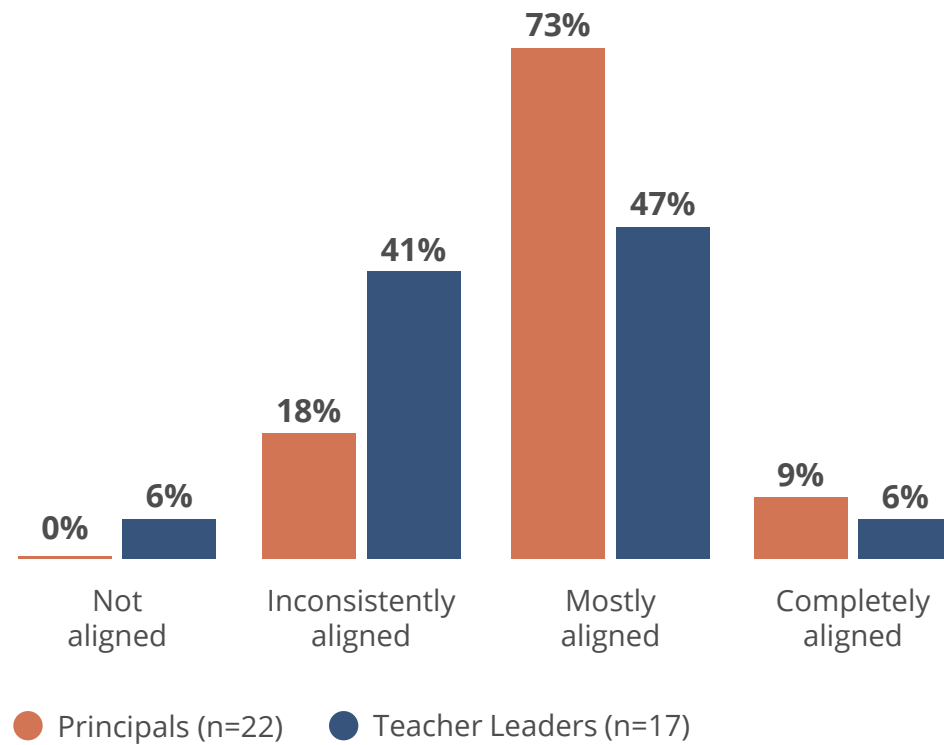


Compared to teacher leaders, principals have greater confidence in their adopted textbooks' alignment to the standards, whereas teacher leaders place more faith than principals in teacher-created materials.

For more of *The Center's CA Insights* on INSTRUCTIONAL MATERIALS, visit us at TheCenter.WestEd.org/instructional-materials.

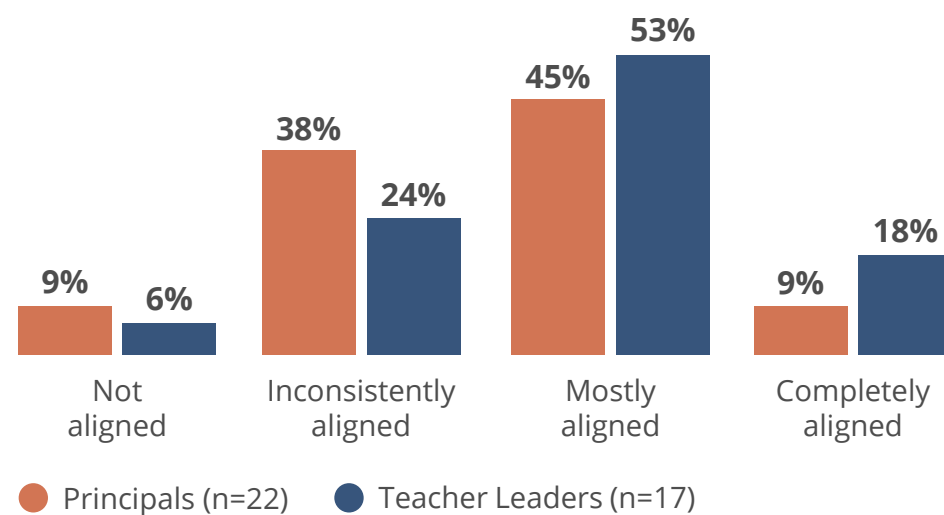
Instructional materials play an essential part in linking strong instructional practice with the knowledge and skills expectations of the California State Standards. Districts must make important decisions regarding which materials are best aligned to the rigors of the standards. In this domain, we hear from district leaders, principals, and teacher leaders on how the complex process of instructional materials adoption continues to unfold in California schools.

HOW ALIGNED ARE YOUR ADOPTED TEXTBOOKS TO THE STANDARDS AND SHIFTS?




Source: 2017 Focus Groups

HOW ALIGNED ARE YOUR TEACHER-CREATED MATERIALS TO THE STANDARDS AND SHIFTS?




Source: 2017 Focus Groups


WHAT PRINCIPALS AND TEACHER LEADERS SAY ABOUT INSTRUCTIONAL MATERIALS ALIGNMENT




"I would say [mostly aligned]. I'm only talking about math. Our district hasn't even touched English. I think adoption has been put on the shelf for a bit to see what rolls out or what plays out."
- Principal

"We were pushed to adopt a math curriculum quickly, and they didn't necessarily agree on what the greatest curriculum was. It has some good pieces, but there's definitely buyer's remorse in there."
- Teacher Leader



"A lot of my teacher-created [materials are] specifically for differentiation to supplement or extend my already aligned curriculum."
- Teacher Leader



"[Curriculum writers are] jam-packing every possible thing they can get in there to make it sell. Now, it's just about us going through and extracting. We have good stuff."
- Principal

