

SPACKENKILL UNION FREE SCHOOL DISTRICT

Curriculum, Instruction, and Assessment Handbook



SPACKENKILL UNION FREE SCHOOL DISTRICT

Curriculum, Instruction, and Assessment Handbook

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Spackenkill Union Free School District
Curriculum, Instruction, and Assessment (CIA)
Leadership System

I. Overview of the CIA Plan

The Spackenkill Union Free School District’s (SUFSD) Board of Education (the Board) is ultimately responsible for adopting curriculum for all content areas. The Board authorizes the Superintendent or his/her designee to implement all policies, practices, and procedures relative to developing, implementing, and assessing the degree to which the written curriculum is taught, learned, and assessed.

The purpose of the SUFSD CIA Plan is to coordinate improvement efforts in the development and implementation of the district’s curriculum. The plan outlines the expectations and procedures regarding the written curriculum (curriculum maps), the taught curriculum (resources, instruction, and best practices), and the assessed curriculum (state and local assessments) in accordance with Board policy.

This CIA Plan is an essential component within a system that will support and contribute to the district’s strategic objectives and mission. The purpose of education is to impart the knowledge, concepts, processes, and attitudes necessary for all students to be successful in society as guided by the national Common Core Learning Standards (CCLS). This includes the preparation necessary to develop higher-order thinking, creativity, innovation, and college- and career-readiness skills. The CIA Plan provides the internal curriculum alignment, congruency, quality assurances, clear linkages, and financial support necessary for ensuring continuous improvement toward meeting the district’s mission, values, and beliefs.

Curriculum alignment is the agreement and degree to which the written, taught, and assessed curricula are aligned. Research supports that adherence to a tightly aligned curriculum will result in higher student achievement and that the linkages provide directed instructional focus. Curriculum principles are to be translated in documents, instructional practices, and student assessments through the development of an aligned written, taught, and assessed curriculum system. A comprehensive system provides for a strong directional focus for instruction to facilitate the design, delivery, and assessment of the curriculum. The CIA Plan provides the structure to ensure quality control of the curriculum and instructional process.

A. Purpose

In a CIA Plan, guidelines and procedures are developed to create the expectation and the context for a well-articulated and -aligned curriculum. The guidelines and procedures outlined in the plan, as well as the curriculum content and assessments, must be applied consistently and coherently across our system.

This plan is based on the premise that a defined curriculum system is necessary as an integral component of a continuous improvement plan. The critical characteristics of our curriculum instruction and assessment system include:

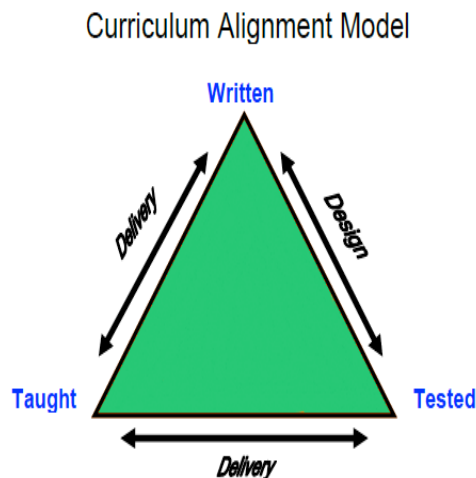
- a direct link to the mission, core values, and strategic objectives of the district
- monitoring of student learning
- assessment-driven instruction
- professional collaboration
- a provision for systematic staff development
- alignment to the CCLS

An articulated and aligned curriculum exists when teachers are instructing using the written curriculum; when assessments are aligned to the written and taught curriculum; and the written curriculum is used to guide decisions about materials, tests, and professional development.

Written Curriculum – Defines the learning goals (aligned to the CCLS) that students are to achieve and teachers are to teach. The maps include assessments, suggested teaching methods, and instructional resources.

Taught Curriculum – The delivery of the written curriculum, including the units of study, lesson plans, and/or suggested instructional approaches for teaching the written curriculum.

