Instructional Materials Landscape Analysis

A PROCESS TO SUPPORT ADOPTION & IMPLEMENTATION

A process for district materials adoption committees developed by

ENGLISH LEARNERS SUCCESS FORUM

STUDENT ACHIEVEMENT PARTNERS

About Student Achievement Partners

The American public education system does not realize the potential of all students, an issue that is most acutely experienced by Black students and multilingual learners. Focusing on the needs of these historically underserved students helps us in supporting all students. We believe challenging K-12 academic standards, in the context of culturally relevant teaching and equitable classroom practice, are non-negotiable when it comes to improving student outcomes. We believe that effective educational leadership and instruction persistently takes action to eradicate racist systems and policies so that all students can thrive academically. In partnership with other passionate change-makers, we design tools and resources, professional learning, and other supports, grounded in research and the realities of the classroom. We do this by partnering regularly with content experts, policy makers, partner organizations, and practitioners to reimagine equitable instruction to be culturally responsive-sustaining, linguistically sustaining, joyful, and grade-level.

About English Learners Success Forum

The mission of the English Learners Success Forum (ELSF) is to expand educational equity for multilingual learners by increasing the supply of high-quality instructional materials that center their cultural and linguistic assets. Our vision is that every multilingual student engages in learning that allows them to thrive academically and choose their path for success.

ELSF is a non-profit organization that collaborates with content developers to design high-quality curriculum for multilingual learners, and supports educators and decision makers to respond to the linguistic and cultural needs of multilingual learners in their adoption and implementation of instructional materials.

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Foreword

In the winter of 2020, Student Achievement Partners (SAP) convened a team to better understand both the role that the Instructional Materials Evaluation Tool (IMET) plays in the field currently and what the logical next steps for the tool would be. With our organization's sharpened focus on centering the needs of Black students and multilingual learners, we wanted to acknowledge the limitations of a tool narrowly focused on standards alignment.

Through conversations with district leaders, it became clear that the IMET, as written, plays an important role in materials selection, but that there are many tools that districts rely on to choose quality materials. The adoption challenges the leaders named were not around understanding the quality of materials prior to purchase but rather around understanding what an equitable selection and implementation process could look like. They also noted how challenging the entirety of the adoption process is, from forming committees to sorting through materials to choosing a program that best meets their unique student and system needs to training educators to use and adapt new materials in ways that center their students. This feedback was invaluable, and we offer our tremendous gratitude to the district partners willing to share their experiences with our team.

Learning from this, SAP engaged in two design sprints—the first with a group of dynamic consultants and the second with a new team, as well as dedicated partners from the English Learners Success Forum and Instruction Partners—to design a tool that meets the needs district leaders identified.

During these design sprints, the team narrowed down the work we hoped to do from the broader question of "What do we do with the IMET?" to a more specific problem statement:

> We as SAP and our design team need a way to make centering humanity[1] a non-negotiable in materials adoption because we are complicit in maintaining the systems that accept inequities and ignore the lived experiences and contributions of students at the margins by focusing only on alignment to standards in curriculum.

Our team realized that our problem statement was large, and that one tool or process could not solve it. We could, however, address a small piece of it by focusing on instructional conditions alongside materials adoption and implementation.

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[1] A note about centering humanity: our design team defined this in two ways. First, centering humanity means making the adoption process work itself more human for the people who are doing the work of sorting through and selecting materials. This means grounding this process by ensuring folks have adequate time, training, and resources. Perhaps more importantly, though, we also defined it as ensuring that instructional materials themselves center Black students and multilingual learners. This means materials support instruction that is culturally relevant-responsive, linguistically responsive, joyful, and grade-level.

The focus of this process is specifically on adoption and implementation of materials that center Black students and multilingual learners, as that is the focus of SAP's work. We believe it is essential to center these two groups deliberately because they have most often been marginalized by school systems, both historically and today. We further believe that centering these groups expands and strengthens the educational experience for all students. We also recognize and suggest that this process be implemented in a way that centers the student populations most marginalized in each district's unique context.

User Guide

Why a landscape analysis?

The purpose of this landscape analysis is to help you and your team understand the conditions prior to adopting and implementing instructional materials that center Black students and multilingual learners.

The visual on the next page provides a representation of how the landscape analysis can be leveraged within the materials adoption process.

INSTRUCTIONAL MATERIALS LANDSCAPE ANALYSIS
situating the landscape analysis in your adoption process
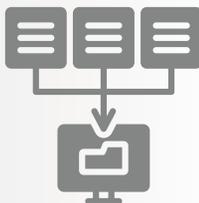
START

LANDSCAPE ANALYSIS

01

Understanding the conditions for adopting instructional materials that center on the humanity of Black students and MLLs.
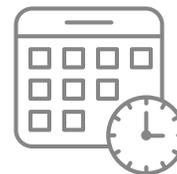
MATERIALS SELECTION

02

Drafting RFP, forming materials selection committee and engaging in materials selection process.

