

Processes for Selecting a High-Quality Mathematics Curriculum

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The purpose of this resource is to describe the processes that district leaders use to select a high-quality mathematics curriculum. It is important to note that 18 of the 19 participating districts in the Effective Implementation Cohort (EIC) had already selected their mathematics curriculum prior to engaging with the EIC. Thus, interviews with district leaders and providers were individually conducted to retrospectively collect information on the processes used. The summarized interviews, example processes, recommendations, and resources are provided.

LEARNING QUESTION 1 OF 4:

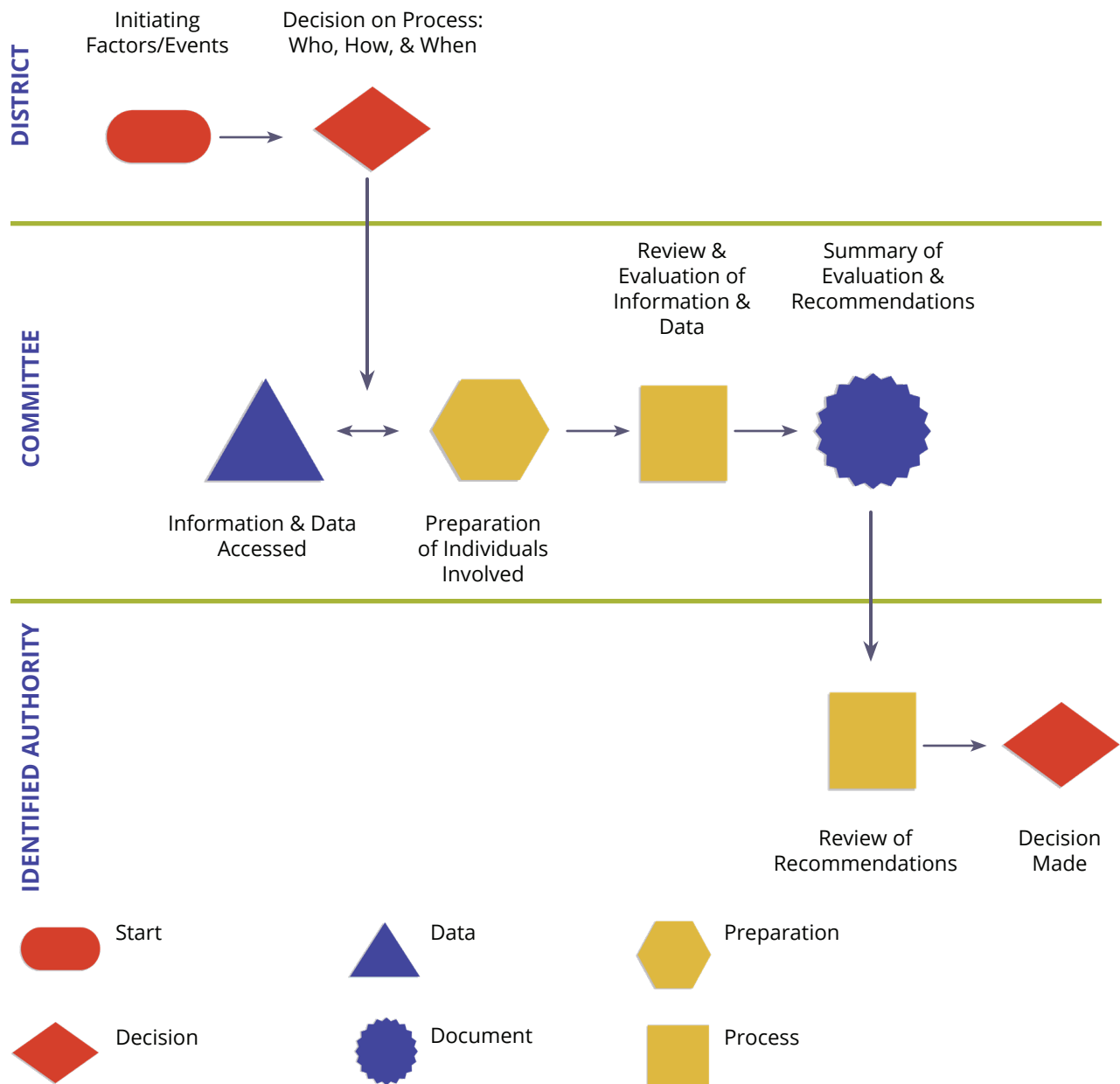


SUMMARY

The interviews revealed variability in the selection processes of the high-quality mathematics curriculum. Differences are seen in the factors that triggered the selection process (e.g., who was involved, types of information considered, resources and methods used, as well as who was the decision maker). Information on each of these components of a selection process is described below.

