



Westerville City School District

Curriculum and Instructional Materials Adoption

Process Handbook

“Providing teachers and students the best curriculum, instructional materials, and professional development necessary to support student-centered learning”

Fall 2015

Westerville City School District Board of Education

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Overview of the Curriculum and Instructional Materials Adoption Process

Purpose

The Westerville City School District's Board of Education is responsible for adopting curriculum and instructional materials for all content areas and courses. The purpose of the Curriculum and Instructional Materials Adoption Process Handbook is to articulate, align, and coordinate improvement efforts in the development and implementation of the district's curriculum.

This handbook outlines the expectations and procedures regarding each phase of the curriculum and materials adoption cycle in accordance with Board policy which provides the structure to ensure that it is a collaborative process with large stakeholder involvement. This document is an essential component of increasing communication and transparency in the local written curriculum our teachers develop, the variety of courses that we offer, and the materials determined to best meet the needs of all of our learners to promote student-centered learning.

The critical characteristics of our Curriculum and Instructional Materials Adoption Process include:

- Analysis of student data and monitoring of student learning
- Involvement of school and community stakeholders
- Development by teachers through a collaborative process
- Systemic professional development

The Curriculum and Materials Adoption Process relies heavily on collaboration with teachers across all curriculum areas and focuses on the use of data and feedback to align with the content standards and in creating a common vision of curriculum design and implementation. This collaborative process is led by the Office of Curriculum and Instruction and the Department of Academic Affairs and involves a variety of stakeholders during different phases of the process including teachers, principals, students, parents, community members, and the Board of Education.

District Mission, Vision and Values

Vision

Our vision is to be the benchmark of educational excellence.

Mission

Our mission is to prepare students to contribute to the competitive and changing world in which we live.

Values

The Westerville School District and those who represent it acknowledge that an educational institution must promote, uphold and reflect the values for which it stands, as well as those for which its community stands, in all work and learning environments under its care.

Driven by a vision to be the benchmark of educational excellence, the Westerville School District strives daily to exemplify the following organizational values:

Respect

We recognize individuality and that every person has worth, dignity, and the right and ability to learn and contribute.

Inclusiveness

We believe every person should have an equal opportunity to access and participate in all educational offerings.

Community

We are an integral part of the community and contribute to its success.

Communication

We foster opportunities to listen, question, reflect, and share thoughts, ideas and insights.

Collaboration

We embrace our diversity, interdependence, and the importance of learning from and with each other throughout life.

Innovation

We encourage creativity in the advancement of new ideas.

Nurturing

We ensure a safe and welcoming environment that allows every person to maximize his or her potential and character.

Trust

We deliver on our commitments and demonstrate consistency between our actions and our words.

Accountability

We are accountable to our students, our community, and each other.

Mission for 21st Century Learning and Teaching

Westerville City Schools and its partners provide a 21st Century education that aligns standards, assessments, curriculum, instruction, professional development and learning environments to support student success. Students are empowered through innovative, relevant and rigorous experiences to prepare them for career readiness in a dynamic global economy.

L.E.A.R.N. Rubric

In a 21st Century Learning Environment, teachers will ask themselves the following questions for every student activity they plan:

Is my planned student experience:

L - Learner-centered (Does it meet the needs of the individual learner?)

E - Engaging (Is it an active learning experience?)

A - Aligned to Materials (Are available materials aligned to meet student needs?)

R - Rigorous and Relevant (Am I challenging my students with something that matters?)

N - Nurturing and Caring Environment (Do students feel safe, respected and cared for?)

Policy Alignment

The Curriculum and Materials Adoption Process aligns with current Board of Education policies of curriculum development, course guides, adoption of courses of study and textbooks and the selection of instructional materials and equipment and the corresponding administrative guidelines. These policies can be found in Appendix A.