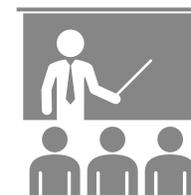## PLANNING FOR IMPLEMENTATION

03

Use learning from the landscape analysis and selection process to make strategic decisions around training teachers and leaders to successfully use the new materials.

IMPLEMENTATION

04

Implementation of selected materials.

What is a landscape analysis?

A landscape analysis is a 5-step process to use human-centered data collection and analysis to understand conditions in a system.

Before analyzing the steps of the process, it is important to note what this process is as well as what it is not:

This process provides...	This process does not provide...
A way to better understand the conditions for the adoption and implementation of human-centered materials.	A way to identify and diagnose every strength and challenge within a system. This process is focused on the adoption and implementation of instructional materials.
A way to identify areas where you can improve your adoption and implementation processes to strive for equitable student learning experiences.	A way to identify strengths and challenges within instructional materials themselves. This process is focused on systems and people impacted by materials.
A way to better understand your own system: what conditions are and are not in place as it relates to the adoption and implementation of human-centered instructional materials.	A way to define how you choose your priorities. Each district has different student populations and student needs. Prioritization must come from the unique student population in the district, so while the tool helps you understand your current conditions, it won't tell you the exact next steps to take.
Guidance for beginning to understand and prioritize making decisions that will lead to a more human-centered experience.	Narrowly focused attention on traditional forms of student achievement data. While this information has a place, human-centered data requires talking to your community and understanding what the numbers mean in context.

INSTRUCTIONAL MATERIALS LANDSCAPE ANALYSIS
the process

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01 — **ESTABLISH YOUR TEAM**

- Build a team of stakeholders from all levels of your instructional system. You should aim to include students, caregivers, teachers, building leaders, and central office staff.

02 — **MAKE A DATA COLLECTION PLAN**

- As a team, make a plan to investigate the conditions related to culturally-responsive sustaining, linguistically sustaining pedagogies, and alignment to standards and Shifts. Consider using focus groups, empathy interviews, surveys, learning walks, and analysis of existing documentation.

03 — **COLLECT YOUR DATA**

- As a team, review policies and assessment data, and conduct empathy interviews, focus groups, and survey stakeholders to gather the data that will help you answer the Guiding Questions

04 — **ANALYZE YOUR RESULTS**

- As a team, compare your data to the ideal conditions for equitable adoption. Make notes of places where you are close to and may be far from the ideal.

05 — **DETERMINE PRIORITIES**

- As a team, decide a few areas to prioritize to help you build better conditions for the option of instructional materials that center on the humanity of Black students and multilingual leaners.

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The specific steps of a landscape analysis are listed on the following page.

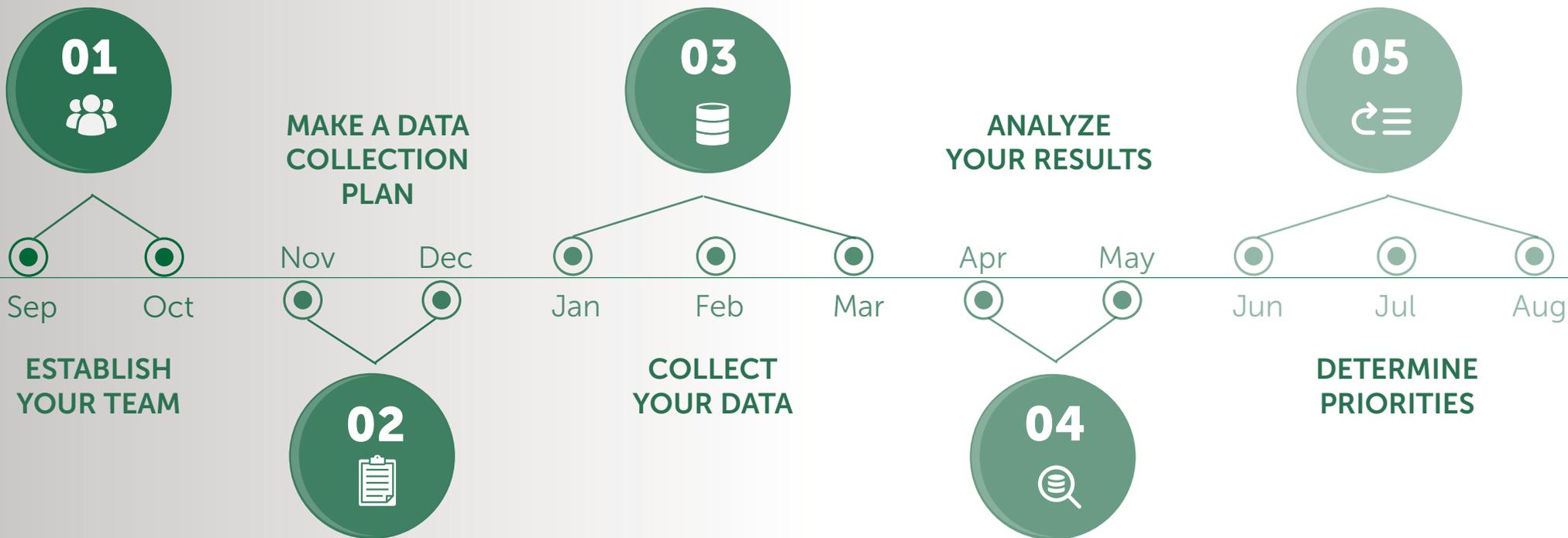## How is a landscape analysis implemented?

