

Curriculum Selection and Standards Alignment



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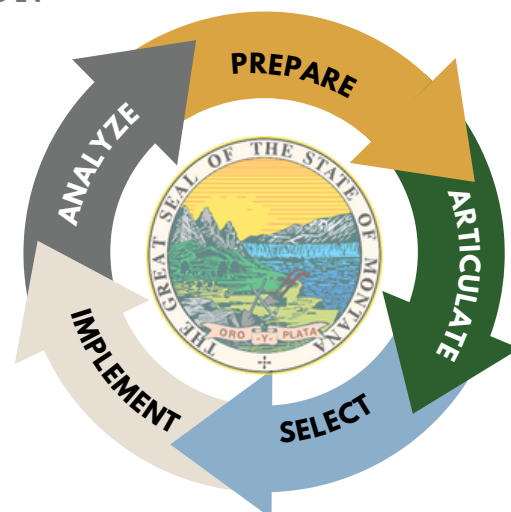
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Curriculum Implementation Cycle

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Prepare for the Process

Some key decisions should be made by district leaders to prepare for and support the work of the curriculum development process. Completing the steps for Phase 1 helps to create the conditions necessary for the work to be effective, efficient, and meaningful.

Articulate Instructional Vision

Understanding the Montana Content Standards and what makes them unique, along with possessing familiarity with relevant research is essential to crafting a vision for teaching and learning in a content area. Districts must also have an accurate sense, derived from local data and input, of the unique educational context of their community.

Select the Curriculum

Once drafted, the instructional vision for the specific content area is used to drive the work of establishing the curriculum anchored in a High-Quality Instructional Materials (HQIM) to support implementation. As the team works through this phase, the focus is on what teachers across the school/district would need to see reflected in curriculum documents and instructional materials to work toward the instructional vision.

Implement the Curriculum

Effective implementation of a local curriculum and supporting HQIMs is an ongoing process typically requiring 3-5 years to reach a point of refinement and established sustainability.

Analyze Data and Make Adjustments

This step is designed to support district and school leadership teams as they examine progress towards the goals, identify key successes, learn from and solve significant challenges, and adjust the plan for the next chapter of work (Instruction Partners, 2019). The team should meet during the year for check-ins, quarterly formal meetings, and yearly formal meetings.

Curriculum Review Checklist

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1. Prepare

Prepare for the Process

- Appoint leadership to drive the process and define roles
- Determine readiness by using data-driven readiness diagnostics
 - Complete a resource gap analysis
 - Complete a Curriculum Readiness Inventory
 - Determine teacher awareness of [Montana Content Standards](#) and evidence of student-friendly learning targets
- Develop budget, communication plan, and timeline, using multilingual and multimodal communication strategies
- Conduct focus groups using diverse stakeholder engagement

2. Articulate

Articulate the Instructional Vision

- Establish curriculum committee, including students, IEFA reps, tech integration specialists, and SEL experts
- Conduct work sessions to identify your district's instructional vision
 - High-impact instructional strategies review, UDL principles, and culturally responsive education lens

3. Select

Select the Curriculum

- Gather feedback on draft documents, offering online and offline options
 - Use [Criteria for Selecting Instructional Materials](#)
 - Include student feedback
- Finalize local curriculum document
 - Require guidance for differentiation, formative assessment, and technology-enhanced learning
- Pilot and refine, implementing units or practices on a small scale with observation, coaching, and reflection

4. Implement

Implement the Curriculum

- Curriculum implementation and development of PD plans, including job-embedded coaching, peer walkthroughs, and instructional cycles
- Present to board for review and conduct public hearings
- Publish a curriculum change summary for families and community with a clear rationale, key benefits, and expectations within classrooms

5. Analyze

Analyze Data and Make Adjustments

- Create a comprehensive assessment system
 - Include performance-based tasks, student self-assessment and formative digital assessments aligned to Universal Design
- Update ISAP and plan for future revisions
- Conduct ongoing curriculum review supported by data collection and analysis
 - Build structures for continuous feedback via PLCs and surveys

Standards vs. Curriculum

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Standards

Student *goals* for instruction



What are they?

Content standards are the goals for instruction identified for each content area. The goals identify what all students should know, understand, and be able to do by the end of each grade level or grade band.



Who creates them?

Montana's content standards are developed and refined by multiple **committees of Montana educators** and other content area experts.



Who approves them?

Standards go through a public feedback process before being approved by the **Montana Board of Public Education**.



How do teachers use them?