The Four Phases

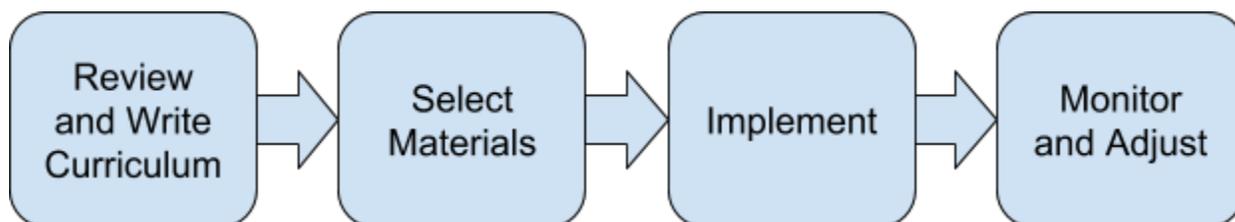
The Curriculum and Instructional Materials Adoption Cycle includes four phases.

Phase One focuses on writing the local curriculum. This begins by reviewing student data to define areas of need as well as to review and align with the standards approved by the Ohio Department of Education. This collaborative process involves teacher meetings throughout the course of the phase to design the evidence-based curriculum around the model components with feedback from parents and other community members.

The goal of **Phase Two** is to select materials that support the written curriculum and that meet the needs of all of our learners. Teacher committees review student data and pilot materials throughout the phase to best determine what will best meet the needs of our community of learners.

Phase Three focuses on implementation. During this time, 100% of teachers are implementing the new curriculum and materials. Professional development is provided throughout all phases to ensure teachers understand the curriculum and can effectively implement the course of study using the materials that support the course. The criteria established to support implementation is monitored and assessed to determine the level of successful implementation.

In **Phase Four**, monitoring and adjusting begins once the written curriculum and materials have been implemented. In this phase, the curriculum and materials continue to be evaluated for effective implementation with adjustments and revisions as needed.



Process Phases and Descriptions

Phase One: Review and Write

Development of written curriculum based on state standards but local curriculum

- I. Use of student data to define areas of need
 - A. Student achievement and progress
 - B. Meaning for students
 - C. Enrollment patterns
- II. Development by teachers through a collaborative process
- III. Opportunities for parent/community education, review and comment
- IV. Designed around model components
 - A. Content Standards
 - B. Essential Questions
 - C. Enduring Understanding
 - D. Expectations for Learning
 - E. Learning Targets
 - F. Content Elaborations
 - G. Key Concepts/Vocabulary
 - H. Scope and Sequence
 - I. Instructional Strategies
 1. Alignment to the content standards
 2. Alignment to OTES
 3. Evidence-based
 - J. Considerations for Intervention and Acceleration - Tiers 1, 2, 3
 1. Special Education students
 2. English Language Learners
 3. Students below -grade level
 4. Gifted students
 - K. Considerations Cultural Relevancy/Inclusivity/Diversity
 - L. Assessments
 1. Formative
 2. Summative
- V. Plan for teacher and building engagement with new curriculum across the district
- VI. Metric to measure understanding and capacity to implement
- VII. Professional development based on metric results
 - A. Curriculum and assessments

Phase Two: Materials Selection

Selection of teacher and student materials that align with our local curriculum to support student-centered learning

- I. Use of student data to define areas of need
 - A. Student achievement and progress
 - B. Meaning for students
 - C. Student access to materials
- II. Development by teachers through a collaborative process
- III. Opportunities for parent/community education, review and comment
- IV. Alignment to board adopted curriculum components
 - A. Content Standards
 - B. Essential Questions
 - C. Enduring Understanding
 - D. Expectations for Learning
 - E. Learning Targets
 - F. Content Elaborations
 - G. Key Concepts/Vocabulary
 - H. Scope and Sequence
 - I. Instructional Strategies
 1. Alignment to the content standards
 2. Alignment to OTES
 3. Evidence-based
 - J. Considerations for Intervention and Acceleration - Tiers 1, 2, 3
 1. Special Education students
 2. English Language Learners
 3. Students below -grade level
 4. Gifted students
 - K. Considerations Cultural Relevancy/Inclusivity/Diversity
 - L. Assessments
 1. Formative
 2. Summative
- V. Plan for teacher and building engagement with new materials across the district
- VI. Metric to measure understanding and capacity to implement
- VII. Professional development based on metric results
 - A. Curriculum and assessments
 - B. Materials
 - C. Instructional practices
- VIII. Consideration for digital components
 - A. Format of the content of the curriculum to best serve kids

Phase Three: Implementation
Implementation of the written curriculum and instructional materials to support student-centered learning