COMMON PROCESS FLOW

The graphic below represents a visual depiction of components generally found within the selection and decision processes.





What initiated the need for the selection of practices & materials?

- A number of different factors or events initiated or triggered the process to engage in the selection and/or adoption of the high-quality mathematics curriculum, including:
- Shift in strategic plan given:
- Data indicating a need among all students and/or priority groups of students (i.e., Black, Latino/a, English learners, and students experiencing poverty).
- Commitment to increased quality and/or rigor for each and every student.
- Data indicating needs of priority students.
- Funder within the community.
- Adoption of new state instructional standards.
- State and/or district determined curriculum adoption schedule.



Who was involved in the process?

The involvement of multiple critical perspectives varied across districts ranging from extensive involvement of diverse perspectives to limited or no involvement. Most often involvement included:

- District leadership: Curriculum directors, chief academic officers, assistant superintendents, superintendents
- Principals and/or assistant principals
- Teachers: All or selected group
- Math coaches
- School boards

One case described the inclusion of a funder, a local community foundation.



What factors and resources were used within the process?

Different factors or types of information were considered in the selection of and decision-making processes for the high-quality mathematics curriculum. Most districts reported using a combination of factors. Factors considered included:

- Evidence of quality from external reviews such as EdReports and state recommendations.
- Local generated evidence from pilots and/or demonstration sites.
- Addressing student need.
- Feedback from teachers and instructional staff.
- Alignment to district-defined vision, goals, and instructional standards.
- Level of rigor as described by curriculum publishers and/or external reviews (i.e., EdReports).
- Ease of use as perceived by teachers and instructional staff.
- Professional learning supports available.
- Availability of funding or incentives for use.

Resources reported being used within the selection process included:

- EdReports
- Data and testimonials from a local pilot or demonstration sites.
- Developed criteria and/or published rubrics (i.e., stage level rubrics).
- Presentations provided by vendors.
- Providing professional development on the process for staff involved (N = 1).



What activities comprised the process?

Districts reported engaging in the following activities during the selection process:

- Review of district and/or state selection policies and procedures
- Determination of who to be involved and their role (e.g., advisory or decision maker)
- Identification of decision maker
- Creation of timeline (average 6-12 months)
- Identification of resources and information to be used
- Review and evaluation of information accessed
- Summary and recommendation for a decision



Who were the decision makers?

Decision makers of the instructional materials or practices in the high-quality math curriculum included:

- District executive leadership such as chief academic officer or superintendents.
- A district-wide committee comprised of teachers, school leaders, and district-level staff.
- Individual schools (i.e., school leadership or school team/committee).
- Math coaches within individual schools.