Teachers use standards as **goals for student learning** to guide the development of instructional units, lesson plans, and assessments that determine students' proficiency toward a standard.



How do they relate to assessment?

Montana assesses students' proficiency of the standards using **state assessments**, such as MAST, beginning in third grade.

Curriculum

The *content* of instruction

Curriculum is an organized plan of content and materials that supports teachers and students. Curriculum may include a sequence of instruction over time that can be modified to meet students' learning needs. Examples include textbooks, novels, equipment, resources, and other materials used to create a learning experience, along with instructional strategies.

Curriculum may be created by **teachers, publishers, states, and other stakeholders**. Curricula provide content and instructional approaches for student learning.

Montana is a local control state, meaning local **school boards** determine the curriculum. **Districts and teachers** determine classroom instruction, guided by the curriculum.

Teachers use curriculum to help students develop the skills and understanding required by each content standard by **sequencing learning content and instruction**. Rarely will one curricular material be in full alignment with Montana content standards, so multiple and supplemental materials are often necessary.

Curricula may include assessments that are only used at the **local level**, such as teacher-designed assessments or those included in textbooks.

High-Quality Instructional Materials

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Defining High-Quality Instructional Materials

High-Quality Instructional Materials (HQIM) are not one-size-fits-all. It can be helpful to think about the defining characteristics of HQIM as four separate—but equally necessary—lenses through which educational resources are examined in order to make choices that best suit your students, educators, and communities. These characteristics, or lenses, are Student-Centered and Rigorous, Culturally and Contextually Relevant, Flexible and Adaptable, and Supported by Professional Learning.

Student-Centered and Rigorous

HQIM empower students to lead their own learning by centering their needs and interests, presenting rigorous, standards-aligned curriculum, and equipping learners with effective strategies for thinking and learning. They also provide flexible supports that adapt as students grow, so every student can confidently engage in grade-level work and develop sustained academic agency.

Culturally and Contextually Relevant

HQIM affirm diverse student identities and local cultural contexts, present accurate and unbiased information, and align with the principles of Montana's Indian Education for All. They also foster and encourage self-awareness and respect for diverse lived experiences and highlight cultural and community strengths through an asset-based approach.

Flexible and Adaptable

HQIM provide research-based strategies that honor and amplify both educator expertise and student agency. They enable teachers to adapt instructional content and methods to meet diverse student needs, align with specific/local contexts, and deliver meaningful, effective, and sustainable learning experiences in real-world classrooms.

Supported by Professional Learning

High-Quality Instructional Materials are standards-aligned resources that support educators in delivering rigorous, engaging, and equitable instruction. They are grounded in research-based practices, intentionally sequenced to build deep understanding, and accessible to all learners. HQIM are further strengthened through ongoing, job-embedded professional learning, which helps educators confidently implement materials, make informed instructional decisions, and maintain coherence across grade levels and content areas.

Curriculum Committee Description

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District leaders will need to form a curriculum committee to support the development of the curriculum and selection of High-Quality Instructional Materials (HQIM). It is imperative that the curriculum committee be inclusive of members of the community with a vested interest who reflect diverse district roles and the local community. The committee should be determined by the district leadership team who will determine which members of the community with a vested interest will participate in the full process and which will help to provide feedback and expert review during the development cycle.

Preparing for Committee Selection

Community Assessment

Before inviting participation or forming a committee, district leaders may benefit from conducting an assessment of the cultural and community dynamics in their area, with the recognition that cultural responsiveness is an ongoing commitment that requires time and consistent communication. This reflective step can support more representative and informed decision-making by helping leaders:

- **Identify the diverse groups within their community**, such as Indigenous communities, religious or cultural organizations, linguistic groups, and individuals from varying socioeconomic backgrounds—who may have unique perspectives or vested interest in curriculum decisions.
- **Ensure committees are intentionally representative**, giving each group a seat at the table and a voice in shaping educational experiences for students.
- **Work to better understand the historical context** between the district and community groups, including past barriers to engagement or patterns of exclusion, in order to build trust and create communication strategies that promote equitable participation moving forward.
- **Anticipate and navigate potential points of resistance** by acknowledging and seeking to understand the values, concerns, and priorities of different groups early on and throughout the process.
- **Strengthen relationships and build trust** by showing a commitment to listening and valuing voices that reflect the community.
- **Enhance the quality and relevance** of the curriculum by integrating a wider range of lived experiences, knowledge systems, and community strengths.
- **Demonstrate leadership accountability and transparency** by fostering a culture where decision making is seen as democratic and collaborative rather than a top-down process.
- **Build long-term capacity for engagement**, as inclusive practices during curriculum review can lead to more effective community involvement across other school or district initiatives.