- I. Student achievement benchmarking
- II. 100% of teachers using the new curriculum and materials in lesson development and activities
 - A. Content Standards
 - B. Essential Questions
 - C. Enduring Understanding
 - D. Expectations for Learning
 - E. Learning Targets
 - F. Content Elaborations
 - G. Key Concepts/Vocabulary
 - H. Scope and Sequence
 - I. Instructional Strategies
 - 1. Alignment to the content standards
 - 2. Alignment to OTES
 - 3. Evidence-based
 - J. Considerations for Intervention and Acceleration - Tiers 1, 2, 3
 - 1. Special Education students
 - 2. English Language Learners
 - 3. Students below -grade level
 - 4. Gifted students
 - K. Considerations Cultural Relevancy/Inclusivity/Diversity
 - L. Assessments
 - 1. Formative
 - 2. Summative
 - M. Alignment to Achievement Record (K-5)
- III. Plan for teacher and building for successful implementation across the district
 - A. Metric to measure understanding and capacity to implement
 - B. Metric to measure implementation
 - C. Professional development based on metric results
 - 1. Modifications and adjustments based on feedback
 - a) Curriculum and assessments
 - b) Materials
 - c) Instructional practices

Phase Four: Monitor and Adjust
Evaluate effectiveness of curriculum and materials and make adjustments as necessary based on teacher and student data

- I. Use of student data to define areas of need
 - A. Student achievement and progress
 - B. Meaning for students
 - C. Student access
 - D. Benchmarks
- II. Use of teacher data to define areas of need
 - A. OTES Walkthroughs
 - B. Look fors
 - C. OTES Formal observations
 - D. Value - added
 - E. State achievement gap
 - F. Overall achievement
- III. Plan for teacher and building for maintaining successful implementation across the district
 - A. Metric to measure implementation
 - B. Professional development based on metric results
 1. Targeted adjustments, corrections, and support based on feedback
 - a) Curriculum and assessments
 - b) Materials
 - c) Instructional practices

[Curriculum and Instructional Materials Adoption Calendar](#)

Model Curriculum Components

Purpose

The purpose of the model curriculum is to align our courses of study both vertically and horizontally and to establish the key components that are necessary to support student learning. Examples from Grade 4 Social Studies are included.

Definitions

1. **Content Standards** - The essential “what” of the content to be learned at each grade level or within each course.
 - *The U.S. Constitution establishes a system of limited government and protects citizens’ rights; five of these rights are addressed in the First Amendment.*
2. **Essential Questions** - Questions for students to continuously examine so as to come to an understanding and processes. Their aim is to stimulate thought, to provoke inquiry, and to spark more questions.
 - *What are the purposes and functions of the government in the U.S.?*
3. **Enduring Understandings** - Statements that summarize the most important ideas and core processes that are central to a discipline and have lasting value beyond the classroom.
 - *Individual rights are protected by the government .*
4. **Expectations for Learning** - Statements that specify what students should know and be able to do; these can provide guidance for how students may be assessed.
 - *Explain how the U.S. Constitution limits the power of government and protects the rights of citizens.*
5. **Learning Targets** - Brief statements written in *student friendly language* that describe what students will be expected to learn by the end of school year, course, unit, lesson, project, or class period. In many cases, learning objectives are the interim academic goals that teachers establish for students who are working toward meeting more comprehensive learning standards.
 - *Identify and explain the components of the First Amendment.*
6. **Content Elaborations** - The anticipated grade-level depth of content knowledge. This section provides information to help identify what prior knowledge students should have

and toward what future knowledge the content will build. These statements can also clarify the content statements to make them more easily understood and taught.

- *Fourth-grade students need to know that the U.S. Constitution was created and provided a government with limited powers and protections for the rights of citizens. They also need to understand that the U.S. Constitution protects the basic rights of citizens. Students at this level become familiar with the First Amendment, guaranteeing the freedoms of religion, speech, press, petition and assembly.*

7. **Key Concepts/Vocabulary** - The important ideas and either high frequency words or words that are central to building knowledge and conceptual understanding within the various academic domains.

- *Constitution, limited government, Amendment*

8. **Scope and Sequence** - A description of what is to be learned in a particular grade or course that includes the order in which it is to be learned and the suggested amount of time dedicated to specific conceptual understandings and skills.