Understanding your system takes time. The process cannot be completed in one afternoon or by one person. We recommend that this work be given 3–6 months (see sample timeline below), though the time required will vary greatly depending on the size of the district and the number of stakeholders involved.

A team of leaders who are responsible for instructional materials in the district should own this process. They will form a core leadership team to guide the steps listed above. Their work will be to lead a team of broad stakeholders, the "landscape analysis team," through the work of this process.

The sample timeline on the following page provides an example that can serve as a baseline for the core leadership team to prepare for implementing each step of the landscape analysis within this cycle of the adoption process.

INSTRUCTIONAL MATERIALS LANDSCAPE ANALYSIS
sample timeline

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01

MAKE A DATA COLLECTION PLAN

03

ANALYZE YOUR RESULTS

05

Nov   Dec   Jan   Feb   Mar   Apr   May   Jun   Jul   Aug

Sep   Oct

ESTABLISH YOUR TEAM

02

COLLECT YOUR DATA

04

DETERMINE PRIORITIES

01.
- Depending on the size of your district, plan anywhere from 1-4 weeks to recruit your team.
- Host one, 1-hour meeting to introduce the work and build a shared sense of purpose and goals for the work. Ensure that the team knows the why behind this process.

02.
- Host one, 1-hour meeting to train the team on the tool.
- Host one, 2-hour meeting to build your data collection plan.

03
- Plan 1-2 months to collect your data by hosting focus groups and empathy interviews, engaging in learning walks and surveying relevant stakeholders.

04
- Spend 2-3 hours reviewing the data collected independently.
- Host two, 2-hour meetings to analyze and discuss findings.

05
- Host one, 2-hour meeting to compare date to the table
- Host one, 2-hours meeting to identify 1-2 focus areas that will help support the district in the work of adopting constructional materials.

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INSTRUCTIONAL MATERIALS LANDSCAPE ANALYSIS
guiding questions

Instructional Vision

- What is our vision for teaching and learning?
- How does our vision incorporate
  - Culturally Responsive-Sustaining Pedagogy
  - Linguistically sustaining pedagogy, and
  - Standards and Shifts?
- How do stakeholders (students and caregivers, teachers, building leaders, and central office staff) incorporate the vision into their daily work?
- How is the vision reflected in district policies?
- Do the tools to enact the vision (observation rubrics, etc.) reflect:
  - Culturally Responsive-Sustaining Pedagogy
  - Linguistically sustaining pedagogy, and
  - Standards and Shifts?
- How does the community feel about the promises made by the vision?

Learning Community

- Who are our students? What is the demographic breakdown of our population of learners? Pay specific attention to the following:
  - Student Accountability Report Cards (SARCs)
  - multilingual Learners demographics (languages spoken, distribution across grade spans, special education status, migrant/homeless status)
- How do our students feel about school?
- Who are our teachers? What are their demographics? What might they need to learn about the assets and needs of their students?
- How do our teachers feel about the school community?

Existing Teaching and Learning Practices

- What do teachers and administrators understand and apply related to
  - Culturally Responsive-Sustaining Pedagogy,
  - Linguistically sustaining pedagogy, and
  - Standards and Shifts?
- What professional learning have teachers and leaders received in the named areas? How do they enact what they've learned from these training opportunities?
- What evidence do we have around student learning? How are students, in particular, our Black students and multilingual learners, currently performing?

Materials Selection Process

- What is our current process?
- Who is involved? Who is not involved?
- How are decisions made?
- What is our existing rubric? How does it address
  - Culturally Responsive-Sustaining Pedagogy,
  - Linguistically sustaining pedagogy, and Standards and Shifts

The Landscape Analysis Process

01 👥 Step 1: Establish Your Team

Build a team of stakeholders from all levels of your instructional system. You should aim to include students, caregivers, teachers, building leaders, and central office staff. As the team gets built, consider the student population of your system, and aim for representation of the identities of the students. Also consider grade-band representation, a variety of roles in the system, and other identity-based diversity.

To humanize the landscape analysis process, once the team is built, it is important to understand who is on the team and how they will work together. Consider each team members' identities, lived experiences, skill sets, and knowledge they bring to the team as assets as well as identity-related biases or gaps to be aware of as you engage in this analysis work.