Tested Curriculum – That portion of the written and taught curriculum whose purpose is to assess, both formally and informally, and to evaluate student progress toward mastery of the written curriculum.



B. District Mission

Inspired by a tradition of excellence and a spirit of continuous improvement, the Spackenkill School District will provide all of our students with the academic and social skills necessary to pursue their goals and become responsible citizens in an interdependent global community.

C. Framework

District instructional personnel are responsible for providing leadership in conducting these initiatives and must work closely with all groups involved in the process. It is necessary to involve teachers and administrative staff for their expertise, their knowledge of student needs, and their ownership of these initiatives before implementation.

II. Roles and Responsibilities Regarding Curriculum Leadership and Implementation

A. Board of Education: The Board recognizes its responsibility for the development, assessment, and improvement of the educational program of its schools and recognizes that curriculum development is an ongoing process. To this end, the Board is committed to establishing and maintaining a coordinated curriculum and assessment management policy that:

- defines how the district’s curriculum is developed and approved.
- ensures that the curriculum is taught and assessed.
- provides for ongoing review and evaluation of the curriculum and assessments.

B. District Administration Leadership: It is the responsibility of the district administration to create the design of the curriculum mapping so that it is articulated vertically and horizontally, K–12, in classrooms and coordinated throughout the district at common grade levels and/or within common content areas among all schools. District administration will facilitate the planning and professional learning activities so that all staff is equally knowledgeable about the curriculum mapping design and expectations.

C. School Building Leadership: It is the responsibility of school principals and support administrators to be part of an “instructional leadership team” in concert with teachers in the delivery of the curriculum at the school level. In fulfilling this process, principals are expected to monitor the delivery of the curriculum.

D. Curriculum Coordinators:

- i. **Elementary Curriculum Coordinators:** Elementary curriculum coordinators are classroom teachers who have a strong commitment to curriculum leadership and professional development. They are a reflective practitioner; someone willing to share best practices with colleagues. Curriculum coordinators are an integral part of the larger CIA system in the district under the direction of Principals and the Assistant Superintendent for Curriculum, Instruction, and Pupil Personnel Services.
- ii. **Secondary Level Coordinators:** Secondary curriculum coordinators are classroom teachers who have a strong commitment to curriculum leadership and professional development. They are a reflective practitioner; someone willing to share best practices with colleagues. Curriculum coordinators are an integral part of the larger CIA system in the district under the direction of Principals and the Assistant Superintendent for Curriculum, Instruction, and Pupil Personnel Services.

E. Curriculum Council (meets quarterly): The Curriculum Council (the Council) is a standing advisory committee to the Superintendent that has as its primary goal the ongoing improvement of the district's educational program.

Through its review of programs, the Council seeks to:

- provide students with rigorous, consistent educational programs that support the district's mission, goals and priorities
- meet and exceed New York State Standards
- create a predictable, sustainable model for determining what work is being done in each curricular area (curriculum review cycle)
- identify and share best practices in teaching with colleagues at department and grade level meetings
- keep up-to-date on new mandates and curricular changes from New York State Education Department (NYSED) and share with SUFSD staff members
- review curriculum areas through the Curriculum Review Cycle.
- establish priorities for future study, revision, and implementation, including recommendations for curriculum projects relative to the level needs. (Elem., MS., HS).
- review/revise the philosophy and program goals.
- assess, identify, and/or reallocate resources as needed to support curriculum needs.
- develop plans for new program implementation and pilot testing when appropriate; conduct follow-up evaluations of implemented changes.
- identify staff development needs associated with curriculum changes.
- make provisions for articulation of programs between levels of instruction.
- provide appropriate information to Board members and the community about curriculum topics.

☐ A special note about technology – technology resources and instructional strategies will be interwoven within the curriculum at all levels.