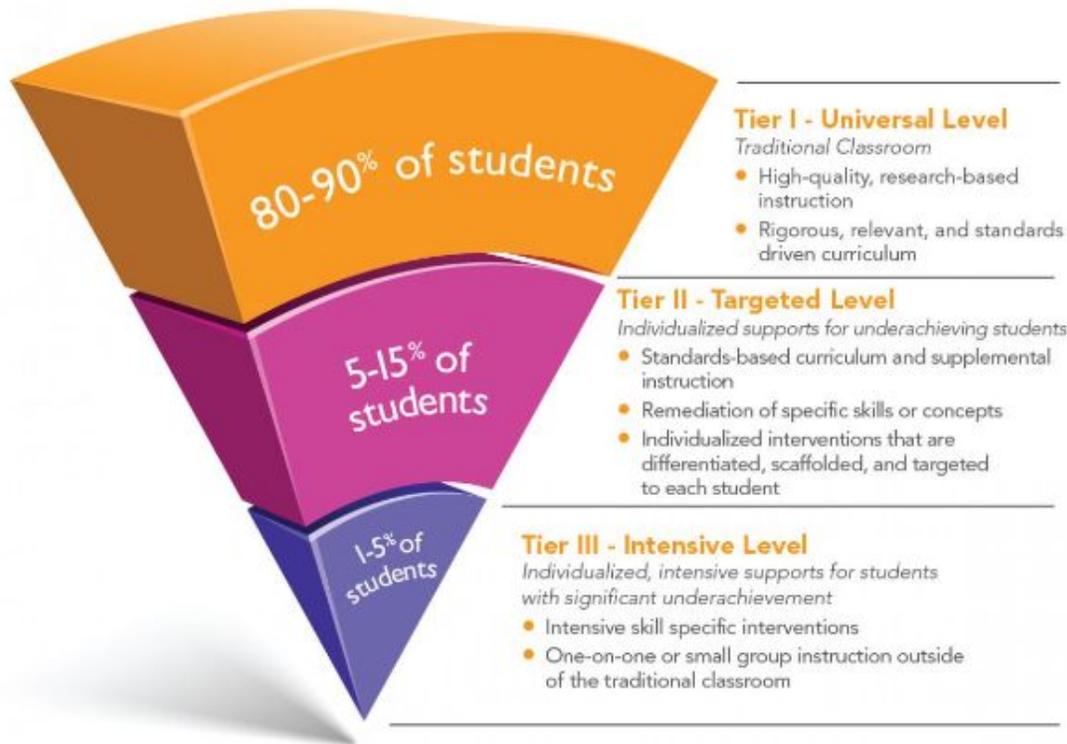
- *Government Unit, Approximately two weeks during Quarter 2*

9. **Instructional Strategies** - This component offers suggestions of evidence-based instructional strategies that align to the Ohio Teacher Evaluation System (OTES) framework and the content standards. This provide a structure for teachers to reflect on plans for teaching the content, to monitor observable evidence of student learning, and to develop formative and summative assessment of student learning.

- *Divide students into groups to research each of the rights addressed in the First Amendment. Each group will create and perform a skit demonstrating those rights.*

10. **Considerations for Intervention and Acceleration** - As part of each adoption process, all student data will be evaluated to determine the best curriculum and materials for Tier 1, 2, and 3 instruction.

- a. Special Education students
 - b. English Language Learners
 - c. Students below -grade level
 - d. Gifted students
- *Pre-assessments for the unit, vocabulary scaffolding, enrichment materials*



<http://blog.edmentum.com/mtss-new-rti>

11. **Considerations Cultural Relevancy/Inclusivity/Diversity-** provides the opportunity to incorporate the histories, texts, values, beliefs, and perspectives of people from different cultural backgrounds as necessary to promote meeting the needs of all of our learners

- *Incorporating how the rights guaranteed in the U.S. under the First Amendment compare to the rights of citizens in other countries*

12. Assessments-

- Formative - A check for understanding that provides immediate feedback useful for guiding instruction that supports students in the learning process.
 - *Exit/Admit Slip, Learning log*
- Summative - An evaluative process that measures a student's learning at a specific point in time.
 - *Quiz or Test*

13. **Materials** - textbooks, online resources, or other teacher or student supplies that support the written curriculum.

