MATHEMATICS

Instructional Materials Selection Guidance

KANSAS STATE DEPARTMENT OF EDUCATION

Kansas leads the world in the success of each student.

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Introduction

Selecting instructional materials is one of the most critical decisions a district will make. Finding instructional materials that are aligned to the Kansas Curricular Standards and that meet the needs of your district can be overwhelming, particularly when examining a crowded marketplace. This guide aims to help teachers and administrators feel confident that their choices will positively impact students' academic experiences and achievement. **The Kansas Department of Education (KSDE) believes that both the materials and the process used to select those materials matter.**

KSDE believes that:

- The selection and implementation of high-quality instructional materials, supported by ongoing professional learning, is a transformative school improvement measure.
- Decisions regarding curriculum and instructional materials should be made at the local level, with support and resources provided by the KSDE. These decisions should prioritize the expertise of educators while incorporating the perspectives of students, families, and the community.
- Instructional materials should be aligned to the Kansas Curricular Standards, attend to the vision for Quality Instruction, and be based on research.

KSDE recommends the selection process occur across three phases:



The guidance below is designed to assist districts with prioritizing time while maximizing choice and flexibility. While the guidelines and actions are not exhaustive, they can be customized to address local needs as your district moves through the stages of selecting, adopting, and implementing high-quality instructional materials. The actions include links to tools and resources that offer additional support to ensure the materials selection process is thoughtfully planned, transparent, and well-documented.

For content-specific guidance, see the KSDE Instructional Materials Selection Guidance for ELA, Math, Science, or Social Studies.

Phase 1: Plan

1.1 Determine your process.

Develop guidelines for the selection process and create a selection committee.

Actions:

- Develop a theory of action for the selection process; be prepared to articulate the purpose[1] and goals for the new materials.
- Define the parameters of your selection process (e.g., budget, timing, decision-making, process, policy, technology needs, class schedule restraints, etc.).
    - Determine if there are district, state, or federal policies or requirements that need to be considered (e.g., RFP procedures, procurement requirements, etc.).
    - Think ahead to materials implementation to determine professional learning needs that might influence selection. For example, consider internal capacity vs. need for professional learning from a publisher, as well as potential costs of implementation support from publishers.
- Create a timeline[2] from selection to launch.
- Assemble a selection committee, ensuring that the committee includes student, teacher, leader, and family/caregiver voice.
    - Since coherence across grade levels is critical for math, the KSDE recommends convening a math team that is both horizontal (including teachers of the grade in question) and vertical (including teachers of grades above and below).
- Determine and communicate how you will make a final decision[3] (e.g., single-decision-maker, committee voting committee/stakeholders, or consensus[4]).

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[1] Instruction Partners. (2019). *Key Messages for Maintaining High Expectations for Students*. Curriculum Support Guide. https://curriculumsupport.instructionpartners.org/wp-content/uploads/2019/04/Key-Messages-for-Maintaining-High-Expectations-for-Students.pdf

[2] Instruction Partners. (2019). *Selection Timelines*. Curriculum Support Guide. https://curriculumsupport.instructionpartners.org/wp-content/uploads/2019/02/Selection-Timelines.pdf

[3] EdReports.org. (2020, April 1). *Making Your Decision: A Resource to Support Your Materials Adoption Process*. EdReports. https://edreports.org/resources/article/making-your-decision-a-resource-to-support-your-materials-adoption-process

[4] Cox, D. (2018, June 14). *5 Keys to Successful Consensus When Selecting New Curricula*. EdReports. https://www.edreports.org/resources/article/5-keys-to-successful-consensus-when-selecting-new-curricula

1.2 Develop your lens.

Establish criteria for new instructional materials, grounded in an instructional vision for the content area.

Actions:

- Refer to your district-level instructional vision for math to guide your process. This vision describes what high-quality teaching and learning looks like in math, including alignment to the Kansas Curricular Standards for Math and the NCTM Effective Teaching Practices[5].
    - If your district has not developed an instructional vision for math, leverage the ***KSDE Vision for Quality Instruction in Mathematics.***.
- Use a variety of data points (e.g. assessment data such as KAP and IXL, classroom observation data, perception data, etc.) to analyze the current state of math instruction compared to the vision.
- Use your instructional vision and analysis of your district's starting point for key levers, including educator experience, support and collaboration, to determine if there are additional review criteria that should inform the selection of instructional materials.
    - Determine if learning gaps exist across student groups (students with disabilities, multilingual learners, students of color, students experiencing poverty, etc.) and decide if access to specific supports should be prioritized in new instructional materials.