III. Curriculum Development Process

District curricula will be written or chosen by collaborative teams that include teachers and administrators. Curriculum projects will be aligned to district initiatives and priorities and will be determined by the CIA Team process. District curricula developed internally follows the Understanding by Design (UBD) methodology and is contained within the Atlas Rubicon Curriculum Mapping System

A. District Curriculum Mapping

District curriculum maps are framed in accordance with appropriate state and national standards and will be outlined in the Atlas Rubicon curriculum mapping protocol. Components may include:

1. Stage 1: Identify Desired Results
 - a. Enduring Understandings
 - b. Essential Questions
 - c. Required Content (Know)
 - d. Required Skills (Do)
2. Stage 2: Determine Acceptable Evidence
 - a. Assessments
3. Stage 3: Incorporate Learning Experiences
 - a. Suggested Learning Activities
 - b. Resources
 - c. Enrichment
 - d. Interventions
 - e. Alignment to the state and national standards

B. Curriculum Review Cycle

The establishment of a curriculum review cycle is critical to the planned, ongoing, and systematic curriculum process in the SUFSD. The curriculum review cycle is the process through which curriculum is researched, designed, implemented, and evaluated (see Appendix A). The primary charge of the curriculum council is to follow and monitor the curriculum review cycle.

CURRICULUM REVIEW CYCLE DEFINED:

Step 1 – Conduct Assessment/Gap Analysis

- a. Examine the current curriculum, as well as the instructional materials, using applicable state and national standards in related areas.
- b. Write/revise a statement of purpose designed to explain the current program and to guide developments/revision work. The philosophy will correlate to the district mission, core values, and strategic objectives.
- c. Study the current research and best practices in the specific curriculum area.

- d. Survey staff regarding curriculum strengths, needs, problems, and concerns.

Step 2 – Design/Adapt Curriculum Maps and/or Recommend Instructional Materials

- a. Develop program guidelines and support materials for teachers and administrators.
- b. Examine, discuss, and select instructional materials and methods to be considered.
- c. When appropriate, visit other schools or programs using the materials and methods under consideration.
- d. Plan meetings with appropriate personnel to explain any proposed new materials and methods.
- e. Search for and consider grant possibilities and other resources to assist in development work.
- f. Report results and recommendations to the Superintendent and Board for further consideration.

Step 3 – Adopt and Implement Curriculum

- a. Plan for/conduct professional learning opportunities on revised curriculum.
- b. Implement the program as approved.
- c. Develop and begin implementation of the evaluation process for program and student outcomes; begin gathering baseline data.
- d. Review/report results with Superintendent and Board.

Step 4 – Monitor and Evaluate Curriculum

- a. Monitor the overall implementation process.
- b. Assist with continuation of professional learning opportunities.
- c. Modify goals and outcomes where appropriate.
- d. Continue to assess the effectiveness of new materials and/or methods.
- e. Establish priorities for the next year of the cycle.
- f. Review/report results with the Superintendent and Board.

C. Program and Course Proposals

All proposals for new programs or courses by teachers will be submitted using the Program/Course Proposal form (see Appendix B) to the building Principal for forwarding to Curriculum Coordinator Team meeting. Once vetted through the Curriculum Coordinator Team, the proposal will be sent to the Assistant Superintendent for final approval.

D. Textbook Adoption

Textbooks should be reviewed within the curriculum review cycle as part of the work of the Curriculum Coordinator Team using the forms in Appendix C. A committee of subject-area teachers will assist in the review and recommendation of new textbook materials.

Recommendations will be approved by the building Principal and Assistant Superintendent, who will advance the adoption of the textbook to the Board. (See Appendix C.)

IV. Curriculum Delivery

A. Guiding Principles

The district's CIA Plan extends the work of designing a cohesive, comprehensive K–12 curriculum to the work of ensuring that the written curriculum becomes the taught curriculum. Planning for instructional delivery requires a process by which teachers work collaboratively to develop units of study, lesson plans, and resources that will align their work to the CCLS or other applicable state or national standards.