- *History Alive Chapters 14 and 15*

Descriptions of Roles and Responsibilities

Board of Education

The Board of Education is responsible for the approval of all curriculum, courses of study, textbooks, and instructional materials per Board policy. The Board reviews any proposed changes and provides feedback prior to approval.

Administrators

The Office of Curriculum and Instruction, which is part of the Department of Academic Affairs, collaboratively leads the Curriculum and Instructional Materials Adoption Process. Principals select the teachers to serve on the teacher committees and they participate in professional development that best supports their role. Principals provide input during each phase of the process. Selected administrators serve on Curriculum Council.

Office of Curriculum and Instruction

The Office of Curriculum and Instruction, which is part of the Department of Academic Affairs, collaboratively leads the Curriculum and Instructional Materials Adoption Process. Leaders in their content area or department facilitate the work of each of the phases. These leaders are responsible for establishing the schedules, collecting data, and gathering feedback so the teacher committees can effectively collaborate on the work. These leaders are responsible for professional development during each phase.

Curriculum Council

The Curriculum Councils at the district, high school, middle school, and elementary levels meet throughout the year to discuss the progress of the relevant proposed changes in or the implementation of the written curriculum and/or instructional materials. The Curriculum Council makes recommendations to the Superintendent for any changes, additions, or deletions that are requested to be made to any Pre-K -12 curriculum or curricular materials.

Teachers

Teachers are at the heart of the Curriculum and Instructional Materials Adoption Process. Principals select teachers at the building level to be part of teacher committees to collaboratively write the course of study in phase one and to select materials in phase two. In addition, they are surveyed throughout each phase of the process and provide input - including the needs of the students, the district's preparedness for implementation, and feedback on the process - as well as to participate in professional development. During phase two, selecting materials, teachers pilot materials being considered for adoption. Teachers that serve as Instructional Coaches (elementary) and Department Facilitators (secondary) provide additional feedback and help to lead professional development as needed. Selected teachers serve on Curriculum Council.

Parents and Community

Parents and other community members have the opportunity to provide feedback on the written curriculum and the materials that support the courses of study during the first and second phase, respectively. Parents are surveyed during the third and fourth phases to gather feedback on the effectiveness of implementation.

Roles and Responsibilities by Phase

Modifications to the Process

Mid-Cycle Changes

Mid-cycle changes may need to occur when our student and teacher data supports that there are components in the written curriculum that need retooling or that the instructional materials are not supporting the needs of our diverse learners. The teacher committees would reconvene and follow the process in the phase(s) necessary to adjust the curriculum or select new materials.

Adding New Courses or Materials outside of the cycle

Curriculum should not only be aligned to rigorous standards, but should reflect the changing needs of students to prepare them to be college and career ready. This may mean that new courses of study need to be added. When proposing a new course of study, the teacher teams will conduct a needs assessment, review the research, and develop a written course of study that aligns with appropriate content standards that support student learning...

Appendix A

Board of Education Policies

(policies will be placed here after board approval)

POLICY 2210 - CURRICULUM DEVELOPMENT

The Board of Education recognizes its responsibility for the quality of the educational program of the schools. To this end, the curriculum shall be developed, evaluated, and adopted on a continuing basis and in accordance with a plan for curriculum growth established by the Superintendent.

It is recognized that an organization of curricular committees is necessary to coordinate efforts and give direction to the total educational program. This organization will include an advisory council and three (3) committees: 1) pre-K - 12 Curriculum Council; 2) pre-K - 5 Curriculum Council; 3) 6 - 8 Curriculum Council; and 4) 9 - 12 Curriculum Council. The curriculum councils will act in a coordinating capacity for curricular matters between the teaching staff and the Office of the Superintendent.

For purposes of this policy and consistent communication throughout the District, curriculum shall be defined as:

- A. the courses of study, subjects, classes, and organized activities provided by the school;
- B. learning activities approved by the Board for individuals or groups of students and expressed in terms of specific instructional objectives or class periods;
- C. the plan for learning necessary to accomplish the educational goals of the District;
- D. all the planned activities of the schools, including formal classroom instruction and out-of-class activity, both individual and group, necessary to accomplish the educational goals of the District.
- E. Lessons, units of instruction, and assessments that are aligned with prescribed academic content standards

The Board directs that the curriculum of this District shall:

- A. provides instruction in courses required by statute and State Department of Education regulations;
- B. be consistent with the District's philosophy and goals and ensure the possibility of their achievement;
- C. utilize a variety of learning resources to accomplish the educational goals;
- D. provide for the use of phonics in the teaching of reading in grades K - 3.