Clarity of roles and transparency in decision-making helps teams work together more effectively. Consider the following questions:
- Where might we need to build our understanding?
- What topics and resources might we need to learn more about?
- How will we work together? Will one person take leadership, or will we work more collaboratively
- How will we make decisions? Who has responsibility for different pieces of the process?
- When will we check in to see if our roles and responsibilities are changing/still working?

Finally, the team needs time to understand the landscape analysis process as well as the Ideal Conditions for Successful Implementation tables. Be sure to schedule time to introduce the work and build a shared sense of purpose and goals for the landscape analysis. Ensure that the team knows the why behind this process.

02 📋 Step 2: Make a Data Collection Plan

The main work of the landscape analysis is gathering and analyzing data that will support your team in understanding the instructional conditions in your district.

In order to know what data to collect, teams should start with Guiding Questions (see p. 15). The purpose of the Guiding Questions is to provide a high-level overview of the kinds of information needed to understand instructional and system-wide conditions in a district.

To build your data collection plan:

As a team, read through the Guiding Questions to understand the kinds of data that you will need to collect. Some of the questions can be answered by compiling existing documentation (e.g., state testing scores, literacy assessment data, WIDA data, past survey data, etc.). Other information, though just as important, may be harder to quantify and require community engagement (e.g., empathy interviews, focus groups, perception surveys, learning walks).

As needed, learn about different human-centered methods of data collection. The following resources are excellent tools to learn more about different methods of community engagement data collection. Consider reviewing these methods with the landscape analysis team as a support for making a data collection plan.

Focus Groups	Empathy Interviews	Questionnaires and Surveys	Learning Walks
Quick Tips: Focus Group Interviews (University of Wisconsin-Extension) How Can We Design Focus Groups To Give Us The Best Information Possible? (Racial Equity Tools) Conducting Focus Groups for Curriculum Review and Improvement (Western University Centre for Teaching & Learning)	Empathy Interviews Guide (California Collaborative for Educational Excellence) Empathy Interviews (Learning Forward) Empathy Interview Planning Protocol (Texas Network for School Improvement) Empathy Interview Guide Template (Equity X Design)	Quick Tips: Survey Procedures (University of Wisconsin-Extension) Student Perception Survey Toolkit (Colorado Education Initiative) How Can We Design Survey Interviews And Questionnaires To Give Us The Best Information Possible? (Racial Equity Tools)	Learning walks: how-to guide (K Leaders) Walkthrough Planning Guide (National Institute for Urban School Improvement) Learning Walks Protocols (Think CERCA)

Build a plan that considers what data you want to collect to answer the Guiding Questions, how you will engage with your community to gather human-centered data, and when you will collect your data. Address questions like:
- What is your timeline for data collection?
- Where will data be stored? Who is responsible for data management and access?
- How will confidentiality be addressed?
- Who is responsible for scheduling and conducting community engagements (e.g., empathy interviews, focus groups, perception surveys, learning walks)?
- Who will participate, and how will participants be recruited? How will you ensure that participants reflect the diversity of your learning community?

03 Step 3: Collect Your Data

As a team, enact your data collection plan. This means collecting documentation that exists internally as well as engaging with the learning community. Ensure that all members of the team have the chance to participate in data collection in the ways that best match up with their expertise and lived experiences.

04 ⊕ Step 4: Analyze Your Results

As a team, compare your data to the Ideal Conditions for Successful Implementation tables. (See tables below.) Make note of places where you are close to and where you may be far from the ideal conditions. This work can be further organized as follows:

1. Sort and organize the collected data: Organize your collected data so that it can be meaningfully reviewed and understood by the landscape analysis team. Consider organizing data according to the following table:

Type of Data	For Example...	Where is this data?
Demographic data	Student and teacher demographic surveys, test scores (state and WIDA data), home language surveys, etc.	Existing documentation
Lived experience data	Notes from: • Learning walks and observations • Focus groups • Stakeholder interviews • Questionnaires and other survey data	Community engagement and classroom visits
System policies/ conditions	Vision for teaching and learning, policy documentation related to materials and instruction, documentation related to materials and instruction, adoption process and policy documentation	Existing documentation

2. Pull out themes and answer the Guiding Questions: Review your findings. As a team, work to understand what the data is saying about your system. For each type of data (demographic

data, lived experience data, system policies/conditions), identify trends, themes, and outliners related to culturally responsive-sustaining practice, linguistically sustaining practice, and Standards and Shifts alignment. Use the results to draft answers to the Reflection Questions.

3. Compare your findings to the Ideal Conditions for Successful Implementation tables. Use what you have learned to compare what you know about the system to the Ideal Conditions for Successful Implementation tables. Consider a highlighting exercise to make some general statements about conditions related to instructional materials in your district. You may choose to engage in the following processing activity:

> A. Highlight in green areas where you have evidence of strength in your district;
>
> B. Highlight in yellow areas where you have uneven implementation or where you need to learn more;
>
> C. Highlight in red areas where you have evidence that you can grow.

This exercise can be done with the whole team or be completed individually and then compared/discussed by the whole team to come to consensus.

