

Adoption Review Committee Meeting Facilitation Guide

For District Facilitators



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PURPOSE

Support district facilitators in planning and leading the initial adoption review committee meeting so reviewers are prepared for a compliant, consistent, and evidence-based review process.

INTENDED AUDIENCE

This guide is intended for district staff responsible for facilitating the instructional materials adoption review process. It is not a participant handout and does not replace district policy, legal guidance, or required public meeting procedures.

Before the state list is released, districts should clarify the scope of the review and prepare all materials needed to request submissions from publishers. This early planning helps ensure the district is ready to move quickly once the approved list is available.

MEETING OUTCOMES

- ▶ Committee members understand their role and responsibilities.
- ▶ Committee members understand the adoption process and public meeting expectations.
- ▶ Committee members know how to access and evaluate assigned materials.
- ▶ Committee members are prepared to begin independent review using district criteria.
- ▶ District facilitators have documented readiness, attendance, access, and next steps.

1. FACILITATOR PREPARATION BEFORE THE MEETING

Use this section to confirm readiness before the committee meeting is held.

Facilitator Action	What to Confirm
Align the agenda to outcomes	Meeting purpose, process overview, reviewer responsibilities, evaluation tool training, logistics, and next steps are included.
Confirm public notice requirements	Public notice is completed and documented for any meeting where materials could be ranked, selected, eliminated, or recommended.
Verify materials access	Reviewers can access digital materials, print materials when applicable, and any assigned evaluation resources.
Verify evaluation platform access	All reviewers can log in, locate assigned evaluations, save work, and submit required evidence.
Prepare communication protocols	Reviewers know that publisher questions go through the district lead and that reviewers should not contact publishers directly.
Prepare documentation tools	Attendance, public notice, public comment, access concerns, decisions, and follow-up items can be documented during and after the meeting.

Facilitator reminder:

Reviewers may independently review and score assigned materials. Discussion, deliberation, comparison, ranking, elimination, or recommendation of materials should occur only in a publicly noticed meeting.

2. SUGGESTED MEETING AGENDA

Agenda Section	Facilitator Focus
Opening and Purpose	Welcome committee members, explain the importance of the process, review outcomes, and set norms for evidence-based participation.
Process and Compliance	Provide an overview of the state, district, and board approval process. Reinforce public meeting expectations and communication boundaries.
Reviewer Roles and Expectations	Clarify that reviewers are responsible for independent evaluation, consistent use of the evaluation tool, evidence-based ratings, and completion of assigned reviews.
Evaluation Tool Training	Model how to access the platform, locate assigned materials, interpret categories and indicators, enter ratings, and provide evidence when required.
Evidence-based Review Training	Model strong and weak evidence. Reinforce that vendor comments, general impressions, and personal preferences are not sufficient evidence.
Process Logistics and Timeline	Review the evaluation window, deadlines, recommendation meetings, public feedback process, and next steps.
Norms and Working Agreements	Post and reinforce norms such as focus on students, use evidence, respect all voices, and build understanding before decisions.
Closing and Readiness Check	Confirm that reviewers have access, understand deadlines, know how to submit questions, and understand their responsibilities.

3. FACILITATOR TALKING POINTS

Opening

- ▶ This process directly impacts student learning and district outcomes.
- ▶ Adoption decisions require time, rigor, and evidence.
- ▶ The purpose of this meeting is to prepare reviewers to begin a consistent and compliant review process.

Process and Public Meeting Expectations

- ▶ Committee discussions about ranking, selecting, eliminating, or recommending materials must occur in a publicly noticed meeting.
- ▶ Private conversations or communications about the instructional materials should not occur outside the public meeting structure.
- ▶ Clarifying questions about process, access, or materials should be directed to the district lead.

Suggested facilitator language: If a conversation could influence one set of materials being prioritized over another, it must take place in a setting that is open to the public.

Reviewer Role and Expectations

- ▶ Review all assigned materials using the district evaluation tool.
- ▶ Use the evaluation criteria consistently across materials.
- ▶ Provide evidence for ratings when required by the district.
- ▶ Avoid reliance on publisher claims as evidence.
- ▶ Complete all assigned evaluations by the established deadline.
- ▶ Follow district communication protocols throughout the review process.