[5] National Council of Teachers of Mathematics. (2014). *Effective Mathematics Teaching Practices.* https://www.nctm.org/Conferences-and-Professional-Development/Principles-to-Actions-Toolkit/Resources/7-EffectiveMathematicsTeachingPractices/

1.3 Build skill.

Build the capacity of stakeholders and selection committee members so they have the expertise to engage in the selection process.

Actions:

- Provide professional learning for the selection committee to create a shared understanding of the importance of high-quality instructional materials (HQIMs), content-specific characteristics of HQIMs (the "lens", or review criteria, determined in the previous step of this guide), and how HQIMs support the instructional vision.
    - Note: For a math selection committee, this development should incorporate resources related to standards alignment, including the ***Kansas Math Standards Guidance Document***[6]; ***coherence, focus, & progression documents***; and ***flip books***.
    - Consider leveraging additional resources for professional learning from NCTM Principles to Actions[7].

- Consider how stakeholders *beyond* the selection committee will understand why new instructional materials are being selected, including the timeline from selection to launch.
    - Provide learning experiences that help stakeholders develop a shared understanding of the instructional shifts, the instructional vision, and evidence-based practices within the content area being selected.

[6] KSDE. *Kansas Math Standards Guidance Document.* https://docs.google.com/spreadsheets/d/1TbrV25jszaalxt3MSpLj_qgoqR74aOxTUwL5O-d-x60/edit?gid=83082156#gid=83082156

[7] National Council of Teachers of Mathematics. (2014). *Principles to Actions: Ensuring Mathematical Success for All*. https://www.nctm.org/PtA/

Phase 2: Study

2.1 Know and narrow your choices.

Identify a short list of instructional materials that will be deeply evaluated for alignment to the instructional vision.

Actions:

- Review relevant state policy (if applicable) and this guidance prior to selection of new instructional materials.
- Learn about instructional materials available for the content area being selected.
    - For additional content-specific insight, contact the ***KSDE Program Manager*** to learn more about high-quality instructional materials for math.
    - Consider contacting similar sized districts to gather information about the instructional materials they are using.
- Establish a set of questions that the selection committee can use to narrow your district's initial list of materials to consider. As the first "filter", these questions should align with the parameters and instructional vision identified in Phase 1. Suggestions for math:
    - Quality of Tasks: Do the materials include engaging, high-quality tasks that promote problem-solving, critical thinking, and discourse? Are students provided opportunities to engage in meaningful, real-world applications?
    - Assessment Variety: Do the materials include a variety of formative assessments to identify students' prerequisite skills and inform instructional adjustments?
    - Resource Accessibility: What delivery formats does the publisher offer (e.g., digital platforms, hard copies)? Which options better support our district's vision for access to mathematics resources? Are there consumables required, and how sustainable is that for our district's needs?
    - Support for Discourse: Do the materials promote mathematical discourse to support all students, including multilingual learners?
    - Balance of Procedural and Conceptual: Do the materials strike an appropriate balance between procedural fluency, conceptual understanding, and application? Are lessons sequenced and scaffolded to build both foundational skills and higher-order thinking?
    - Fluency and Practice: Do the materials include fluency components that help students develop automaticity in key skills while connecting to broader mathematical concepts?
    - Relevance: How well do the materials address equity in mathematics instruction and reflect the lived experiences of students in our district?
    - Instructional Approach & Support: How similar or different is this curriculum from the district's current method of teaching math? Does the publisher provide adequate training to build capacity in our teachers if we are adjusting our approach?

- Apply your district lens via the "filter" questions to decide which instructional materials (between 2-4) you will study more deeply.
    - Leverage information from independent reviews of instructional materials (e.g., EdReports.org, Louisiana Believes[8], etc.) to compare materials' features, alignment, or key anecdotal insights.
    - For additional guidance on leveraging EdReports, see the resource ***Using Third-Party Reviews in the Materials Selection Process for Math*** at the end of this document.

2.2 Investigate the materials.

Study the 2-4 sets of high-quality instructional materials selected.