What are the Ideal Conditions for Successful Implementation?

The tables below name conditions that support an equitable adoption.

The first three areas are system considerations. These are areas that attend to teaching and learning. They are:

- Culturally Responsive-Sustaining Pedagogy
- Linguistically Sustaining Pedagogy
- Alignment to Standards and Shifts

The final area centers on process considerations. This area attends to the materials selection process itself.

In addition, these Ideal Conditions for Successful Implementation tables provide a series of resources and action steps that can be utilized and implemented towards building a more equitable adoption process and an instructional materials implementation that centers Black students and multilingual learners.

Ideal Conditions for Successful Implementation	
System Consideration: **Culturally Responsive-Sustaining Pedagogy**	
Districts that are ready to adopt materials that will support culturally responsive-sustaining instruction have...	**Resources and actions to help districts address needs**
Teachers who... - Have previously received training on the foundations tenets of Culturally Responsive-Sustaining Pedagogy. - Are aware of how to adapt instructional materials to center Black students and multilingual learners and capitalize on student strengths and assets. - Have begun to implement culturally responsive-sustaining practices such that they are able to: - Find opportunities to bring the community into their classrooms and utilize community resources and members as integral parts of their classroom and curriculum; - Create joyful learning opportunities; - Make connections with student families, caregivers, and communities;	- Learn about the foundations of Culturally Responsive Pedagogy: - Culturally Responsive Teaching and The Brain: Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students by Dr. Zaretta Hammond - Culturally Responsive Teaching Theory, Research, and Practice by Dr. Geneva Gay - Learn about the foundations of Culturally Sustaining Pedagogy: - Culturally Sustaining Pedagogy: A Needed Change in Stance, Terminology, and Practice by Dr. Django Paris - Culturally Sustaining Pedagogies: Teaching and Learning for Justice in a Changing World by Dr Django Paris and

	• Measure student progress in multiple ways focused on assets;
	• Address issues of power and injustice, and support students in actively engaging with social justice topics.
		Dr. H. Samy Alim
		• Learn about the foundations of Culturally Relevant Pedagogy (CRP):
		  • The Dreamkeepers: Successful Teachers of African American Children by Dr. Gloria Ladson-Billings
		  • Lessons from the Field: Understanding Culturally Relevant Pedagogy in High-Quality Instructional Materials from Student Achievement Partners
		• Learn about planning for Culturally Relevant Pedagogy:
		  • Planning Process (UPP) training videos from UnboundEd
		  • Read 3: Develop an instructional plan from UnboundEd
		• Analyze existing materials:
		  • Culturally Responsive Curriculum Scorecards for ELA and STEAM from the NYU Metropolitan Center

School leaders who…	• Have received training on the foundations of culturally responsive-sustaining teaching as it applies to building leadership. • Have begun to create conditions for educators to engage in Culturally Responsive-Sustaining Pedagogy by: • Utilizing observation and feedback tools	• See above for resources to support training and understanding of Culturally Responsive-Sustaining Pedagogy. • Use the Culturally Responsive Walkthrough Tool from Equity Institute to support classroom walkthroughs. • Use the Culturally Responsive Leadership:

	centered around culturally responsive-sustaining practices; • Creating partnerships between the school and larger community; • Creating spaces for all stakeholders (especially students and families) to raise concerns about equity and cultural exclusion, and taking action in response to exclusionary or inequitable ways in which curriculum implementation is happening. • Feel prepared to engage in ongoing reflection and act in response to how Black and/or multilingual students are supported to bring their community and cultural funds of knowledge into the classroom.	A Framework for School & School System Leaders by The Leadership Academy to support systems development. • Learn about building equitable feedback systems: • Street Data: A Next-Generation Model for Equity, Pedagogy, and School Transformation by Shane Safir and Dr. Jamila Dugan
District systems and structures that…	• Are built around an instructional vision that emphasizes the importance of Culturally Responsive-Sustaining Pedagogy. • Enable stakeholders (students, families, schools, and community) to provide feedback about equity and cultural inclusion and empower decision makers to act on the feedback. • Prioritize authentic assessment, including valuing data from formative classroom practices over standardized summative testing measures.	• Use the Student Assessment Inventory from Achieve to understand what assessments exist and how they are used. Adjust policies based on the results.