- E. allow for the development of individual talents and interests as well as recognize that learning styles of students may differ;
- F. provide for continuous and cumulative learning through effective articulation at all levels;
- G. encourage students to utilize guidance and counseling services in their academic and career planning

Further, the superintendent shall provide an opportunity for parents and other community members to review the selection of textbooks and reading lists, instructional materials, and the academic curriculum of the District.

As educational leader of the District, the Superintendent shall be responsible to the Board for the development and evaluation of curriculum and the preparation of courses of study.

The Superintendent shall make progress reports to the Board periodically.

The Superintendent may conduct such innovative programs as are deemed to be necessary to the continuing growth of the instructional program and to better ensure accomplishment of the District's educational goals.

The Superintendent shall report each such innovative program to the Board along with its objectives, evaluative criteria, and costs.

R.C. 3301.07, 3301.132, 3313.60, 3313.602, 3313.843, 3315.07

R.C. 3317.023, 3317.11, 3319.02

A.C. 3301-99-01, 3301-35-02

Adopted 12/14/09

Revised: 12/14/15

POLICY 2220 - ADOPTION OF COURSES OF STUDY

The Board of Education shall provide a comprehensive instructional program to serve the educational needs of the students of this District. The Board shall periodically adopt courses of study that define the key components of the District's curriculum and instruction. The elementary (pre-K - 5), middle (6 - 8), and high school (9 - 12) curriculum councils will study proposed changes in courses or programs. Their recommendations will be forwarded to the Office of the Superintendent.

No course of study shall be taught in the schools of this District unless the Board adopted it. The Board shall determine which units of the instructional program constitute courses of study and are thereby subject to the adoption procedures of the Board.

The Superintendent shall recommend to the Board such courses of study as are deemed to be in the best interest of the students. Each course of study shall:

- A. align with the District's mission, philosophy, educational goals, and strategic plan;
- B. identify learning and performance expectations;
- C. provide a scope and sequence of knowledge and skills to be learned;
- D. prescribe methods for assessment of student progress and the means for intervention;
- E. address the developmental needs of early childhood, middle childhood, and adolescent through young adult students;
- F. be guided by Ohio's State-adopted academic content standards.

Each course of study is intended to provide a basic framework for instruction and learning.

Within this framework, each teacher shall use the course of study in a manner best designed to meet the needs of the students for whom s/he is responsible. Deviation from its content must be approved in accordance with the Superintendent's administrative guidelines.

R.C. 3301.07, 3313.60

A.C. 3301-35-02

Adopted 12/14/09

Revised: 12/14/15

POLICY 2230 - COURSE GUIDES

The Board of Education recognizes the need for vertical and horizontal alignment of course guides.

As appropriate to the course of study, each guide includes components of the model curriculum, which consist of:

- A. Content Standards
- B. Essential Questions
- C. Enduring Understandings
- D. Expectations of Learning/Learning Targets
- E. Key Concepts/Vocabulary
- F. Content Elaborations
- G. Scope and Sequence
- H. Formative and Summative Assessments
- I. Appropriate Materials and Resources
- J. Considerations for Intervention and Acceleration
- K. Considerations for Cultural Relevancy, Inclusivity, and Diversity

The Superintendent shall be responsible for the preparation of course guides and shall establish administrative guidelines related to their preparation.

All new course guides and revisions of existing guides shall be submitted to the Board for approval.

Copies of all current course guides shall be kept on file in the office of the Superintendent.

R.C. 3313.60, 3315.07

A.C. 3301-35-02, 3301-35-02 (B)

Adopted 12/14/09

Revised: 12/14/15

POLICY 2510 - ADOPTION OF TEXTBOOKS

It is the legal responsibility of the Board of Education to approve all textbooks used as part of the educational program of this District. No such textbook will be approved which is not on a list duly filed in the Office of the Superintendent of Public Instruction.