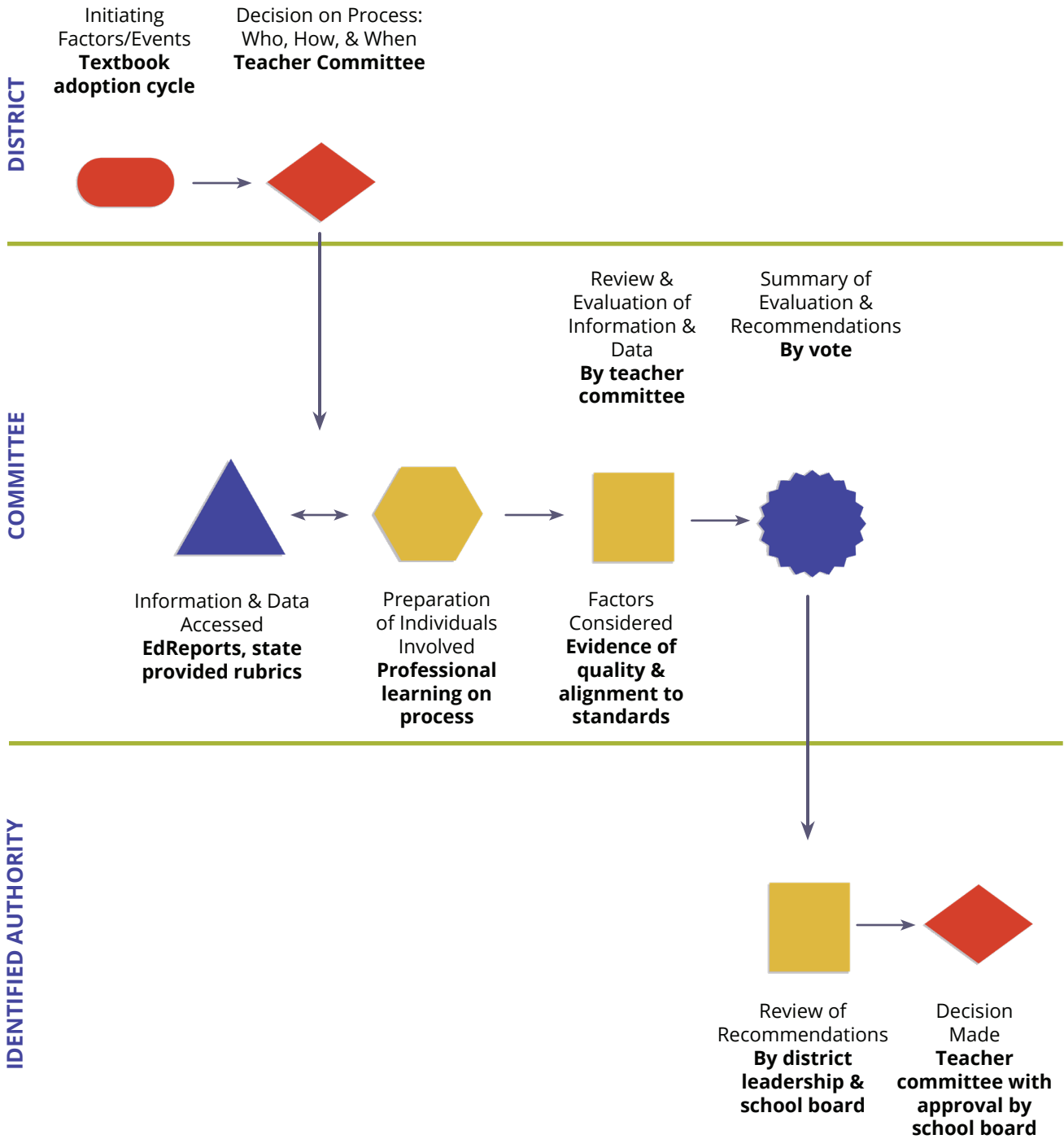
Final approval by the local school board of the decision was frequently referenced.

*NOTE: Answers to the 5 questions are listed in frequency order. Meaning, that the most frequently used resource, process, etc are listed at the top.

EXAMPLE PROCESSES

Various example processes used by participating districts are represented graphically.