Actions:

- Establish a structure and process[9] that enables selection committee members to deeply study each set of materials.
    - Before your investigation of the materials, identify (1) what you want to learn about each set of materials, (2) which stakeholders should provide feedback, and (3) who will be engaged in the investigation.
- Determine your approach to investigating the materials. For example, will you investigate the materials using a book study, a field test or pilot[10], PLC or grade-level review, or through a publisher presentation? Or will you use some combination of the four?
    - Note: KSDE recommends using a combination of the approaches above. If a publisher presentation is included, it should be done *after* selection committee members have done their own independent investigation.
- Determine what kind of professional learning may be needed for the selection committee or field test/pilot teachers as they investigate the materials.
- Request samples of the materials and alignment documentation to the Kansas Curricular Standards from publishers, and set up presentations (if needed).
    - Use publisher-provided standards alignment documentation alongside third-party reviews (where available) and KSDE non-negotiables to study each set of materials. See: ***Using Third-Party Reviews in the Materials Selection Process for Math***
    - Use time with publishers to have them answer questions from the selection committee that specifically address local priorities and context as well as any strengths and gaps identified by the selection committee.
- Use the data gathered in this step to further narrow the list of prospective instructional materials, if possible.
    - Determine if there is a need for additional feedback from the field test/pilot teachers or follow-ups with the publishers.

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[8] Louisiana Department of Education. *Curricular Resources Annotated Reviews*. Louisiana Believes. https://doe.louisiana.gov/school-system-leaders/instructional-materials-reviews/curricular-resources- annotated-reviews

[9] EdReports.org. (2020, April 1). *4 Ways to Investigate Instructional Materials Under Consideration*. EdReports. https://www.edreports.org/resources/article/4-ways-to-investigate-instructional-materials-under-consideration

[10] EdReports.org. (2020, April 1). *Lessons from the Field: Best Practices for Piloting Curriculum*. EdReports. https://www.edreports.org/resources/article/lessons-from-the-field-best-practices-for-piloting-curriculum

Phase 3: Act

3.1 Make a decision.

Make a final selection, develop a communications plan, and create a strategy for getting materials in educators' hands.

Actions:

- Review the evidence collected throughout your investigation. In this review:
    - Compare the strengths and gaps of each option,
    - Analyze the feedback from stakeholders, including the field test or pilot teachers,
    - Assess the work needed to successfully implement each option and consider the implications of that on other initiatives and staff capacity, and
    - Consider the materials-based professional learning that may be necessary to implement the new instructional materials.
- Use your decision-making process to make a final selection.
- Communicate the decision, implications, and next steps to all stakeholders.
- Plan for the procurement and distribution of materials.

3.2 Plan for Implementation.

Develop an implementation strategy that prepares and supports teachers and leaders to implement the materials.

Actions:

- Develop a materials-based professional learning strategy, starting with how teachers and leaders will "get to know" the materials through sustained professional learning that centers how teachers will learn to use the new instructional materials.
- Communicate the plans for short- and long- term professional learning that support implementation of the new instructional materials (e.g., teacher and leader professional learning, adjustments to the district's assessments or evaluation tools, classroom observation tools, or progress monitoring methods).
    - Consider how teachers new to the district and/or new to the profession will be trained on materials in subsequent years or even a few months into the first year of implementation.
- Use the ***KSDE Instructional Materials Implementation Guidance*** to develop and execute a thorough plan for sustained implementation.

Using Third-Party Reviews

Since 2016, the review of instructional materials by third party organizations has played an important role in improving the alignment and quality of instructional materials to college and career-ready standards. As of 2023, EdReports (https://edreports.org/), an independent nonprofit organization, has reviewed approximately 97% of the known comprehensive K–12 ELA and mathematics materials market and a significant proportion of the K–8 science market.[11] With a focus on standards-alignment, the instructional shifts[12], and other important components like usability, the published reports provide information that empowers districts to identify high-quality instructional materials that prepare all students for college and career.

The review criteria for math developed by EdReports highlights indicators of quality, including:

- Focus and Coherence,
- Rigor and Mathematical Practices, and
- Instructional Supports and Usability.