B. Delivery of Instruction

Ensuring that the written and taught curriculum becomes the learned curriculum is the work of classroom teachers. Instructional delivery of the written curriculum (Atlas Units of Study for all curricula, K–12), pre-supposes that classroom teachers are informed and proficient in best practices in their curricula areas, as accepted in the broader field of education. Delivery of instruction includes determining students' current skills, matching instructional strategies and assessments to the objectives, and planning instruction at appropriate levels of challenge for students at all levels of readiness.

C. Instructional Professional Development

A quality professional development program is essential for creating and sustaining schools where there is a commitment to learning and continuous improvement. In such schools, all students and staff members engage in learning opportunities that focus the learner on improving his/her own performance. Effective professional development is ongoing, job-embedded, and differentiated for the needs/styles of adult learners.

V. Student Assessment

K–12 District Assessments

Assessment of students' learning is conducted both formally and informally on a daily basis in classrooms. Assessments are formative and summative in nature and allow educators to identify areas of weakness for possible academic intervention, to identify areas of strength for possible enrichment, and to make necessary program adjustments. Additionally, we use several formal assessments to support us in this endeavor.

Kindergarten Screening—There are two assessments used in kindergarten screening. The first is the Early Screening Inventory, an individually administered instrument designed to address developmental, sensory, and behavioral concerns in the areas of visual motor/adaptive, language and cognition, and gross motor skills. The second is the Fluharty-2, a preschool speech- and language-screening test that addresses articulation, receptive/expressive language, and composite language. It helps to identify children who need a complete speech and language evaluation.

NWEA MAP— Measures of Academic Progress (MAP) by NWEA is a computer-based testing system that adapts to the child in real time as the test progresses for a pinpoint picture of learning achievement and readiness. This test is administered to all K–8 students at Spackenkill. In K–1 the Primary MAP in reading and math is administered. In grade 2, students may take either the Primary MAP or MAP. In grades 3.–8, the MAP in reading, language, and math is administered. The MAP provides educators and parents with a RIT score and a Lexile level.

Developmental Reading Assessment (DRA)—The DRA provides information about students' frustration, instructional, and independent reading levels.

AIMSweb—AIMSweb assessments provide instructional feedback on student learning to Academic Intervention Services (AIS) teachers as they respond to student needs in language arts and mathematics.

Chapter/Unit Tests/Teacher-Made Tests—These tests are used in all grades and classrooms, K–12. Their purpose is to progress monitor knowledge acquisition and skill development throughout the school year.

Annual Professional Performance Review (APPR) Pre- and Post-Assessments—In accordance with the NYS Teacher APPR system, some courses have developed a post-assessment; some also administer a pre-assessment.

New York State Assessments

English Language Arts (ELA)

Grades 3–8: The test gauges student achievement of the NYS CCLS at the elementary and intermediate levels. It assesses the learning standards for information and understanding, literary response and expression, and critical analysis and evaluation.

Mathematics

Grades 3–8: The test gauges student achievement of the NYS CCLS at the elementary and intermediate levels. It measures student understanding of the key ideas of mathematical reasoning, numbers and numeration, operations, and modeling/multiple representation.

Science

Grade 4: The Elementary Science Test is designed to assess the content, concepts, and skills contained in New York State’s *Elementary Science Syllabus, Levels I and II*, and the *NYS Learning Standards for Mathematics, Science, and Technology (Elementary Level)*. The following topics are assessed: Life Science, Physical Science, Skills, Scientific Inquiry, Mathematics, Physical Setting, and Living Environment.

Grade 8: The Intermediate Science Test is administered in Grade 8 to serve as a basis for determining students’ need for AIS in science. The Grade 8 Intermediate-Level Science Test is designed to measure the content and skills contained in the *Intermediate-Level Science Core Curriculum, Grades 5–8*. The core curriculum is based on the *NYS Learning Standards for Mathematics, Science, and Technology*.

Regents Examinations

Regents examinations are achievement tests provided in content areas and are aligned with the NYS learning standards. Regents examinations provide schools with a basis for evaluating the quality of instruction and learning that have taken place. They are used to measure the achievement of major learning goals, understandings, skills, and concepts.