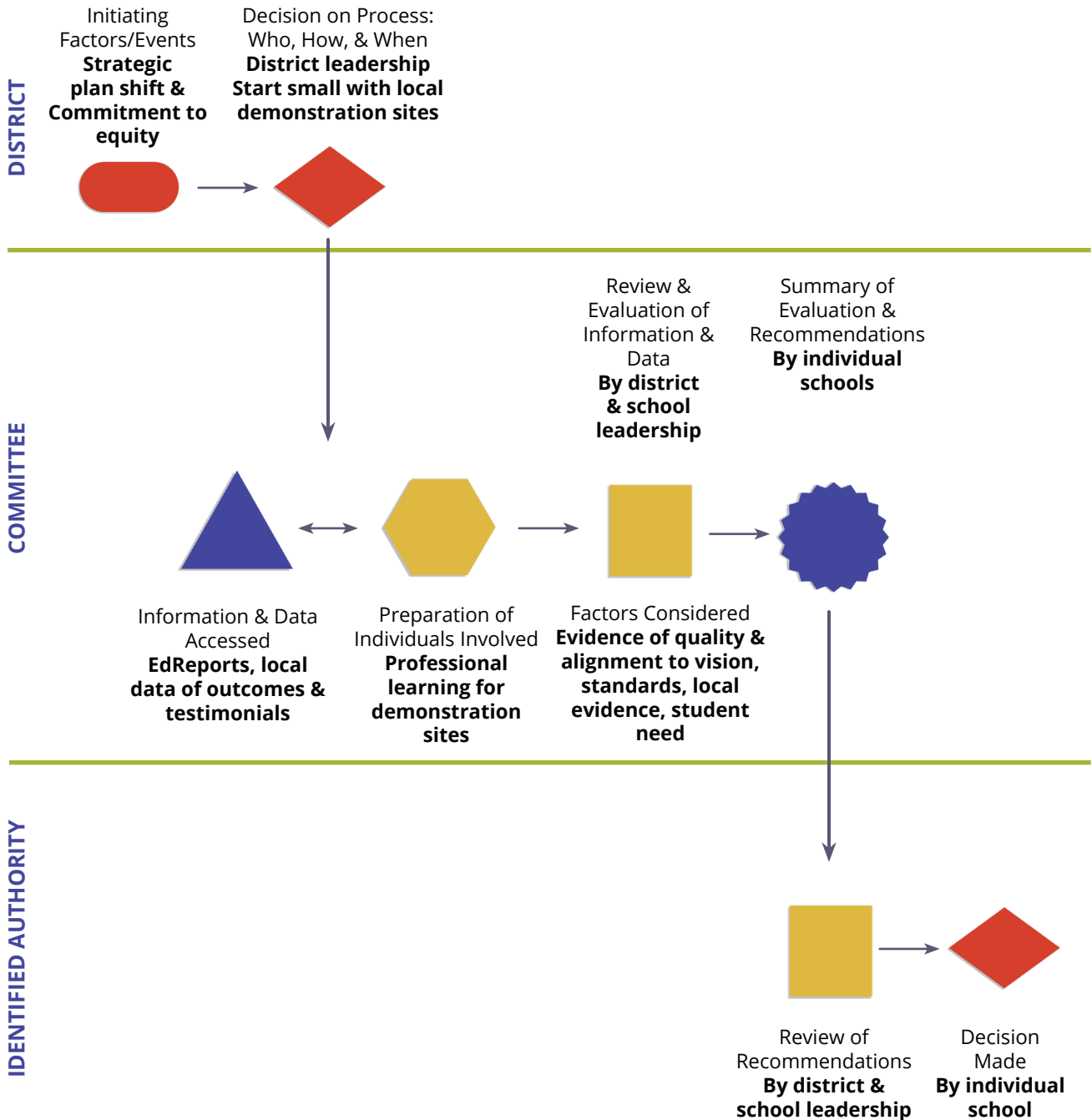
Example 1