The Kansas Mathematics Standards emphasize *focus*, *coherence*, and *rigor*. As such, the **EdReports Reviews and Evidence Guides provide a strong starting point for Kansas districts to use as a part of their standards-aligned instructional materials selection process**. Since EdReports is a national organization that uses the Common Core Standards for its reviews, there may be some aspects of the Kansas state standards that do not align or are not reflected in an EdReports review. Even so, Kansas districts can confidently utilize information from EdReports reviews as part of their selection process.

If you're interested in additional insights, several third-party organizations offer comprehensive reviews of mathematics materials using criteria similar to those of EdReports, including: Louisiana Believes and Massachusetts CURATE.

Note that before diving deeply into third-party materials reviews, your district should have already defined and applied its instructional vision along with other contextual data to identify 2-4 materials to study in greater depth. (See the steps "Develop your lens" and "Know and narrow your choices" in the Instructional Materials Selection Guidance.)

[11] EdReports.org. (2024, October 29). *State of the Instructional Materials Market 2023*. EdReports. https://edreports.org/resources/article/state-of-the-instructional-materials-market-2023

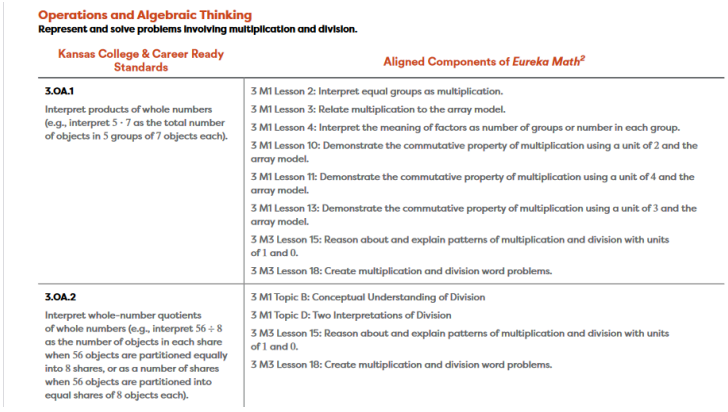
[12] Student Achievement Partners. *The Shifts*. Achieve the Core. https://achievethecore.org/category/419/the-shifts

Considerations

When seeking to understand the alignment of instructional materials to the Kansas Mathematics Standards, consider the following:

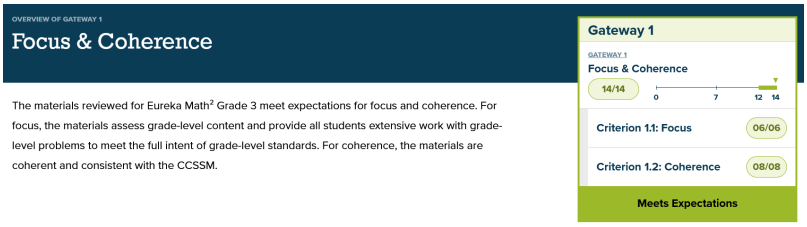
- ✔ **Request that the publisher provide alignment documentation to the Kansas Mathematics Standards.** In most cases, publishers will be able to provide their own documentation aligning their materials to Kansas standards. *However*, it is important for districts to do their own alignment check as well.
    - Note: A lack of a documented alignment resource between a publisher's materials and the Kansas Mathematics Standards, or an unwillingness to create one, could be a red flag.

- ✔ **Use the publisher-provided alignment documentation, along with the EdReports Reviews, as information in your instructional materials selection process.**
    - EdReports offers an explanation of the review criteria for math[13] in grades K-8 and 9-12. The criteria guide the EdReports review process, and the evidence associated with the criteria are included in the final reviews.
    - For example, documentation provided by the publisher Great Minds illustrates the alignment of their curriculum Eureka Math^2 (2021) to Kansas standards: Grade 3 | Kansas Mathematics Standards Correlation to Eureka Math^2 [14].



Operations and Algebraic Thinking
Represent and solve problems involving multiplication and division.