The Board shall, at a regular meeting, select the textbooks to be used in the schools of this District.

Furthermore, it is the legal responsibility of the Board to provide the duly adopted, required textbooks to students who are enrolled in the District free of charge. Textbooks may be in a printed and bound or electronic format. An "electronic textbook" is defined as computer software, interactive videodisc, magnetic media, CD-ROM, computer courseware, on-line service, electronic medium, or other means of conveying information to the student or otherwise contributing to the learning process through electronic means.

A student or his/her parent(s) may purchase a copy of the duly-adopted textbook, regardless of format, for the District's purchase price, including shipping and handling plus ten percent (10%). Substitution, alteration, or revision of any textbook within four (4) years of its selection and adoption shall require a four-fifths (4/5's) vote of the Board.

The Superintendent shall be responsible for the selection and recommendation of textbooks for Board consideration.

The Board shall consider for approval only those textbooks which have been selected and recommended for their consideration by the Superintendent.

The staff should continually research new sources and types of supplementary text materials and explore their innovative use.

The Superintendent shall develop a plan for the review and recommendation of textbooks to ensure staff participation and that parents and other members of the community are consulted, where appropriate, in the selection process.

In considering the approval of any proposed textbook, the Board recommends that the following factors be considered as part of any review process:

- A. suitability for the maturity level and educational accomplishment of the students who will be using the book
- B. freedom from bias
- C. relationship to the course of study
- D. extent to which the content will make it possible for the student to achieve the learning objectives of the course of study and the educational outcomes of the District
- E. extent of inter-grade continuity
- F. manner of selection
- G. cost
- H. appearance and durability

A list of all approved textbooks shall be maintained by the Superintendent and made available for the use of the professional staff.

R.C. 3329.01 et seq.

A.C. 3301-35-03(B)

Adopted 12/14/09

Revised: 12/14/15

POLICY 2520 - SELECTION OF INSTRUCTIONAL MATERIALS AND EQUIPMENT

The Board of Education shall provide instructional materials and equipment, within budgetary constraints, to implement the District's educational goals and objectives and to meet students' needs. The primary objective of such instructional materials and equipment shall be to enrich, support, and implement the educational program of the school.

The Superintendent shall develop administrative guidelines for the selection and maintenance of all educational and instructional materials and equipment. The guidelines shall include a plan for the review of instructional materials by staff and parents and other community members. In addition s/he shall periodically, provide for a systematic review, by the Board, of the District's educational resources in order to ensure that they are appropriate for the current educational program. Any revisions that occur should be a result of the school-improvement process. Students shall be held responsible for the cost of replacing any materials or property which are lost or damaged through their negligence.

Cost of materials may be charged for materials used in those activities beyond the basic curriculum in which a student elects to participate.

R.C. 3329.05

A.C. 3301-35-03 (B)

Adopted 12/14/09

Revised: 12/14/15

POLICY 6661 - TEXTBOOK AND INSTRUCTIONAL MATERIALS ACCOUNT

The Board of Education directs the establishment of an account to be known as the Textbook and Instructional Materials Account to provide sufficient instructional materials to ensure a thorough and efficient education for all District students. The monies are to be used strictly for textbooks and instructional software, materials, supplies, and equipment.

The Treasurer shall be responsible for the administration of the Account and shall arrange to deposit into the Account each year the percentage, designated by the State, of revenues received for operating expenses.

During any given fiscal year, monies may be appropriated for other purposes than those listed above if the Board so resolves by unanimous vote of all members after receiving written certification from the Superintendent and the president (or designee) of the Westerville Education Association that the District has sufficient textbooks and instructional software, materials, supplies, and equipment to ensure a thorough and efficient education within the District.

This requirement is not to be superseded by any terms of a collectively-bargained, negotiated agreement.

