



Instructional Materials Review Process

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Online Instructional Materials Review Process

- In Louisiana, all districts are able to purchase instructional materials that are best for their communities.
- To support school districts in making their own local, high-quality decisions, LDOE leads online [reviews of instructional materials](#).
- Materials are evaluated by Louisiana educators who conduct reviews using the appropriate [evaluation rubric](#).
- The tiered reviews describe the degree of alignment with state content standards and are available on the [Tiered Reviews webpage](#).
- Publisher's response and [public comments](#) are included with the review.



Resources for the IMR Process

[Online Instructional Material Review webpage](#)

- Overview of our process
- Access to [policies](#), [Tiered Reviews](#), [Contract Pricing](#), and [Weekly Report](#)
- Content areas currently under review
- Public comment opportunity access
- Publisher resources

[Publisher's Guide for IMR Submission](#)

- Step-by-step submission process
- [Online Submission Form](#)



IMR Process from Submission to Publication

Phase I – Submission & Prescreening

Phase II – State Vetting & Publisher Response

Phase III – Publication

Tiered Reviews

Tier 1 Materials

- Materials exemplify quality and meet all criteria on the rubric.

Tier 2 Materials

- Materials are approaching quality. They meet the non-negotiable criteria on the rubric.

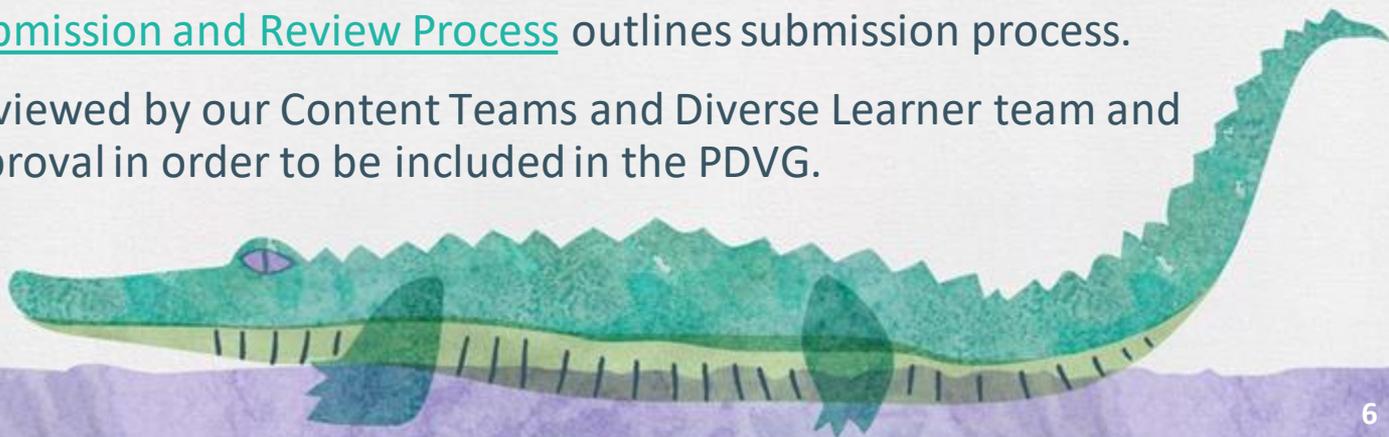
Tier 3 Materials

- Materials do not represent quality. They do not meet the non-negotiable criteria on the rubric.



Academic Content PD Vendor Guide

- Louisiana's school systems use the [Academic Content PD Vendor Guide](#) to identify vendors who provide initial and ongoing training for Tier 1 Curricula.
- The guide identifies vendors who specialize in helping districts and schools with designing and implementing a cohesive academic system that is focused on high-quality curriculum, professional development, and assessment.
- The [AC PDVG Submission and Review Process](#) outlines submission process.
- All entries are reviewed by our Content Teams and Diverse Learner team and must receive approval in order to be included in the PDVG.



IMR - Signalizing and Incentivizing Quality

The IMR process is used to signal and incentivize quality.

- Each November, the Department releases the Super App for school system planning.
- School systems select the curricula and related services they plan to purchase for the following school year.
- If Tier 1 instructional materials are selected, school systems receive state pass-through funds to purchase the materials and related services.
- Quality criteria, such as instructional shifts, priorities, and expectations, are included in the evaluation rubrics and updated each year.
- The diverse learner indicator is an example of using the IMR process as a leverage to both signal and incentivize quality. By making this indicator required, the materials cannot receive a Tier 1 rating without meeting this indicator.

Current Diverse Learner Indicator

“Support for English Learners and diverse learners is provided. Appropriate suggestions and materials are provided for supporting varying student needs at the unit and lesson level. The language in which questions and problems are posed is not an obstacle to understanding the content, and if it is, additional supports are included (e.g., alternative teacher approaches, pacing and instructional delivery options, strategies or suggestions for supporting access to text and/or content, suggestions for modifications, suggestions for vocabulary acquisition, etc.).”



Draft Revision of DL Indicator

*“Support for diverse learners, **including English Learners and students with disabilities**, is provided. Appropriate suggestions and materials are provided for supporting varying student needs at the unit and lesson level **using an accelerating learning approach**. The language in which questions and problems are posed is not an obstacle to understanding the content, and if it is, additional supports are included (e.g., alternative teacher approaches, pacing and instructional delivery options, strategies or suggestions for supporting access to text and/or content, suggestions for modifications, suggestions for vocabulary acquisition, **extension activities** etc.). **Materials include teacher guidance to help support special populations and provide the opportunities for these students to meet the expectations of the standards and enable regular progress monitoring.**”*





Thank you!

Contact LouisianaCurriculumReview@la.gov
with questions.

Visit the [LDOE's English Learners](#) webpage for
more information.