NYS English as a Second Language Achievement Test (NYSESLAT)

The NYS English as a Second Language Achievement Test (NYSESLAT), a mandated exam for all identified English language learners, is designed to annually assess the English language proficiency of these learners enrolled in Grades K–12 in New York State schools. The NYSESLAT is given in the spring of each year at 6 grade bands: K, 1–2, 3–4, 5–6, 7–8, and 9–12. Each grade band consists of four sub-tests, which assess different language skills: Speaking, Listening, Reading, and Writing. Performance results on this test determine whether the student continues to be classified as an English Language Learner (ELL) and how much continued support is needed. The exam also gives the state and schools important

information about the English language development of ELLs and is part of the state's compliance with federal laws that mandate the annual assessing and tracking of English proficiency of ELLs. Limited English Proficient (LEP) eligible students (including those from Puerto Rico) who have been attending school in the United States for less than one year may use the NYSESLAT in lieu of the 3–8 NYS ELA exam. Only one exemption may be taken for any student.

NYS Identification Test for ELL (NYSITELL)

This test, titled the New York State Identification Test for ELL (NYSITELL), will be based on and be similar to the New York State English as a Second Language Achievement Test (NYSESLAT), but abbreviated in length. The NYSITELL will replace the Language Assessment Battery-Revised (LAB-R) as the approved means of initially identifying ELLs in New York State.

Pursuant to Part 154 of the Regulations of the Commissioner of Education, public and charter schools must administer an identification test to newly enrolled students who by reason of foreign birth or ancestry speak a language other than English, and who understand and speak little or no English, to determine whether they are ELLs. NYSITELL should be administered to eligible students within two weeks of their initial enrollment. Screening with NYSITELL is not necessary if the student's ELL status is available from his or her previous school and is based on an appropriate standardized test, such as NYSESLAT administered during a prior school year.

(Memo: August 2014- NYSED)

NYS Alternate Assessments (NYSAA)

Alternate assessments allow students with the most significant disabilities to demonstrate their mastery of skills and attainment of knowledge. Assessment tasks reflect “real world” integrated performance skills to assist with planning for long-term adult outcomes.

District Assessments						State Assessments										
	Kindergarten Screening	DRA	AIMSweb (AIS)	MAP	Chapter Tests/Teacher-Made Tests	APPR tests (pre- & post- tests)	Woodcock Johnson (CSE)	ELA	Math	Science	Regents	NYSELSAT (ESL)	NYSELLE	NYSELLE	NYSELLE	
K	X	X	X	X	X	See separate table	X					X	Initial entrance into a NYS school district			
1		X	X	X	X		X					X				
2		X	X	X	X		X					X				
3		X	X	X	X		X	X	X			X				X
4			X	X	X		X	X	X	X		X				X
5			X	X	X		X	X	X			X				X
6				X	X			X	X			X				X
7				X	X				X	X		X				X
8				X	X				X	X	X	X				X
9					X							X		X		X
10					X							X		X		X
11					X							X		X		X
12					X							X		X		X

VI. Appendices – CIA Plan Forms

Appendix A: Curriculum Planning and Review Cycle Matrix

SPACKENKILL UNION FREE SCHOOL DISTRICT

CURRICULUM PLANNING AND REVIEW CYCLE MATRIX

Additional content areas will be added to the matrix as determined by the Core Team.