(Kowalski, 2011; Matthews & Crow, 2010)

Additional Considerations

While the creation, selection, review, and implementation of curriculum are foundational to effective teaching and learning, this vital work often depends on the commitment of volunteers within the school and community. To ensure the process is fair, respectful, and sustainable, district leaders may want to reflect on the following considerations before forming a committee:



- **Compensation and Recognition:** Provide gestures of appreciation or reciprocity for participants' time and expertise, this could include stipends, professional learning hours, partnerships with local businesses, education-focused nonprofits, or even national organizations that may provide in-kind contributions or meals.
- **Clarity of Commitment:** Provide clear expectations upfront, including an estimated time commitment, a meeting schedule, and a description of roles and responsibilities. This transparency helps prospective committee members—especially those balancing jobs, family care, or other obligations—make informed decisions about their participation.
- **Recruitment:** Actively reach out to individuals from a variety of roles and backgrounds using a variety of communication platforms, such as email, social media, or phone calls, to ensure a broad range of perspectives are represented. Avoid relying solely on those who traditionally self-nominate or are already highly involved.
- **Accessibility and Support:** Consider barriers that may prevent participation, such as transportation, childcare needs, accessibility of materials and meeting locations, internet access, or language. Where possible, provide accommodations or supports to remove these barriers and allow more people to engage meaningfully. For instance, districts may ask high school students to provide child care during meetings in lieu of community service hours.
- **Intentional Communication:** Share why this work matters and how committee members will impact teaching and learning. A clear, purposeful invitation can help people understand the significance of their role and increase interest in contributing. (Glatthorn et al., 2019)

Following Selection

Once team members have been selected, the district should conduct a committee orientation and training. During this time, district leaders can review the roles and responsibilities of each committee member, provide opportunities for community building, and provide any resources, training, or materials that may support consistent understanding among members of the community with a vested interest. At each meeting, leaders should communicate the purpose, vision, and intended outcomes (e.g. expected learning outcomes, work to be accomplished) (Kentucky Department of Education, 2025).

Committee Member Suggestions

The Montana Office of Public Instruction strongly encourages district leaders to consider the following list when building focus groups and committees.

Community Group	Suggested Roles	Expertise
District Leadership <ul style="list-style-type: none"> • Superintendent • Curriculum Director • Testing Coordinator • Building Principal(s) 	Committee Chair Committee Member Focus Group Facilitator	Oversee and support the process, provide resources, align work with district vision, and empower team members.

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Community Group	Suggested Roles	Expertise
Trustee Representative(s)	Committee Member	Act as a bridge to the board and community, support district vision, and communicate constituent interests.
Teachers <ul style="list-style-type: none"> • Early Childhood Educators • Elementary Educators • Secondary Educators 	Committee Chair Committee Member Focus Group Participant	Bring deep content knowledge, validate standards and learning progressions, and provide instructional insight.
Specialists <ul style="list-style-type: none"> • School Counselors • Teacher-Librarians • Technology Coordinators • Social-Emotional Learning Specialists • TESOL Specialist • English Language Learner • Reading and Math Coaches • Gifted and Talented Educators • Special Educators • Career and Technical Educators • Fine and Performing Arts Educators 	Committee Member Focus Group Participant	Provide expertise across education roles, including academic, social-emotional, and career guidance. Offer cross-curricular, instructional, and student-centered insight to support access and engagement for all learners.
Indigenous Representatives <ul style="list-style-type: none"> • Indian Education For All Specialists • Tribal Member(s) • Tribal Council Member(s) • Tribal Department of Education Representative(s) 	Committee Member Focus Group Participant Focus Group Facilitator	Support accurate Indigenous representation, share best practices for IEFA integration, and advocate for Indigenous students and families.
Parent Representative(s)	Committee Member Focus Group Participant	Serve as a bridge to the community, bring local concerns, and advocate for students.
Student Representative(s)	Committee Member Focus Group Participant	Provide student voice, ensure relevance and engagement, and advocate for learner experience.
Business and Community Representative(s)	Focus Group Participant	Bring local context and workforce insight; highlight community needs and concerns.