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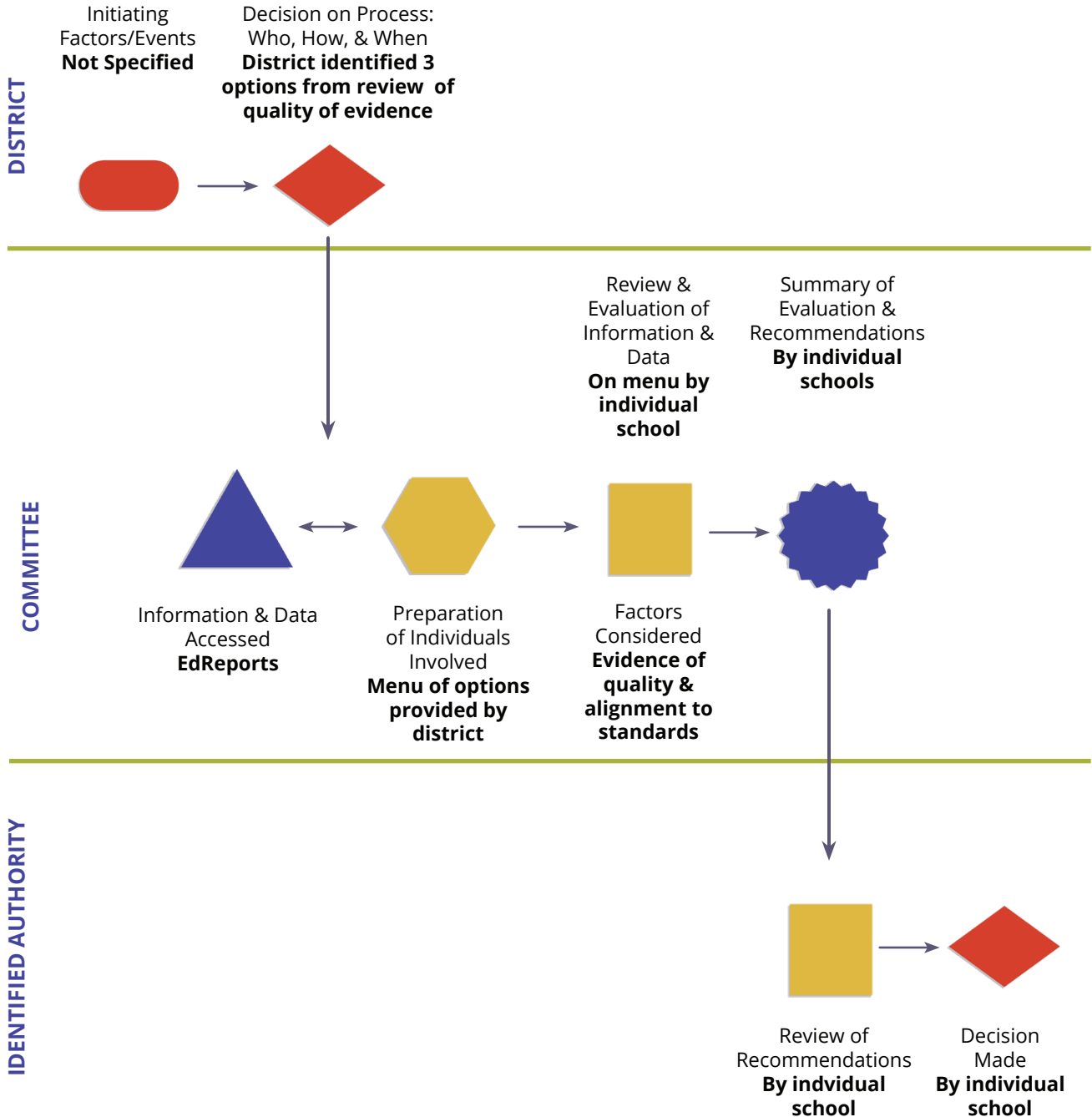
Example 2



