

Criteria & Considerations for Instructional Materials



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This tool supports Florida districts in identifying and articulating key considerations that guide instructional materials adoption decisions. Establishing these considerations early promotes clarity, alignment, and consistency throughout the process and helps the district team focus on the criteria that matter most when evaluating materials.

PURPOSE

Key considerations help stakeholders develop a common understanding of the priorities and expectations for instructional materials. They reflect district values, instructional vision, statutory requirements, and implementation realities. Establishing shared criteria in advance promotes consistency, transparency, and alignment throughout materials evaluation and recommendation.

For each consideration, use the following questions to guide discussion and support consistent, focused decision-making.

- 1 What do we need?
- 2 What do we want?
- 3 What is nice to have?

Instructional Vision and Student Learning	NEED	WANT	NICE TO HAVE
▶ Alignment to the district's instructional vision and priorities			
▶ Support for grade-level standards and expectations			
▶ Emphasis on student thinking, reasoning, and engagement			
▶ Opportunities for meaningful student discussion and discourse			
Standards Alignment and Content Quality			
▶ Full alignment to Florida Standards and state adopted benchmarks			
▶ Accuracy, objectivity, and currency of content			
▶ Alignment to district course sequencing			
▶ Coherent progression across grade levels or courses			
▶ Content appropriate for the allotted instructional time			
Teaching and Implementation			
▶ Clear teacher guidance that supports effective instruction			
▶ Materials designed to be used as intended without extensive modification			
▶ Feasible pacing and lesson structure for classroom use			
▶ Availability of implementation and professional learning supports			
Accessibility and Student Experience			
▶ Accessibility for all learners, including students with disabilities, English learners, and gifted supports			
▶ Fair and inclusive representation of students and communities			
▶ Materials that support positive, respectful learning environments			
Assessment and Monitoring			
▶ Embedded assessments aligned to instructional goals			
▶ Tools to support monitoring of student understanding and progress			
▶ Guidance for using student work to inform instruction			

Statutory and Policy Alignment	NEED	WANT	NICE TO HAVE
▶ Compliance with Florida statutes and State Board of Education rules			
▶ Alignment to district policies and board priorities			
▶ Absence of prohibited or noncompliant content			
Technical Specifications			
▶ Compatibility with district learning management systems and single sign on requirements			
▶ Device and operating system compatibility for student and teacher access			
▶ Data privacy and security compliance with district and state requirements			
▶ Student confidentiality protections aligned to FERPA and applicable state laws			
▶ Reporting and analytics capabilities to support instructional decision-making			
▶ Vendor support, training, and technical documentation availability			
Practical Considerations			
▶ Required format of materials, including digital, print, or a combination of both			
▶ Compatibility with district technology systems and devices			
▶ Sustainability of costs, licensing, and renewal structures			
▶ Ability to support consistent implementation across schools			
Guiding Questions			
▶ What must be true of any materials we adopt, regardless of publisher?			
▶ Which expectations are essential and cannot be compromised?			
▶ What implementation realities must materials support from day one?			

GUIDING PRINCIPLE

Clear key considerations set guardrails for decision making and establish a common understanding of district priorities for instructional materials that are aligned, usable, and positioned to support student learning.