Key message: The quality of the decision is determined by the strength of both the review process and the reviewers.

4. EVALUATION TOOL TRAINING GUIDANCE

- ▶ Demonstrate how reviewers log in and locate assigned materials.
- ▶ Review each category, indicator, and rating scale.
- ▶ Explain when evidence is required, including any district expectations for low or high ratings.
- ▶ Model how to connect a rating to a specific lesson, task, assessment, teacher guide, or student material.
- ▶ Remind reviewers to save work regularly and confirm submission requirements.

Suggested facilitator language: You are evaluating the instructional materials, not the presentation of the materials.

5. EVIDENCE-BASED REVIEW GUIDANCE

Strong Evidence	Weak Evidence
Specific lesson, task, activity, assessment, or example from the materials	General impressions
Direct connection to the evaluation criterion	Personal preferences
Evidence from teacher materials or student materials	Publisher descriptions or claims
Clear explanation of how the evidence supports the rating	Statements that do not connect to the evaluation criteria

Evidence sentence frame: This material demonstrates _____
because _____ (with a specific example from the materials.)

6. TIMELINE AND LOGISTICS

- ▶ Provide the review window and confirm reviewers have access, training, and clear expectations.
- ▶ Identify evaluation deadlines and final submission requirements.
- ▶ Clarify when recommendation meetings will occur and how public comment will be handled.
- ▶ Explain how reviewer questions will be collected and answered.
- ▶ Clarify what happens after the independent review period, including recommendation meetings, school reviews, public review, public hearing, board approval, and any objection process when applicable.

7. NORMS AND WORKING AGREEMENTS

- ▶ Lead with curiosity.
- ▶ Focus on students.
- ▶ Use evidence.
- ▶ Respect all voices.
- ▶ Build understanding before decisions.
- ▶ Stay aligned to district criteria and process expectations.

8. CLOSING READINESS CHECK

- ▶ Can each reviewer access assigned materials and the evaluation tool?
- ▶ Does each reviewer understand the timeline and submission deadline?
- ▶ Does each reviewer know when evidence is required?
- ▶ Does each reviewer understand that publisher questions go through the district lead?
- ▶ Does each reviewer understand that deliberation about materials occurs only in publicly noticed meetings?
- ▶ Have attendance, access issues, public comment, and next steps been documented?

9. POST MEETING FOLLOW-UP

Follow-Up Action	Purpose
Send meeting materials	Share slides, timeline, access instructions, evaluation reminders, and contact information for questions.
Confirm access	Follow up with reviewers who had difficulty accessing the platform or materials.
Document the meeting	Retain attendance, public notice, public comments, key decisions, and unresolved questions.
Monitor completion	Track evaluation progress and identify reviewers who may need reminders or support.
Collect and respond to questions	Route process and publisher related questions through the designated district lead.

APPENDIX A: FACILITATOR CHECKLIST

- ▶ Agenda is aligned to meeting outcomes.
- ▶ Public notice is completed and documented when required.
- ▶ Materials access is verified for reviewers.
- ▶ Evaluation platform access is verified for reviewers.
- ▶ Communication protocols are prepared and clear.
- ▶ Evaluation tool demonstration is ready.
- ▶ Evidence examples are prepared.
- ▶ Timeline and deadlines are ready to share.
- ▶ Attendance and documentation tools are ready.
- ▶ Post-meeting follow-up materials are prepared.

APPENDIX B: REVIEWER READINESS TALKING POINTS

- ▶ Review all assigned materials.
- ▶ Use the evaluation tool consistently.
- ▶ Provide evidence when required.
- ▶ Review both digital and print materials when applicable.
- ▶ Save work regularly.
- ▶ Complete reviews by the deadline.
- ▶ Do not rely on vendor descriptions alone.
- ▶ Do not discuss materials outside publicly noticed meetings.
- ▶ Do not contact publishers directly.