Committee Roles and Responsibilities

<p>Committee Chair</p> <p><i>Responsibilities:</i></p> <ul style="list-style-type: none">• Lead committee meetings and guide group processes.• Provide resources and training to all participants as appropriate.• Coordinate with district leadership and help set agendas.• Ensure all members have a voice.• Keep work focused, productive, and aligned to the vision and goals.• Support synthesis of recommendations and next steps.• May assist in drafting or reviewing final documents.	<p><i>Time Commitment:</i> Very High - Frequent meetings, preparation time, communication duties, and leadership responsibilities throughout the full curriculum cycle</p>
<p>Committee Member</p> <p><i>Responsibilities:</i></p> <ul style="list-style-type: none">• Attend and participate in regular committee meetings.• Review curriculum materials, standards, and feedback data.• Provide insights and perspectives from their stakeholder role.• Contribute to discussions, decision-making, and documentation.• Communicate updates with the broader community or team.• Complete all independent tasks as required.	<p><i>Time Commitment:</i> High - Regular meetings over the course of the curriculum cycle with additional independent review work</p>
<p>Focus Group Participant</p> <p><i>Responsibilities:</i></p> <ul style="list-style-type: none">• Attend one or more listening or feedback sessions.• Share experiences, ideas, or concerns related to the curriculum.• Provide relevant role-specific or community-centered insights.• Respond to draft materials, discussion questions, or prompts with actionable, solution-focused feedback.	<p><i>Time Commitment:</i> Low - One to two sessions with minimal outside preparation; may be required to review drafts or prepare to provide feedback</p>
<p>Focus Group Facilitator</p> <p><i>Responsibilities:</i></p> <ul style="list-style-type: none">• Lead focus group sessions using the district-established protocols or prompts.• Foster an open, respectful, and safe environment for sharing.• Capture key ideas, comments, trends, and concerns.• Share findings with the full committee or leadership team.	<p><i>Time Commitment:</i> Medium - Time for preparation, facilitation of 1-3 sessions, and synthesis and articulation of shared input from focus groups</p>

Guide for Selecting Materials for Content Standards

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Why review your instructional materials?

Change in education is something we can all count on—that is why the regular review of instructional materials is essential for ensuring up to date content and learning experiences. In fact, Montana’s school accreditation rules require that school districts review curricula every five years, while also reviewing the materials necessary for implementing that curriculum. Reference [ARM 10.55.603 CURRICULUM AND ASSESSMENT](#) for more details.

Selection Process

Selecting instructional materials is one of the most critical decisions a district will make. Finding instructional materials and resources that are aligned to the [Montana Content Standards](#) and that meet the needs of your district can be overwhelming, particularly when examining a crowded marketplace. Instructional materials include a wide variety of formats, from print to digital software, online resources, manipulatives, and any other item students will use. The steps below are designed to help districts prioritize time while maximizing choice. Through a clearly defined selection process, districts are able to determine how strongly instructional materials are aligned to Montana’s Content Standards and ensure the inclusion of Indian Education for All. Additionally, the process highlights where the district will need to provide additional support in order to ensure a strong implementation of the materials.

Suggested Steps to Select Evidence-Based Materials

1. Establish district process, parameters, and timeline to review curriculum and instructional materials at least every five years, or consistent with the state standards revision schedule.
 - a. Determine how/when to collect community input.
 - b. Create a communication plan, including multilingual and multimodal communication strategies.
 - c. Solidify timeline and budget parameters.
2. Create a curriculum review group consisting of a variety of members of the community with a vested interest, such as educators, trustees, administrators, students, specialists (i.e. SEL and tech integration experts), parents, community, and tribal representatives.
 - a. Define the roles of committee members. Refer to the [Curriculum Committee Description](#) document for more information.
 - b. Set a meeting schedule according to the timeline.
3. Engage educators early and often around key research and resources to establish priorities for material selection.
 - a. Review student achievement data (i.e., state assessments, local benchmarks, and formative assessment data).
 - b. Identify district/school priorities for instructional materials and curriculum through an instructional vision.
 - c. Inventory existing materials and resources.
4. Collect key evidence-based research and resources.
 - a. Use nationally known, evidence-based curriculum selection reports and reviews such as [EdReports](#), [What Works Clearinghouse](#), or tools from content-specific professional organizations (e.g. NCTE, NCTM, NSTA).



