

**Bethel School District #52
Administrative Rule**

**IIAA. CURRICULUM PLANNING, TEXTBOOK ADOPTION, PROFESSIONAL DEVELOPMENT
AND RESEARCH**

Curriculum planning, textbook adoption and professional development will adhere to the following format:

Curriculum Planning

The areas of curriculum to be considered for emphasis each year will be determined by following: the State's adoption cycle for textbooks, School Board priorities, Continuous Improvement Plan (CIP) Goals and other District priorities.

The District will form committees where appropriate and the duties of the committee will be dependent on the Committee's purpose. Committee recommendations may include textbook adoption, curricular scope and sequence, and professional development. The Director of Instruction or designee will chair the committee. Upon completion of its duties, the committee will be discharged.

Textbook Adoption Process

Bethel's selection of textbooks follows the State of Oregon's textbook adoption cycle. The District also has an instructional improvement cycle that includes Research and Development (2 years), Analysis and Planning (1 year), Implementation - Level I Text Adoption (1 year), Implementation-Level II Monitoring and Adjusting (1 year) and Evaluation (1 year).

Process during the school year prior to adoption:

1. The District establishes a District Adoption Committee to focus on the subject and grade levels under consideration. The District Adoption Committee will include at least one teacher from each building, at least one administrator from each level under consideration, and specialists as appropriate.
2. State content standards and District scope and sequence are reviewed for key content.
3. Clearly articulated selection criteria are established.
4. Committee members are informed of the State Adoption Process, the State Adoption List of approved textbooks and the Independent Adoption Process.
5. Teams are created to evaluate materials for content using established criteria.
6. Materials will be evaluated for their support in the development of self-respect and appreciation of cultural differences, and will reflect the diverse learning needs and abilities of students.
7. When the committee has narrowed the selection to 2 or 3 choices of materials, Committee members will canvass staff for input.
8. District Adoption Committee recommends materials to the Superintendent or designee. Superintendent will inform the School Board.
9. Plan for purchase, implementation and professional development.

Professional Development

In order to ensure effective schools by ensuring effective school personnel, the District will provide a planned, on-going professional development program for staff. An annual assessment to determine professional development needs will be conducted. The needs assessment will utilize a variety of instruments and methods to obtain input from teachers, administrators, and parents. The Instruction Department will assess immediate and long-term needs at three levels: District, building, and individual. The District will coordinate available Federal, State, local resources, and grants to meet these needs. The plan will emphasize professional development in the following areas: Textbook adoptions, CIP Goals, and District initiatives.

Research and Surveys

All research and survey requests shall be reviewed and approved by Cabinet to ensure alignment with District goals and instructional initiatives, capacity to participate, and the overall value to the District.