Ideal Conditions for Successful Implementation	
System Consideration: **Linguistically Sustaining Pedagogy**	
Districts that are ready to adopt materials that will support linguistically sustaining pedagogy have…	**Resources and actions to help districts address needs**
Teachers who…	• Demonstrate understanding of the assets of multilingualism as well as the need to center multilingual learners in their practices. • Have received specific training in how to respond to the needs of the multilingual population that they serve. • Have begun to implement practices that center multilingual learners by: • Regularly planning opportunities to build language and content knowledge in integrated ways; • Providing amplification (not simplification) of language learning and access to the grade-level language demands connected to content learning; • Gathering information about the educational histories and linguistic profiles of multilingual learners to	• Deepen understanding of how to serve multilingual learners: • Key Principles for ELL Instruction from Understanding Language at Stanford University • Educator Resources from English Learners Success Forum • Collaborate with colleagues and co-teachers to plan language- and content-integrated curriculum and instruction for multilingual learners. • Discuss with school and district administrators about instructional materials that are particularly effective with multilingual learners. • Systematically review student work from multilingual learners to analyze progress in language development and content learning. • For further reading:

	understand student strengths and assets; • Providing multiple opportunities for students to represent their learning through varied modes of expression and language practices; • Using consistent formative assessment practices to monitor progress of multilingual learners in both language development and content learning.	• [Promoting the Educational Success of Children and Youth Learning English](#) by the National Academies

School leaders who...	• Have received training on instruction of multilingual learners as it applies to building leadership.
	• Have begun to create conditions for the success of multilingual learners by:
	  • Articulating a schoolwide approach to language and literacy development for multilingual learners in core content areas (rather than relying on Tier 2 instruction);
	  • Creating systems for instructional teams to review and interpret an array of language and content data in home language and in English (inclusive of, but not limited to, test scores) to inform the adaptation of materials and programming;
		• Use evidence of teacher practice to get a clear picture of the current reality of how multilingual learners are served in core content classrooms by:
		  • Gathering ample evidence of teacher practice to identify areas where teachers need support in serving multilingual learners;
		  • Gathering input and insights from not only ELD/ESOL teachers but also content teachers to understand their perceptions and realities related to teaching and learning for multilingual learners;
		  • Using classroom observations/walkthroughs/instructional rounds to gather data that explicitly focus attention on effective instructional practices for

	• Coordinating the use of effective formative assessment practices that help teachers understand students' language development in the context of content learning; • Engaging in walkthroughs/collecting data/using review tools that focus on the needs of multilingual learners; • Developing schoolwide observation and coaching systems that call attention to/ are inclusive of the strengths and needs of multilingual learners; • Providing ongoing job-embedded professional learning to ensure that teachers implement effective practices to serve multilingual learners.	multilingual learners: • Emergent Bilinguals Leadership Team Resource Packet – 2015-2016 from CUNY-NYSIEB • Learn about the foundations and application of translanguaging: • The Translanguaging Classroom: Leveraging Student Bilingualism for Learning by Ofelia García, Susana Ibarra Johnson, and Kate Seltzer • Translanguaging in Curriculum and Instruction: A CUNY-NYSIEB Guide for Educators from CUNY-NYSIEB • Translanguaging: A CUNY-NYSIEB Guide for Educators from CUNY-NYSIEB
District systems and structures that…	• Have a vision for instruction that centers the assets and needs of multilingual learners. • Articulate what will be needed in instructional materials to best serve multilingual learners in the district based on student population. • Clearly and coherently outline instructional models and their expected outcomes for multilingual learners that: • Promote bilingual and biliteracy development for multilingual learners connected to core content learning;	• Consider how the adoption of instructional materials should be informed by reviewing: • The district's vision/mission statements, long-range instructional plans, program evaluations, Seal of Biliteracy plans, other documents/policies that detail district goals and priorities for multilingual learners; • District instructional guidance, resources, and artifacts related to multilingual educational programming (including

		materials and instructional practice);
		• The district's English learner (EL) identification and designation processes, program models, and desired outcomes;
		• Student achievement data regarding EL language development and content knowledge.
		• Learn from the following resources:
		  • Benchmarks of Quality from English Learners Success Forum, which outlines effective multilingual learner supports in instructional materials
		  • Case Study: High School Math Materials Adoption in San Leandro, California from English Learners Success Forum
		  • Case Study: Math Materials Adoption in Florida from English Learners Success Forum
		• Develop systemic improvement plans:
		  • Creating Systemic Improvement Plans for Multilingual Learners from Understanding Language at Stanford University
		  • Designated ELD Fundamentals from Understanding Language at Stanford University
		• Provide ongoing professional learning to ensure that teachers and leaders refine and update their understanding of effective

• Respond to the unique needs of the student population.
• Enable progress monitoring in the development of language and content knowledge tied to classroom instruction.

		practices to serve multilingual learners: • [Professional Development Essentials](#) for multilingual learners from Understanding Language at Stanford University

Ideal Conditions for Successful Implementation	
System Consideration: **Alignment to Standards and Shifts**	
Districts that are ready to adopt instructional materials that will support Standards- and Shifts-aligned practices have…	**Resources and actions to help districts address needs**

Teachers who…	• Have received regular professional learning on the expectations of the Shifts of College- and Career-Ready Standards, including aligned instructional practice.
	• Demonstrate understanding of application of the Shifts and Standards:
	  • ELA:
	    • In K–2, provide systematic foundational skills instruction using approaches that meet the needs of multilingual learners.
	    • Practice regularly with complex texts and their academic language.
	    • Ground reading, writing, and speaking in evidence from the text.
	    • Build knowledge through content-rich nonfiction.
	  • Math:
		• Learn about the ELA and Mathematics Shifts via the Understand the Shifts resource collection from Student Achievement Partners.
		• Learn how the language standards in the local content support content Standards and Shifts in instructional materials.