- b. The OPI's Montana Content Standards pages link to relevant research and resources.
 - c. Evaluate which tier of evidence the materials meet under [ESSA](#). Information on ESSA tiers can be found on individual provider pages.
5. Evaluate materials.
- a. Ensure materials support your school/district's continuous improvement goals, including the needs of ESSA defined subgroups such as English learners and special education.
 - b. Ensure the inclusion of the unique cultural heritage and contemporary portrayal of American Indians. (Use [IEFA Resource Evaluation Checklist](#), pages 21-22, and identify supplemental resources.)
 - c. Develop/create a rubric to assess the materials ([Criteria for Selecting Instructional Materials Rubric](#)).
 - d. Use a materials based-discussion process to help guide discussion ([Selecting Instructional Materials Discussion Template](#)).
6. Make a decision, and present to your Board of Trustees for approval. (Follow district policies.)
7. Create a rollout and implementation plan.
- a. Determine professional learning needs to address and support implementation for administration and teachers and create a professional learning plan.
 - b. Re-evaluate your Integrated Strategic Action Plan SMART goals for [School Accreditation](#).
 - b. Develop a plan to inform your community about the new curriculum ([Community Letter Template](#)).
8. Continue to assess the effectiveness of the selected instructional materials and implementation through teacher, student, and parent feedback through feedback and PLC planning, as well as student achievement documented with ongoing data collection and analysis.

ESSA Tiers of Evidence

Evidence-based activities, strategies, or interventions are those that demonstrate a statistically significant effect on improving student outcomes or other relevant outcomes based on the listed criteria. When selecting evidence-based instructional materials, you may want to reference the ESSA tier of evidence for the resources in your selection process. All tiers require ongoing efforts to examine the effects of such activity, strategy, or intervention.

Evidence Levels

- Tier I: Strong Evidence - Strong evidence from at least one well-designed and well-implemented experimental study.
- Tier II: Moderate Evidence - Moderate evidence from at least one well-designed and well-implemented quasi-experimental study.
- Tier III: Promising Evidence - Promising evidence from at least one well-designed and well-implemented correlation study with statistical controls for selection bias.
- Tier IV: Demonstrates a Rationale- Demonstrates a rationale based on high-quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes.

For a quick reference on evidence-based definitions, districts can use this large-print definition provided by the IES. [This tool](#) provided by the Midwest REL provides a crosswalk between ESSA levels of evidence and existing clearinghouses, such as the WWC commonly used by educators.

Selecting Materials that Incorporate Acceleration

Gone are the days of remediation, catch-up, and cramming skills in isolation. Such strategies have proven ineffective and often detrimental to student learning. Acceleration is an equal-access, just-in-time model that is focused on identifying, celebrating, and building upon the assets students bring to the learning experience. See the [Acceleration Guidance](#) document to learn more about acceleration.

Acceleration Guidance

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What is Acceleration?

Gone are the days of remediation, catch-up, and cramming skills in isolation. Such strategies have proven ineffective and often detrimental to student learning. Acceleration is an equal-access, just-in-time model focused on identifying, celebrating, and building upon assets students bring to the learning experience. Acceleration has a history in gifted and talented education, but research studies confirm that acceleration is beneficial for all students. An acceleration approach addresses unfinished learning equitably, integrating unfinished, grade-level learning, and necessary prior knowledge into new information. The goal of acceleration is to expose all students to grade-level content while purposefully integrating targeted skill gaps. So how is acceleration different from remediation?

Acceleration is...	Acceleration is NOT...
<ul style="list-style-type: none">• Bringing students into grade-level content through targeted skill development.• Jump-starting underperforming students into learning new concepts before their classmates even begin.• Achieved through tutoring, or extra time, that supports students in building the knowledge and skills required to be successful in core instruction within the context of a high-quality curriculum.• An intervention consistent with Multi-tiered Systems of Support.• Proactive, deliberate action planning.• Targeted and individualized for students based on their specific needs as gathered from diagnostic and formative assessment data collected as students engage in the work of the curriculum.	<ul style="list-style-type: none">• Speeding up teaching or compressing content.• Teaching skills in isolation from current, grade-level learning.• Grade retention or skipping.• A substitution for more intensive interventions students might also need.• Computer programs, workbooks, or test preparation.• Boot camp or reteaching of previous grade skills at the beginning of the school year.• Utilizing resources or programs that are disconnected from the high-quality curriculum.• Determined only through standards-based assessing and reporting absent of high-quality curriculum embedded assessments.• Grouping students by perceived ability.*

*Adapted from [Louisiana Believes Accelerate Guidance](#)

Accelerating Learning Through Instructional Approaches

- **In-school acceleration:** Certified educators provide support for students within the classroom using high-quality instructional materials, [strategies](#), and formative assessments.
- **Tutoring programs:** [High-dosage tutoring](#) provided consistently by trained tutors or educators at least three days per week, at least 30 minutes at a time, in groups of five or fewer students.
- **Out-of-school time programs:** Identified students, needing additional support before and after the regular school days, as well as on weekends, and during school breaks.