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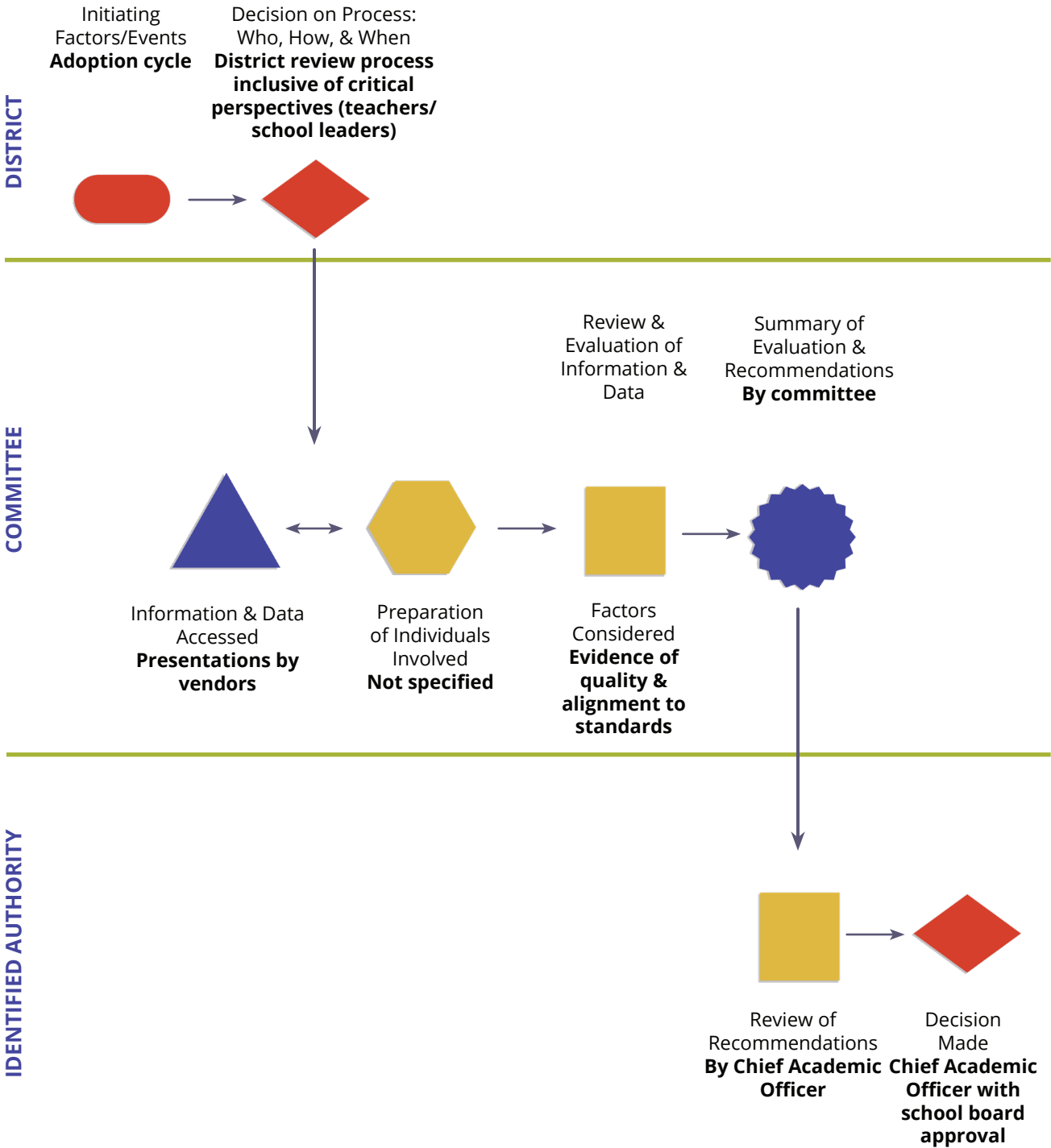
Example 3



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Example 4



RECOMMENDATIONS

A comprehensive selection process should include the following components:

- Clear articulation and operationalization of the instructional practices to be supported by enactment of the curriculum.
- Utilization of a diverse and representative group of critical perspectives or stakeholders inclusive of families and students voices to engage in the selection process, including those with the necessary authority for decision-making.
- Specification of and clear rationale for the decision-making process.
- Professional learning around both decision-making processes and any subject based knowledge needed to make informed decisions.
- Utilization of information and data from various sources and methods for consideration about both the **high-quality mathematics curriculum** as well as the **local implementing context** (see [Hexagon figure](#); Metz & Louison, 2018). Considering information about both the curriculum and the local implementing context supports a match between selected curriculum and the needs of the implementing sites.
- Utilization of the information considered in the selection and decision-making process to inform implementation planning.

Example Resources Publically Available within EIC:

- [TNTP Instructional Materials Guide & Action Plan \(with Impact Florida\)](#)
- [WestEd Instructional Materials Selection Brief Series](#)
- [Pivot & Core Webinar: Formula for Successful Math Adoption](#)
- [Partnership for Los Angeles Adoption Process](#)
- [Hexagon Discussion & Analysis Process & Tool](#)
- [Instructional Partners Curriculum Support Guide](#)