

The Multilingual Learner Curriculum Adoption Toolkit

The Role of the School Board in Ensuring Equitable Materials Adoption for Multilingual Learners

UNDERSTANDING THE CONTEXT FOR EQUITABLE MATERIALS ADOPTIONS

School boards play an important role in creating and monitoring the strategic, policy, and financial conditions to support students' success in the classroom and beyond. One example of a school board's oversight role is through the materials adoption process. This is the process by which a school district selects the materials and resources in core content areas and grade levels that it will use to implement its curriculum and deliver instruction. Board members are responsible for ensuring that the selected materials align with the district's strategic priorities, are within budget, and meet the needs of the district's students.

- ✓ School board members should have a strong understanding of their districts' multilingual learner demographic and academic performance data.
- ✓ Share [ELSF's Benchmarks of Quality](#) with your district leaders and make sure they understand and follow them.
- ✓ Representation matters. School Board members should ensure curriculum adoption committees include multilingual learner representation.
- ✓ Elevate the assets and needs of MLLs, the fastest-growing population of public school students, and make sure district leaders understand the importance of including their needs in the materials adoption process.

QUESTIONS TO ASK STAFF REGARDING EQUITABLE MATERIALS ADOPTION

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| 1. | Is the budget for this adoption sufficient to facilitate an inclusive process that addresses priority student groups such as MLLs? |
| 2. | Is the budget sufficient to cover the costs of purchasing the materials for adoption? |
| 3. | What are the goals of this materials adoption cycle for MLLs? |
| 4. | What outcomes (e.g., instructional, professional development, academic) do we expect as a result of the implementation of new instructional materials? |
| 5. | How will the review take into account the assets and needs of MLLs? |
| 6. | Will reviewers include staff who are knowledgeable about the needs of MLLs? |
| 7. | Which data will be collected during the pilot to understand the potential of the materials to improve learning for MLLs? |
| 8. | How will the perspectives of teachers and students be reflected in the pilot data? |

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