

Selection Team Process and Team Member Criteria

This resource shares the purpose and composition of the Selection Team and Review Committee. It outlines processes, competencies, and application considerations for assembling the teams.

Selection Team Leader			
Manages the overall review and selection of materials, including management and coordination of the Selection Team and Review Committee			
Selection Team		Review Committee	
<p><i>Purpose:</i> Responsible for designing and managing the selection process, including review of materials</p>	<p><i>Who:</i> Small group (up to 12) representing wide variety of stakeholders</p>	<p><i>Purpose:</i> Conducts a review of the materials and provides input/recommendation to the Selection Team</p>	<p><i>Who:</i> Broad group of stakeholders and users, including members of the Selection Team</p>

The size of each of these groups will likely vary by the size of the district and number of grades that will use the new materials. For the Selection Team, it should be relatively small in order to facilitate planning, coordination, and decision-making. The Review Committee may be much larger and is a great opportunity to involve many stakeholders and users of the materials.

Composition of the Selection Team and Review Committee

Both the Selection Team and Review Committee should have a variety of representatives from different stakeholder groups.

- Teacher engagement and membership is a must-have. Both research and interviews with early implementers showed that having teachers involved as early as possible helps create broad buy-in for teachers across the district. Teachers bring a pragmatic, on-the-ground perspective when looking at materials, and their early input can prevent the selection of materials that look great on paper, but don't work in classrooms.
- Both teams should include teachers, instructional coaches, assistant principals, principals, district leaders, and representation from any other instructional roles that are common in the district. Educators that work closely with diverse student needs will bring critical perspectives to the process.

- The Review Committee should have at least one teacher and leader from each school in the system that will use the new curriculum. Teachers will want to know how the review process is going and having someone at their school they can talk to about it will help them feel connected to the process.
- Ideally, there is a teacher from each of the grade levels that will use the materials. This is especially important if you're adopting for a wide range of grade levels, like K-6. What works in 3rd grade may not work in Kindergarten, for example, and having teacher-level perspective can make sure you choose materials that work for everyone.

Sample Criteria and Questions for an Application or Nomination Form

Districts should choose application questions that align with the candidate criteria they listed in their Curriculum Selection Plan. The table below provides sample questions by category that can be used to create an application or nomination form.

Criteria	Sample Fields/Questions
<p>Personal Information</p>	<ul style="list-style-type: none"> ▪ Name ▪ Which school do you work? ▪ What position do you currently hold? (teacher, principal, coach) ▪ Years of experience
<p>Excited about the potential of a new curriculum to support teachers and students</p>	<ul style="list-style-type: none"> ▪ Why do you want to serve on the Selection Team/ Review Committee?
<p>Possesses deep knowledge of standards</p>	<ul style="list-style-type: none"> ▪ Choose an academic standard for your grade level that represents the major work of the grade. Then, create an assessment for that standard. Copy the assessment into this form. ▪ Choose an academic standard for your grade level. Then, describe a lesson that would teach that standard.
<p>Demonstrates effectiveness as a teacher or leader</p>	<ul style="list-style-type: none"> ▪ What does rigorous instruction look like in your grade level? ▪ Describe a lesson that embodies that vision.

Communicates well with others	<ul style="list-style-type: none"> ▪ Tell us about a time when you had to work with a team of educators on a task. How did you communicate with one another? ▪ <i>The overall writing in the application can serve as evidence of the candidate's communication ability.</i>
Collaborates well with others	<ul style="list-style-type: none"> ▪ Tell us about a time when you had to collaborate with others. What was the task? How did you work together with your team?
Able to synthesize large amounts of information	<ul style="list-style-type: none"> ▪ Tell us about a time when you had to process a lot of information at once. What did you do?
Makes decisions strategically	<ul style="list-style-type: none"> ▪ Tell us about a time when you had to make a difficult decision. What variables did you consider? How did you know you were making the right decision?
Organized; meets deadlines	<ul style="list-style-type: none"> ▪ How do you stay organized? ▪ Tell us about a time when you had to meet a deadline. What did you do to ensure you completed the task on time?

Creating the Selection Team and the Review Committee

There are multiple options for how to create the Selection Team and the Review Committee. There are different processes, each with their own benefits and trade-offs, to consider.

Processes	Benefits	Trade-offs
Open application process	An open application process is the most democratic way of selecting a committee as anyone can choose to apply. Because potential members choose to apply, they are likely to be enthusiastic about the opportunity. Commitment to the process will likely be high. An open application process	Application materials need to be created, distributed, and reviewed. Clear and consistent methods for evaluating applicants are needed. This method requires time and organization.

	encourages teachers to be proactive in their own development as teacher leaders.	
Nomination process	A nomination process is an efficient way to get diverse recommendations. A nomination process can encourage educators to recognize the great work of their colleagues and help ensure some aspects of diversity of perspective (i.e. school) are accounted for on the front end.	Educators who are interested in serving on the committee are dependent on someone nominating them. Educators who are less well-known or newer in their school(s) or district may be less likely to get nominated. Special attention needs to be paid to ensure a diversity of perspectives are represented by those nominated and how nominations will be reviewed and approved/selected.
Appointed membership	Appointment to the committee by district leaders is the most efficient method of selecting a committee. It helps ensure diversity from the beginning (as long as diversity goals have been clearly articulated). Minimal process or paperwork is needed.	Educators can feel left out of the process. Educators who are less well-known in their schools or district may be less likely to be appointed. There may be less investment in the process by those appointed to the team than if they had opted in themselves.

Questions to Consider:

- How much time do we have to invest in the process for naming the Selection Team and Review Committee?
- How will we ensure diversity of perspective through the selection process?
- How will we communicate about the opportunity for the Selection Team and Review Committee based on our selection process?
- Which process is best for us and how will we plan to minimize the trade-offs?