	2013/2014	2014/2015	2015/2016	2016/2017	2017/2018	2018/2019	2019/2020
STEP 1: STUDY Needs Assessment/ Gap Analysis Study Trends and the Research	Started K-12 Scope and Sequence	Learn UBD K-12 Curriculum Mapping Continue K-12 Scope & Sequence Determine content and/skill areas that requires specific professional development	Continue updating K-12 Curriculum using UBD	Continue to identify targeted professional development			
STEP 2: PLAN Design/Adapt Curriculum Maps Plan Instructional Matls Develop Pilot	Started K-12 Scope and Sequence	Learn UBD K-12 Curriculum Mapping Continue K-12 Scope & Sequence Determine content and/skill areas that requires specific professional development	Continue updating K-12 Curriculum using UBD	Continue to identify targeted professional development			

	2013/2014	2014/2015	2015/2016	2016/2017	2017/2018	2018/2019	2019/2020
STEP 3: DO Adopt/Implement Curriculum Changes Plan Staff Development Put Resources in Place	Started K-12 Scope and Sequence	Learn UBD K-12 Curriculum Mapping Continue K-12 Scope and Sequence	Continue Updating K-12 Curriculum using UBD Provide professional development in targeted areas	Update Curriculum as per the professional development provided			
STEP 4: ASSESS Year 1 Program Evaluation Monitor/Adjust	Started K-12 Scope and Sequence	Learn UBD K-12 Curriculum Mapping Continue K-12 Scope & Sequence	Continue updating K-12 Curriculum using UBD	Continue updating K-12 Curriculum using UBD			
Year 2 Program Evaluation Monitor/Adjust			Continue updating K-12 Curriculum using UBD	Continue updating K-12 Curriculum using UBD			
Year 3 Program Evaluation Monitor/Adjust				Continue updating K-12 Curriculum using UBD			

Appendix B: Curriculum / Course Proposal Curriculum / Course Proposal Rubric

SPACKENKILL UNION FREE SCHOOL DISTRICT

CURRICULUM / COURSE PROPOSAL

In accordance with the CIA Plan, any proposal for a new course or curriculum project must have the following assurances:

- It is consistent with our district core values.
- It contributes to our district mission and strategic objectives.
- It is research-based and aligns to the CCLS or other applicable state/national standards.
- It is accompanied by the appropriate staff development necessary to assure its effectiveness.
- It is accompanied by the means to assess its effectiveness.

Upon completion, please forward to the building Principal who will then forward to the Assistant Superintendent for processing and approval. Please include any insights or comments by those impacted by this proposal.

Is this proposal for a curriculum project or a course?

Curriculum/Course Title:

Grade Level(s):

Date:

Course Duration (year, semester, etc):

Credits, if applicable:

Curriculum/Course Developers:

Rationale for Proposal:

Which applicable state and/or national standards will be addressed by this proposal?

How will program effectiveness be assessed?

What product will be developed as a result of this proposal?

Budget Implementation Requirements: Curriculum/Course Proposals	
Please identify any costs that would accompany this proposal. Include additional documentation as needed.	
Textbooks:	
Software:	
Equipment:	
Consultant Services:	
Other:	
Professional: (number of teachers ____ X number of days @ ____ per day)	
Clerical: (number of clerical days @ ____ per day)	
Total cost of proposal:	

For District Use Only:

Reviewed by Building Principal:	
Signature:	Date:

Reviewed by Assistant Superintendent:	
Signature:	Date:

Recommendation to the Superintendent:

Superintendent's Recommendation:		
Approve:	Denied:	Revise:

Requires Board of Education action?	
Yes:	No:

Comments/Suggestions:

Superintendent's Signature:	
	Date:

Board Action:

Recommendation to the Board of Education:		
Resolution Approved:	Denied:	Date:

Board Signature:	
	Date:

SPACKENKILL UNION FREE SCHOOL DISTRICT

CURRICULUM / COURSE PROPOSAL RUBRIC

Title of Proposal:	Year Submitted:
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Priority (out of 4 points):			Points:
4	State	Unit necessary to comply with applicable state and/or national standards	
3	District	Unit necessary to comply with district initiative	
2	School	Unit necessary to comply with school goals	
1	Elective	Unit for enrichment	

Level of Replication (out of 4 points):			Points:
4	All levels K – 12		
3	K–5, Middle School, OR High School		
2	One Grade		
1	Class(es)		

Level of Integration (out of 6 points): complete chart below.			Points:
6	High		
4	Medium		
2	Low		
1	None		