	- Focus on the most important standards of the grade/course. - Build coherence within and across grades/courses. - Balance aspects of rigor (conceptual understanding, procedural fluency, and application) as called for by the Standards. - Asking students to demonstrate learning in ongoing formative assessments that directly connect to content and learning objectives. - Understand how to use English Language Development (ELD) standards alongside content Standards and Shifts.	
School leaders who…	- Have begun to implement Standards- and Shifts-aligned practices that center on the needs of Black students and multilingual learners in their classroom by: - Establishing high expectations for all students; - Creating opportunities for full participation in rigorous work with appropriate support and scaffolding.	- See above for suggested training resources. - Engage in walkthroughs and coaching conversations using the Instructional Practice Guides for ELA and Math from Student Achievement Partners. - Create intentional co-planning and co-assessment systems and structures to connect ELD and content teachers.

	• Have received regular professional learning on the expectations of the Shifts of College- and Career-Ready Standards that centers on Black students and multilingual learners, as it applies to building leadership. • Provide resources that help teachers to plan curriculum and instruction using ELD standards alongside content Standards and Shifts. • Engage in observations focused on implementation of grade-level standards and aligned instructional practices that specifically center Black students and multilingual learners. • Have begun to create conditions for educators to enact Standards- and Shifts-aligned practices by providing structured PLC time to support ongoing professional learning.	
District systems and structures that...	• Are built around a vision that specifically names Standards and Shifts alignment as a guidepost for grade-level work and as a priority for instruction. • Provide all students access to grade-level work (e.g., policy doesn't mandate leveling students into guided reading groups based on test score).	• Learn from Supporting Excellence: A Framework for Developing, Implementing, and Sustaining a High-Quality District Curriculum from the Council of Great City Schools.

	• Specify the allocation of resources toward instructional materials that center Black students and multilingual learners and will support Standards alignment. • Include clear communications plans regarding the prioritization of grade-level work for all students. • Provide training regarding use of ELD standards alongside content Standards and Shifts.	

Ideal Conditions for Successful Implementation	
Process Consideration: **Materials Selection/Adoption Process**	
Districts with an inclusive adoption process...	**Resources and actions to help districts address needs**

Have a rubric that...	• Centers the assets and needs of Black students and multilingual learners by providing sufficient, research-based explicit guidance as to expectations in materials related to:
	  • Culturally Responsive-Sustaining Pedagogy;
	  • Linguistically responsive pedagogy;
	  • Standards- and Shifts-aligned practices.
		• For Standards/Shifts alignment:
		  • Instructional Materials Evaluation Tool from Student Achievement Partners
		  • Review Tools from EdReports
		• For supporting the needs of multilingual learners:
		  • Benchmarks of Quality from English Learners Success Forum
		• For Cultural Responsiveness:
		  • Curriculum Scorecards from NYU Metropolitan Center

Enhance stakeholder engagement by...	• Building an adoption committee that includes staff with expertise in the specific assets and needs of Black students and multilingual learners. • Planning meetings that are conducted in a safe, equitable, and accessible location.	• Ensure additional perspectives are represented in the adoption committee, specifically a teacher, coach, or administrator who works directly with and has expertise in the needs of Black and multilingual learners that allows stakeholders multiple means/

	• Archiving and making information accessible to all committee members. • Providing interpretation services at committee meetings for all participants (as needed). • Building a decision-making process that prioritizes collective decision-making and leverages the input of all stakeholders.	modalities to access the information in the language that is best for them. • Create opportunities for families and students to engage in the adoption process. • Offer translation/interpretation services for meetings, communications, and summary of meeting notes provided to families in the languages represented in the district. • Offer asynchronous and alternative participation opportunities. • Ensure decision-making opportunities occur when all committee members have had the opportunity to participate.

Provide equal access to knowledge so that...	• Reviewers receive training on the specific needs of Black students and multilingual learners and how these needs can be met in instructional materials.
	• Reviewers have access to resources and information from the data gathered by the district to build their understanding of specific needs of Black students, multilingual learners, and educators (with a particular emphasis on the needs of teachers) in the system.
	• Reviewers receive quality training on using the rubric and understand what materials focused on the needs of Black students and
		• For understanding the specific needs of Black learners:
		  • But That's Just Good Teaching! The Case for Culturally Relevant Pedagogy by Dr. Gloria Ladson Billings
		  • Culturally Responsive Teaching and The Brain: Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students by Dr. Zaretta Hammond
		  • Culturally Responsive Teaching Theory, Research, and Practice by Dr. Geneva Gay

	multilingual learners must contain.	• For understanding the specific needs of multilingual learners:
		  • [Benchmarks of Quality](#) from English Learners Success Forum
		  • [Resources for Supporting Multilingual learners](#) from Instruction Partners
		• [A Framework for Raising Expectations and Instructional Rigor for English Language Learners](#) by the Council for Great City Schools
		• For developing adoption process training:
		  • [Local Needs Matter When Selecting a Quality Math Curriculum](#) from EdReports

