

Considerations When Changing Materials

This resource provides guidance for those considering changing instructional materials at the end of the school year.

Deciding if there will be a change in instructional materials

Changing instructional materials from one set of aligned materials to another should be done with extreme caution. Before making a decision that will impact student learning, teachers and teaching, and the instructional system, it's critical to understand the "why" behind the desire to change. What is the root cause of the desire for change? Are the challenges actually with the instructional materials? Or something else?

Materials Support Considerations

Start by analyzing the challenges you have with your current materials. Begin by reflecting on Phase I and II to help you narrow the challenge. Oftentimes, the place to change is around how we support materials versus the materials themselves. To consider:

- Was the materials selection process transparent? Did all stakeholders engage in the process, creating ownership?
- Has capacity been built for all educators to support the materials implementation? Teachers? Administrators? Classified staff?
- Is there a clearly articulated plan for how materials are to be used?
- How is the implementation plan communicated and how is that communication received?
- See the [Solutions to Common Challenges](#) document and [Reflective Implementation Checklist](#) to support this process.

Student Experience Considerations

- How would a change in instructional materials impact student learning?
- How would a change in instructional materials impact students' K-12 math or literacy experience?
- How would a change in instructional materials impact coherence of the student math experience? What about knowledge building in literacy?

See the [End-of-Year Stepback Guidance and Materials](#) document for additional considerations.