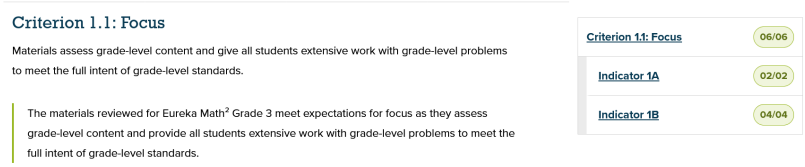
Kansas College & Career Ready Standards	Aligned Components of *Eureka Math²*
3.OA.1 Interpret products of whole numbers (e.g., interpret 5 × 7 as the total number of objects in 5 groups of 7 objects each).	3 M1 Lesson 2: Interpret equal groups as multiplication. 3 M1 Lesson 3: Relate multiplication to the array model. 3 M1 Lesson 4: Interpret the meaning of factors as number of groups or number in each group. 3 M1 Lesson 10: Demonstrate the commutative property of multiplication using a unit of 2 and the array model. 3 M1 Lesson 11: Demonstrate the commutative property of multiplication using a unit of 4 and the array model. 3 M1 Lesson 13: Demonstrate the commutative property of multiplication using a unit of 3 and the array model. 3 M3 Lesson 15: Reason about and explain patterns of multiplication and division with units of 1 and 0. 3 M3 Lesson 18: Create multiplication and division word problems.
3.OA.2 Interpret whole-number quotients of whole numbers (e.g., interpret 56 ÷ 8 as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each).	3 M1 Topic B: Conceptual Understanding of Division 3 M1 Topic D: Two Interpretations of Division 3 M3 Lesson 15: Reason about and explain patterns of multiplication and division with units of 1 and 0. 3 M3 Lesson 18: Create multiplication and division word problems.



OVERVIEW OF GATEWAY 1
Focus & Coherence

The materials reviewed for Eureka Math² Grade 3 meet expectations for focus and coherence. For focus, the materials assess grade-level content and provide all students extensive work with grade-level problems to meet the full intent of grade-level standards. For coherence, the materials are coherent and consistent with the CCSSM.

Gateway 1
GATEWAY 1
Focus & Coherence
14/14 (0, 7, 12, 14)
Criterion 1.1: Focus 06/06
Criterion 1.2: Coherence 08/08
Meets Expectations



Criterion 1.1: Focus

Materials assess grade-level content and give all students extensive work with grade-level problems to meet the full intent of grade-level standards.

The materials reviewed for Eureka Math² Grade 3 meet expectations for focus as they assess grade-level content and provide all students extensive work with grade-level problems to meet the full intent of grade-level standards.

Criterion 1.1: Focus 06/06
Indicator 1A 02/02
Indicator 1B 04/04

    - In addition to the publisher-provided standards alignment, EdReports provides evidence of the quality of Eureka Math^2 for focus, coherence, rigor, and the inclusion of mathematical practices: Eureka Math^2 2021 Report for 3rd Grade[15].

[13] EdReports.org. *About Math Reports and Review Tools*. https://edreports.org/process/review-tools/math
[14] Great Minds. (2022). Grade 3: *Kansas College & Career Ready Standards Correlation to Eureka Math^2*. https://greatminds.org/hubfs/2022%20Alignment%20Studies/Eureka%20Math2/Kansas/EM2KS23_SALG3_ID3108_WCAG21.pdf
[15] EdReports.org. *Eureka Math^2 (2021): Report for 3rd Grade.* https://edreports.org/reports/detail/eureka-math2-2021/third-grade

- ✔ **Reviewing the alignment of instructional materials to Kansas Mathematics Standards may not be enough.** A publisher may be able to provide documentation of the *alignment to the standards*, but EdReports highlights *differences in quality*.
    - For example, although instructional materials may be aligned to 3rd grade standards, the EdReports review reveals they do not devote a large majority of class time to the major work of the grade (Criterion 1.2: Coherence). This signals that districts adopting those materials would need to devote time to establishing the major work of the grade and adjusting materials accordingly. On the other hand, if districts adopt higher-quality materials that have accounted for this already, their efforts could be devoted to instructional practices and internalization.
    - Note: When considering multiple sets of instructional resources that "Meet Expectations" by EdReports (i.e. rated "green"), the detailed evidence guides can help your district determine which materials may be best for your students based on your district's vision for mathematics instruction and Kansas Mathematics Standards, and the instructional shifts.

- ✔ **Standards-aligned *materials* may not always translate to standards-aligned, grade level classroom *instruction*.** Standards alignment is a prerequisite for quality instruction; even so, additional supports are needed to ensure the materials are implemented as intended*, leading to* quality instruction.
    - Use the Instructional Materials Implementation Guidance for Mathematics to clarify the roles and responsibilities of district leaders, school leaders, and teachers throughout the implementation process.
    - In addition to observation tools and/or protocols provided by the publisher, leverage the content-specific observation tools made available by the KSDE.