Build and support capacity and infrastructure by...	• Providing appropriate space, time, staff capacity, and communications to ensure an equitable and productive adoption. • Providing sufficient time for consensus-building and decision-making. • Allocating appropriate budgets for both the review process and the purchase of materials, including pilot of materials. • Providing stakeholders sufficient time to learn content necessary to adopt materials that center the needs of Black students and multilingual learners. • Planning ahead such that staff will have sufficient time to learn the materials that are selected as a result of the adoption process.	• Build at least 6 months into the adoption process for training and materials analysis and selection. • Consider reallocating funds as needed to ensure that the adoption committee can be compensated for their time. • Consider reallocating funds for staff professional learning time related to both the new program and associated training. • Consider these sample timelines from Instruction Partners.

05 Step 5: Determine Priorities

As a team, decide on a few areas to prioritize to help you build better conditions for the adoption and implementation of instructional materials that center Black students and multilingual learners. Consider the following questions:

- Where are there repeated successes? Where are there strengths to build upon?
- What repeating needs emerge when considering all of the data that has been collected?
- From this list of needs, what 1–3 needs will have the greatest impact on the adoption and implementation of instructional materials?

Once you have selected your prioritized needs, consider who else should be involved moving forward. Decide who is most impacted by the needs, and how you will inform and involve them in making plans to address these needs.

Glossary

Audit - An official inspection of an organization's adoption systems and processes.

Black students - Students of African descent, including indirect African descent via the Caribbean, including those with light skin. It is important to note that some Black students are also multilingual.

Centering humanity - A design approach that emphasizes the rights of all of humanity and addresses the entire ecosystem (the term "ecosystem" includes all living creatures plus the earth's environment). When we use the term "centering humanity," we are specifically referring to centering black and multilingual students who historically have not been at the center of the design process in regards to curriculum or adoption processes. (Jnd.org)

Culturally Relevant Pedagogy - A pedagogical framework that focuses on multiple aspects of student achievement. It supports students in upholding their cultural identities while calling for students to develop critical perspectives that challenge societal inequalities. Specifically related to material adoptions, culturally relevant means attending to the cultural identities of Black and multilingual students who historically have not been centered, providing opportunities for students to critically address social inequities as part of high academic expectations that promote learning.

Culturally Responsive Pedagogy - Using the cultural knowledge, prior experiences, frames of reference and performance styles of ethnically diverse students to make learning encounters more relevant to and effective for them. (Gay, Geneva, Culturally Responsive Teaching: Theory, Research, and Practice, 2010)

Culturally Sustaining Pedagogy - Seeks to perpetuate and foster—to sustain—linguistic, literate, and cultural pluralism as part of schooling for positive social transformation and revitalization. (Paris, Django, Culturally Sustaining Pedagogy: A Needed Change in Stance, 2012)

Joyful learning - Learning that creates a sense of belonging, safety, and affirmation for students in the classroom. Joyful learning is designed to be relevant and promote students' curiosity, exploration, and creativity as well as empower them to exercise their agency in the classroom and be collaborators in their own learning.

Linguistically sustaining pedagogy - Educational practices where linguistic diversity is regarded as an asset and affirmed in teaching and learning; instructional practices that work to sustain the linguistic repertoires of students and their communities, where English language development is considered additive rather than subtractive to a students' existing linguistic repertoire, and where students can use their own linguistic resources and have access to the linguistic resources they need to be successful in school and beyond.

Multilingual learner (MLL) - A student who speaks a language other than English at home. About 1 in 5 children in the U.S. falls into this category. ([The Conversation](#)). It is important to note that not all Latinxstudents are multilingual, and not all multilingual learners are designated as English learners.

Non-negotiable - Procedures, decisions, systems, or practices that are not open to modification or removal.

Shifts - The Common Core Key Shifts in ELA and Mathematics. The ELA Shifts include regular practice with complex texts and their academic language; reading, writing, speaking, and listening, grounded in evidence from texts, both literary and informational; and building knowledge through content-rich nonfiction. The Math Shifts include greater focus on fewer topics; linking topics across grades; and pursuing conceptual understanding, procedural skills and fluency, and application with equal intensity. ([Common Core State Standards Initiative](#))

Standards - The Common Core State Standards. These standards are the learning goals for what students should know and be able to do at each grade level.

Student-centered learning (SCL) - Learning that gives students the opportunity to decide two things: what material they learn, and how you know they learned it. (This concept is also sometimes referred to as personalized learning.) In contrast to teacher-centered approaches, SCL engages students as leaders and decision-makers in their own learning. ([Rethink Together](#))

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