Subject	Dominant Subject(s)	Integrated Subjects
	Identify the dominant subject	Identify all integrated subjects
Math		
ELA		
Science		
Social Studies		
Arts/Music		
Second Language		
Physical Education		
Computer Education		
Health		
Other (describe):		

Level of Infusion of Technology Competencies (out of 6 points):			Points:
6	High		
4	Medium		
2	Low		
1	None		

Alignment with District/School Curriculum Plan (out of 6 points):			Points:
6	High		
4	Medium		
2	Low		
1	None		

TOTAL POINTS:	Points:
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**Appendix C: Textbook Adoption Summary Form
Textbook Evaluation Tool
Five-Year Textbook Adoption Form**

SPACKENKILL UNION FREE SCHOOL DISTRICT

TEXTBOOK ADOPTION SUMMARY FORM

Course / Grade Level: _____ Date: _____

Principal / Director: _____ Proposed Date of Implementation _____

DISPLACED BOOK

- (a) Title of Book: _____
- (b) Publisher: _____
- (c) Copyright Date: _____
- (d) Date of First Purchase: _____
- (e) Number Currently on Hand: _____

NEW BOOK ADOPTION REQUEST

- (a) Title of Book: _____
- (b) Publisher: _____
- (c) Copyright Date: _____
- (d) Estimated Number Required First Year: _____
- (e) Cost per Textbook: _____
- (f) Describe Selection Process Used:

Books Considered (name, publisher, copyright date):

- 1. _____
- 2. _____
- 3. _____
- 4. _____

Student Comments (high school only):

(g) Submitted by (faculty): _____

(h) Reason for Selection: _____

Include analysis of all textbooks considered.

DISTRICT USE BELOW THIS LINE

Reviewed by Asst. Supt.: _____ Date: _____

Reviewed by Coordinator: _____ Date: _____

Recommendation to the Superintendent:

Superintendent's Recommendation:

_____ Approved _____ Denied _____ Revise

Requires Board of Education action? _____ Yes _____ No

Comments/Suggestions: _____

Superintendent's Signature

Date

Board Action:

Recommendation to the Board of Education

Resolution

Approved _____ Denied _____ Date: _____

APPROVED BY THE BOARD OF EDUCATION:

Signature

Date: _____

SPACKENKILL UNION FREE SCHOOL DISTRICT

TEXTBOOK EVALUATION TOOL

Reviewer's Name(s) _____

School(s) _____

TOTAL SCORE: _____/93

Part 1: General Information

Title:	Copyright Date:
Author(s):	Cost (student edition):
Publisher(s):	Subject/Grade Level:

Part 2: Alignment with District Curriculum and State or National Standards

Criteria	3 Fully Evident	2 Mostly Evident	1 Partially Evident	0 Not Evident	Overall Rating-
Content aligns to district standards, Common Core Standards or State Standards, whichever is appropriate					/9
Pedagogical approach aligns to district standards, Common Core Standards or State Standards, whichever is appropriate					
Will be a useful resource in preparing students to meet the requirements of district and/or statewide assessments, if they exist					

Part 3: Content

Content Criteria	3 Fully Evident	2 Mostly Evident	1 Partially Evident	0 Not Evident	Overall Rating-
Real-life applications, examples, and/or extensions are given					/24
Readings and activities are developmentally appropriate					
Reading level is appropriate (include Lexile measure if known)					
Non-text content (maps, graphs, pictures) is accurate and well integrated into the text					
Readings and activities represent a variety of levels from concrete to higher order					
Readings and activities apply to a diversity of student abilities, interests, and learning styles					
Questions represent a variety of levels, from concrete to higher order, and are well-written, pertinent, and clear					
Lessons and activities are interdisciplinary					

Part 4: Organization/Format:

Organizational Feature	3 Fully Evident	2 Mostly Evident	1 Partially Evident	0 Not Evident	Overall Rating-
Necessary components (i.e., table of contents, tech resources, glossary, index, references, bibliography, and other resources) are included and appropriate					/18
Layout/structure is easy to comprehend and use					
Units contain clear, comprehensive introductions and summaries					
Information is presented clearly and well-explained					
All relevant information is present, current, and accurate					
Format is visually appealing, interesting, and developmentally appropriate (layout, font size, graphics)					

Part 5: Inclusion

Criteria	3 Fully Evident	2 Mostly Evident	1 Partially Evident	0 Not Evident	Overall Rating-
Students of both sexes, various cultures, and varied physical conditions can use the materials without feeling excluded, estranged, or diminished					/12
All groups are presented in broad scope					
Subject matter contains a spectrum of accomplishments and contributions by all sexes, races, and physical conditions throughout the world					
Writing is non-stereotypical and non-prejudicial (language and graphics)					

Part 6: Teacher Resources/Supplemental Materials

Criteria	3 Fully Evident	2 Mostly Evident	1 Partially Evident	0 Not Evident	Overall Rating-
Textbook provides separate teacher resources					/30
Teacher resources are comprehensive, organized, and easy to use					
References are readily available to the specific Common Core or NYS Standards addressed in each activity					
Supplemental materials are well organized, of high quality, and are useful in enhancing instruction					
<i>Technological materials for the classroom (i.e., interactive whiteboard resources, software, videos, etc.)</i>					
<i>Manipulatives or prepared kits</i>					
<i>Materials to support intervention</i>					
<i>Materials to support enrichment activities</i>					
<i>Materials for assessment and progress monitoring</i>					
<i>Online resources for students (content review, practice, challenges)</i>					
<i>Online resources for parents (guides to understand the program; tools for parents to help students at home)</i>					

Appendix D: Recommendation to Abolish Course(s) Form
SPACKENKILL UNION FREE SCHOOL DISTRICT
RECOMMENDATION TO ABOLISH COURSE(S) FORM

Program/Course Title: _____ Date: _____
Grade Level: _____ Course Duration: _____ (semesters) Credits: _____

Rationale for the abolishment of course: _____

Is another course taking its place? _____ Yes _____ No Explain: _____

DISTRICT USE BELOW THIS LINE

Reviewed by Asst. Supt.: _____ Date: _____
Reviewed by Coordinator: _____ Date: _____

Recommendation to the Superintendent:

Superintendent's Recommendation:
_____ Approved _____ Denied _____ Revise

Requires Board of Education action? _____ Yes _____ No

Comments/Suggestions: _____

Superintendent's Signature _____ Date _____

Board Action: Recommendation to the Board of Education
Resolution
Approved _____ Denied _____ Date: _____
APPROVED BY THE BOARD OF EDUCATION:

Signature _____ Date: _____

**Appendix E: Program, Curriculum, and Instruction
Review / Change Form**

SPACKENKILL UNION FREE SCHOOL DISTRICT

PROGRAM, CURRICULUM & INSTRUCTION REVIEW/CHANGE FORM

A. Review/Change Procedures

Submit to building Principal and Assistant Superintendent of Schools:

1. Name of Individual Proposing Review or Change: _____

2. Date: _____

3. Content Area, Course, Program to be reviewed: _____

4. Grade level: _____

5. Describe in detail the nature of the change and or review you wish to make:

6. Please provide the research, information, and/or rationale that supports the need for this review or change:

7. What difference or value will be gained by this review or change? _____

8. Signature: _____

B. CIA TEAM Review

1. Review Team

Members: _____

2. Review Date: _____

3. Central Question(s) that was reviewed or assessment to change request _____

4. What information/materials guided the inquiry? _____

5. What conclusions were formulated:

a. Is proposed change possible? _____

b. What are the program change impacts?

i. Pro _____

ii. Con _____

c. Do the impacts override the change request? _____

d. Are there any other options available to address the change request? _____

6. What are the next steps? _____

7. Who will implement them? _____

8. What is the timeline? _____

9. Signature of Coordinator: _____ Date: _____