Alignment of Criteria

The table below aligns the EdReports review criteria for ELA with components of ***Kansas' Vision for Quality Instruction in Mathematics***. The number associated with each indicator aligns with one of three gateways that make up EdReports' evaluative process:

- Gateway 1: Focus and Coherence (Indicators 1a-1g)
- Gateway 2: Rigor and Mathematical Practices (Indicators 2a-2i)
- Gateway 3: Usability (Indicators 3a-3z)
    - Note that Gateway 3: Usability is not included in the alignment table below because it focuses on teacher supports, assessments, student supports, and intentional design.

KSDE Vision Component	EdReports Indicators
Focus & Coherence *Students* experience focused and intentional math instruction rather than covering extensive content at a surface level.	*Grades K-8* ● 1a. Materials assess the grade-level content and, if applicable, content from earlier grades. ● 1b. Materials give all students extensive work with grade-level problems to meet the full intent of grade-level standards ● 1c. When implemented as designed, the majority of the materials address the major clusters of each grade. ● 1d. Supporting content enhances focus and coherence simultaneously by engaging students in the major work of the grade. ● 1e. Materials include problems and activities that serve to connect two or more clusters in a domain or two or more domains in a grade. ● 1f. Content from future grades is identified and related to grade-level work, and materials relate grade-level concepts explicitly to prior knowledge from earlier grades. ● 1g. In order to foster coherence between grades, materials can be completed within a regular school year with little to no modification. *Grades 9-12* ● 1a. Materials focus on the high school standards. ● 1b. Materials provide students with opportunities to work with all high school standards and do not distract students with prerequisite or additional topics. ● 1c. Materials require students to engage in mathematics at a level of sophistication appropriate to high school. ● 1d. Materials are mathematically coherent and make meaningful connections in a single course and throughout the series, where appropriate and where required by the Standards ● 1e. Materials explicitly identify and build on knowledge from Grades 6-8 to the High School Standards.

KSDE Vision Component	EdReports Indicators
Rigor: Conceptual Understanding *Students* make connections among mathematical representations to deepen their understanding of key concepts. They access and use concepts and procedures as tools for problem-solving, including tackling novel problems with multiple solutions.	● *(K-8)* 2a. Materials develop conceptual understanding of key mathematical concepts, especially where called for in specific content standards or cluster headings. o *(9-12)* 2a. Attention to Conceptual Understanding: Materials support the intentional development of students' conceptual understanding of key mathematical concepts, especially where called for in specific content standards or clusters. ● *(K-8)* 2d. The three aspects of rigor [conceptual, procedural, application] are not always treated together and are not always treated separately. There is a balance of the three aspects of rigor within the grade. o *(9-12)* 2d. Balance: The three aspects of rigor [conceptual, procedural, application] are not always treated together and are not always treated separately. The three aspects are balanced with respect to the standards being addressed.
Rigor: Procedural Fluency *Students* are able to apply procedures increasingly efficiently, flexibly, and accurately over time. With support, they are able to connect concepts to procedures, understanding *why* a procedure makes sense (or doesn't) and as a result are able to transfer procedures to different contexts.	● *(K-8)* 2b. Materials give attention throughout the year to individual standards that set an expectation for procedural skill and fluency. o *(9-12)* 2b. Attention to Procedural Skill and Fluency: Materials support intentional opportunities for students to develop procedural skills and fluencies, especially where called for in specific content standards or clusters. ● *(K-8)* 2d. The three aspects of rigor [conceptual, procedural, application] are not always treated together and are not always treated separately. There is a balance of the three aspects of rigor within the grade. o *(9-12)* 2d. Balance: The three aspects of rigor are not always treated together and are not always treated separately. The three aspects are balanced with respect to the standards being addressed.