Criteria for Selecting Instructional Materials Rubric

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Criteria Rubric

Document information about the instructional materials considered for implementation in the chart below.

Resource Title	
Course, subject, and grade level	
Publisher and copyright date	
Evaluator name and date	

Carefully consider each question below before indicating your rating on the scale of 0-2. Instructional materials include a wide variety of formats, from print to digital software, online resources, manipulatives, etc.

0	Criteria 0- Does not meet criteria 1 - Partially Meets Criteria 2 - Fully Meets Criteria	1	2
	1. Materials and content are evidence-based. Review the reports from an evidence-based research source such as EdReports or What Works Clearinghouse . Identify the ESSA Tier the curriculum aligns with: _____		
	2. Materials align to the Montana Content Standards .		
	3. Materials support rigorous essential questions, enduring understandings, learning objectives/skills in your school/district curriculum map. (Curriculum navigation reports resource)		
	4. Materials allow teachers to differentiate learning for varying interests and abilities, while upholding high academic standards.		
	5. Supplemental materials are provided and are well organized to support teaching and learning for challenge as well as remediation of gaps.		
	6. Quality Indian Education for All is embedded in the materials. (See IEFA Resource Evaluation Checklist , pages 21-22.)		
	7. Materials are accessible, engaging, support diverse student needs, and ensure that all students are valued.		
	8. Materials meet WCAG 2.2 and reflect Universal Design for Learning (UDL) principles to ensure accessibility for all learners.		
	9. Formative, interim, and summative assessment materials are embedded and aligned to learning goals.		
	10. Vendor provides ongoing professional learning based on adult learning principles to assist in implementation, such as coaching, online support, and community of practice models.		
	11. Materials foster student engagement, collaboration, and ownership of learning through inquiry, student voice, and choice.		
	12. Materials include adaptive features or intelligent feedback (AI-enabled tools) that enhance learning while protecting student data privacy and ensuring ethical use.		
	13. Materials are cost effective when compared with other vendors.		

Total points ____ / 26 (20/26 minimum criteria to recommend purchase)

Recommend? Yes ____ No ____

Selecting Instructional Materials Discussion Template

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Discussion Questions

Part of the selection process is to have the members of the community with a vested interest engage in thoughtful discussions. After individuals have completed their **Criteria for Selecting Instructional Materials Rubric**, use the following questions to guide a discussion.

- What does the evidence in the criteria rubric say about each set of materials? What are the strengths/gaps?
- What [ESSA tier](#) of evidence does the curriculum meet? If you were not able to identify a tier what are the promising practices that support a tier IV designation?
- What steps would you and your instructional team need to take to fill any identified gaps?
- How will these materials support your team's vision of delivering high-quality instruction?
- How do these materials foster student engagement, collaboration, and ownership of learning through inquiry, voice, and choice?
- What are the pedagogical implications and necessary supports for teachers to implement the materials well? (Including ongoing teacher professional development.)
- Which instructional materials, evident by the criteria rubric and your discussion seems to be the best fit your instructional goals to bring in front of the Board of Trustee?

Community Letter Template

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Sample Letter

Dear Families,

All students have the right to a high-quality and engaging education. This means that classroom instruction must align to, and support, the learning expectations provided in Montana's Content Standards. Approved by the Montana Board of Public Education, content standards describe what students should know and be able to do in grades K-12. A key part of standards-aligned instruction are the instructional materials used to support student learning.

[School District] recently began the process of selecting new instructional materials for **[Content Area]** in grades **[Grade Levels]**. A major aim of this process is to determine how well the materials meet state standards and how well the materials meet our district's and community's educational priorities. The advice of parents and community members is essential in the process of selecting instructional materials and resources. We are requesting your attendance at **[Location]** on **[Month, Day, Year]** at **[Time]** to participate in the instructional materials selection process.

The outcomes for the meeting are to:

- Review the district's goals for high-quality, standards-aligned instructional materials.
- Hear your recommendations for instructional materials to support student learning.
- Learn how instructional materials can help meet the individual needs of students.
- Learn how you can access and use these materials to support our community's children.

We appreciate your help with this important process. We look forward to seeing you on **[Date]**.

**[Name
Title
District]**

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