
Public Review with Survey	All Stakeholders	January-February
Data Analysis	ELA, Science, and Social Studies Review Team Representatives, All DOI Supervisors and Specialists	March
School Board Recommendation	DOI Staff	April

Evaluation Criteria

Rubrics will be used during the evaluation of materials at the resource fairs to ensure that materials meet the needs of teachers and students. The rubrics have been created using a variety of evidence-based resources which are cited on the individual documents. Key areas of analysis include:

- Alignment to standards of learning
- Personalized learning opportunities
- Instructional strategies aligned to best practices
- Assessments
- Technology integration
- Equity