KSDE Vision Component	EdReports Indicators
Rigor: Application *Students* discuss and solve tasks that have multiple entry points and solutions and promote reasoning and problem-solving. They make sense of increasingly complex problems and explain or justify their solutions using precise language.	● *(K-8)* 2c. Materials are designed so that teachers and students spend sufficient time working with engaging applications of the mathematics. o *(9-12)* 2c. Attention to Applications: Materials support the intentional development of students' ability to utilize mathematical concepts and skills in engaging applications, especially where called for in specific content standards or clusters. ● *(K-8)* 2d. The three aspects of rigor [conceptual, procedural, application] are not always treated together and are not always treated separately. There is a balance of the three aspects of rigor within the grade. o *(9-12)* 2d. Balance: The three aspects of rigor are not always treated together and are not always treated separately. The three aspects are balanced with respect to the standards being addressed. *All indicators related to Mathematical Practices (MP) identified in the row below ("Productive Struggle") also align to "Rigor: Application". For additional details on the Standards for Mathematical Practice, see pages 9-11 of the Kansas Mathematics Standards.*
Productive Struggle *Students* use mathematical practices to persevere through difficulty. They use available tools strategically to help them solve problems, engage in meaningful mathematical discourse and critique the reasoning of others to deepen understanding of mathematical ideas.	*Grades K-8* ● 2e. Materials support the intentional development of MP1: Make sense of problems and persevere in solving them; and MP2: Reason abstractly and quantitatively, for students, in connection to the grade-level content standards, as expected by the mathematical practice standards. ● 2f. Materials support the intentional development of MP3: Construct viable arguments and critique the reasoning of others, for students, in connection to the grade-level content standards, as expected by the mathematical practice standards. ● 2g. Materials support the intentional development of MP4: Model with mathematics; and MP5: Choose tools strategically, for students, in connection to the grade-level content standards, as expected by the mathematical practice standards. ● 2h. Materials attend to the intentional development of MP6: Attend to precision; and attend to the specialized language of mathematics for students, in connection to the grade-level content standards, as expected by the mathematical practice standards. ● 2i. Materials support the intentional development of MP7: Look for and make use of structure; and MP8: Look for and express regularity in repeated reasoning, for students, in connection to the grade-level content standards, as expected by the mathematical practice standards.

KSDE Vision Component	EdReports Indicators
Productive Struggle (continued)	*Grades 9-12* • 2e. Materials support the intentional development of overarching, mathematical practices (MPs 1 and 6), in connection to the high school content standards, as required by the mathematical practice standards. • 2f. Materials support the intentional development of reasoning and explaining (MPs 2 and 3), in connection to the high school content standards, as required by the mathematical practice standards. • 2g. Materials support the intentional development of modeling and using tools (MPs 4 and 5), in connection to the high school content standards, as required by the mathematical practice standards. • 2h. Materials support the intentional development of seeing structure and generalizing (MPs 7 and 8), in connection to the high school content standards, as required by the mathematical practice standards.

At a Glance

Using Third-Party Reviews in the Materials Selection Process

☐ **Develop an intentional selection process**. For additional support with planning a selection process, see the Instructional Materials Selection Guidance for Math.

☐ **Request standards alignment documentation from publishers** of a short list of materials that will be deeply evaluated by the selection committee.

☐ **Use publisher-provided alignment documentation alongside EdReports Reviews and KSDE non-negotiables** to study each set of materials.

☐ **Set up time with publishers to ask questions** about any alignment gaps and request samples of materials, if needed.

☐ **Plan to implement selected materials** in a way that translates meaningfully into quality instruction. For additional support, see the Instructional Materials Implementation Guidance..

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MISSION

To prepare Kansas students for lifelong success through rigorous, quality academic instruction, career training and character development according to each student's gifts and talents.

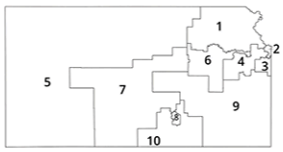
VISION

Kansas leads the world in the success of each student.

MOTTO

Kansans Can

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Topeka, Kansas 66612-1212
(785) 296-3203
www.ksde.gov/board



SUCCESS DEFINED

A successful Kansas high school graduate has the

- Academic preparation,
- Cognitive preparation,
- Technical skills,
- Employability skills and
- Civic engagement

to be successful in postsecondary education, in the attainment of an industry recognized certification or in the workforce, without the need for remediation.

OUTCOMES

- Social-emotional growth
- Kindergarten readiness
- Individual Plan of Study
- Civic engagement
- Academically prepared for postsecondary
- High school graduation
- Postsecondary success

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Jan. 25, 2025

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