

Step 3: Select and prepare an inclusive Adoption Committee and Review Team

In Step 3, districts and schools use a checklist to determine which materials to review and select. They then prepare the Adoption Committee and Review Team to review selected materials.

SAMPLE AGENDA: TRAINING AND ORIENTATION FOR THE MATERIALS REVIEW TEAM

This resource provides a sample agenda of an orientation meeting the Adoption Committee might hold to prepare the Review Team for including multilingual learners in the materials review process.

Meeting Objectives: Participants will...

- understand the purpose and rationale of the review process itself and their role in that process,
- establish a set of norms for working productively together,
- learn why instructional materials matter for multilingual learners, and
- review a summary of data about multilingual learners in the district.

Estimated Time: 2 hours

Time	Agenda Item
10 mins	Introduction of Participants & Community Building
10 mins	Overview of Review Process, Purpose, and Rationale
10 mins	Norms for Working Together
15 mins	Understanding Why Materials Matter
15 mins	Building a Shared Understanding about Multilingual Learners in the District
20 mins	Orientation to the Multilingual Learner Review Criteria
40 mins	Practice the Review Process with Sample Materials

See [details below for each agenda item](#) to inform your own training and orientation planning for your district's Review Team.

SAMPLE AGENDA: DETAILED INSTRUCTIONS

Part 1 Introduction of Participants & Community Building (10 minutes)

Start with a warm opener so that members of the Adoption Committee and Review Team can introduce themselves and get to know one another (name, school/district function, and location).

Group reviewers with others they will be working with during the review process. Ideally, each group should have at least one ELD teacher representing their grade level, along with Content Teachers, ELD and other teachers; there might also be a site administrator and a special education department representative.

Part 2 Overview of Review Process, Purpose, and Rationale (10 minutes)

Provide an overview of the agenda for the entire materials review process, the district's reason for doing this review, its motivation to do it now, and how the review work will be helpful to the district.

Allow a few minutes for any questions or clarifications needed.

Ask team members to think about what they are going to be doing in the materials review and to share one word that will remind them of their purpose in participating in the review.

Part 3 Norms for Working Together (10 minutes)

Establish a set of norms for working together since the group will be composed of stakeholders with diverse backgrounds, roles, and experiences. Use existing norms that are familiar to the Review Team, as appropriate. Ask each team member to choose one norm that they want to pay attention to during the process.

Part 4 Understanding Why Materials Matter (15 minutes)

One of the challenges many Adoption Committees face is that Review Team participants often do not have time to consider why the adoption of materials is so important and has such lasting consequences. This exercise gives participants a chance to examine “why materials matter” and to discuss their beliefs before they begin the review.

Suggested Activities: The Review Team can discuss the purpose of the materials review process using the four-square graphic organizer shown below. Each person can prepare an answer to the question in one of the quadrants, and the group can share their answers together. As each person shares, the group can take down notes in each quadrant.

The Multilingual Learner Curriculum Adoption Toolkit

Question 1: Why do instructional materials matter for multilingual learners?	Question 2: Why do curriculum adoptions matter for multilingual learners?
Question 3: Why do we need an inclusive curriculum adoption process for multilingual learners?	Question 4: What do we believe instructional materials need to have to serve multilingual learners?

Part 5

Building a Shared Understanding about Multilingual Learners in the District (15 minutes)

Briefly share any compiled data on multilingual learners across the state and in the district. The Review Team should take time to engage with the information and to discuss what they see in each area of the findings:

- What does the district value about multilingual learners according to its statements and plans?
- What does [ELA, Math, Science, Social Studies] and/ or ELD achievement look like in this district when compared to the state?
- What should the district prioritize in its new curriculum adoption?
- What do teachers and students think about the [ELA, Math, Science, Social Studies] and/or ELD materials they are using now, and what would they like to see in new materials?
- What do the reclassification data tell us about the district's priorities for multilingual learners?

The Multilingual Learner Curriculum Adoption Toolkit

Part 6

Orientation to ELSF's Benchmarks of Quality and ELD Guidelines (20 mins)

The purpose of using a protocol to practice with ELSF's [Benchmarks of Quality](#) and/or [ELD Guidelines](#) is to allow reviewers to work in small groups to get comfortable with the indicators they will be using to rate materials and to practice the process with a low-stress experience. A practice round lets the participants explore channels and expectations needed for communication during this step so individuals and small groups know how to get information they need to conduct an accurate appraisal of the materials.

The team leader should provide a summary of the process used by the Adoption Committee to develop their district's materials review criteria as well as an explanation of how the criteria both align with the ELSF's [Benchmarks of Quality](#) and/or [ELD Guidelines](#) and speak to the assets and needs of multilingual learners.

Part 7

Practice the Review Process with Sample Materials (45 minutes)

This part of the training process focuses on the district criteria related to multilingual learners. By participating in a practice session, the Review Team is better prepared to appraise materials for culturally and linguistically responsive practices for multilingual learners.

In the practice session, participants will be looking only for evidence of the criteria that are unfamiliar and/or relevant to multilingual learners specifically. The goal is to practice the process, not to conduct a full review of the sample materials just yet.

Use a pre-selected lesson at each grade level from a set of [ELA, Math, Science, Social Studies] and/or ELD materials available for participants to read individually. Select a lesson that provides at least partial or strong evidence for some of the multilingual learner criteria determined by your district. That way, the discussion will be about evidence they do see, and they can fine-tune their thinking a little bit with their partners.

- *Individual* (15 minutes) — Each individual reads the same [ELA, Math, Science, Social Studies] and/or ELD lesson at the grade level assigned, focusing on looking for evidence of designated indicators. The members of the Review Team should individually highlight what they see that shows “Little/No evidence,” “Partial evidence,” or “Strong evidence” of designated indicators. If provided a note catcher, they can take notes and reference page numbers of the lesson that demonstrate evidence.
- *Table group* (20 minutes) — In small groups, reviewers can hold a discussion at their table only about what they found in the sample lesson for each designated indicator. They will take turns showing each other two examples of what they have found in the sample lesson. They will not be able to complete their discussion in the allotted time, but the opportunity to practice looking for evidence, noting examples, referencing page numbers, and assigning designations of “Little/No evidence,” “Partial evidence,” or “Strong evidence” will prepare them for the longer review process.
 - The group members can each share a few responses of one thing they found, but should not repeat ideas stated by other members. When they have offered responses to all designated indicators, the group can address any clarifying questions about the responses.

The Multilingual Learner Curriculum Adoption Toolkit

- *Whole group* (10 minutes) — As a Review Team, discuss any clarifying questions that have been raised by each grade level, reminding the group to use its norms. Ask for any insights and reflections about what they have done thus far. Take note of implications raised for the official review process itself.