Appendix B

Course of Study Template

Westerville City Schools COURSE OF STUDY Name of Course and Course Number

Recommended Grade Level:

Course Length:

Credits:

Course Weighting:

Course Fee:

Course Rationale

Course Description:

Course Information

Scope and Sequence:

	Topics of Study	Estimated Time (in weeks)
1		
2		
3		
4		

Instructional Materials:

Text:

Other Materials:

Topic of Study #

(Estimated time ___ weeks)

Content Standards	
Essential Questions	
Enduring Understandings	
Expectations for Learning	
Learning Targets	
Content Elaborations	
Key Concepts/Vocabulary	
Instructional Strategies	
Considerations for Interventions and Acceleration	
Considerations for Cultural Relevancy/Inclusivity/Diversity	
Assessments	
Materials	

Acknowledgements

Appendix C

Materials Rubric Examples

Rubric for Evaluating Digital Content & Technology Tools in Relation to CCSS for ELA (Grades 6-12)

Text Selection:

- Includes a range of authentic texts at varied degrees of complexity.
- Clearly labels the Lexile levels creating transparency about text complexity.
- Offers texts of varied lengths, themes, and difficulties to support development of close reading strategies and an increasing staircase of complexity.
- Offers a variety of text types - literary, informational, nonfiction.
- Provides supplemental materials (articles, websites, and media) to complement texts.

Questions and Tasks:

- Encourages students to draw insights and use the text/textual evidence to support statements and claims.
- Demands both explicit and implicit understanding of texts to drive analysis.
- Designed for specific, rather than generic, texts.
- Encourages students to practice argumentative, informational, and narrative writing.
- Sequences questions for a given text to support deeper understanding and insights.

Academic Vocabulary:

- Helps students acquire “Tier 2” cross-curricular academic vocabulary.
- Encourages and models the use of context clues to determine the meaning of unfamiliar words.
- Allows opportunities to practice using academic vocabulary in a variety of writing tasks.
- Asks students to explain the impact of word and grammatical choice on the text.
- Includes support materials to aid in learning high frequency academic language.

Writing and Materials:

- Provides opportunities for students to write in response to authentic sources (both primary and secondary).

- ❑ Offers model rubrics for writing assignments which teachers can easily distribute to students.
- ❑ Offers students the opportunity to engage in the writing process by supporting the creation of multiple drafts and the peer review process.
- ❑ Focuses on the development of argumentative, informational and narrative writing.
- ❑ Incorporates directions that stress the importance of task, purpose, and audience.

Technology:

- ❑ Supports personal discovery and independent reading.
- ❑ Provides opportunities to produce and publish writing using technology, including the Internet.
- ❑ Functions highly on all PC, tablet, and mobile operating systems.
- ❑ Models and fosters a variety of collaborative opportunities for students.
- ❑ Includes teacher evaluation and data collection tools that enable both the evaluation of student work and the ability to generate reports for individual students as well as whole classes.

Appendix D



Westerville City School District Assessment Inventory 2018-2019

(updated 06.21.18)

*Additional information on these assessments can be found [here](#).

Assessment	Grade Level(s)	District, State or National Assessment	Page #
Advanced Placement (AP)	9-12	National	3
Alternate Assessment for Students with Significant Cognitive Disabilities (AASCD)	3-8, 10	State	4
American College Testing (ACT)	9-12	National	5
Career and Technical Education Assessment (CTE)	9-12	State	6
Elementary Reading Diagnostics	K-3	State	7
Fountas & Pinnell (F&P) Benchmark Assessment System in Reading	K-5	District	8
International Baccalaureate (IB)	11-12	National	9
Kindergarten Readiness Assessment (KRA)	K	State	10

National Assessment of Educational Progress (NAEP)	K-12	National	11
Ohio English Language Proficiency Assessment (OELPA)	K-12	State	12
Ohio Graduation Test (OGT)	Graduation Cohort 2017	State	13
Ohio's State Tests (OST) in English Language Arts (Reading), Mathematics, Science, and Social Studies	3-12	State	14
Preliminary Scholastic Aptitude Test (PSAT)	9-12	National	15
Project Lead the Way (PLTW)	9-12	National	16
Riverside Iowa Algebra Aptitude Test	6	District	17
Scholastic Aptitude Test (SAT)	9-12	National	18
STAR and STAR Early Literacy	K-8	District	19
TerraNova / InView / Naglieri Nonverbal Ability Test-Second Edition (NNAT)	2, 5	District	20
TerraNova 3 Survey	3	District	21
Torrance Tests of Creative Thinking (TTCT)	2	District	22
*ACT vs. SAT Comparison Chart	9-12	District	23-24