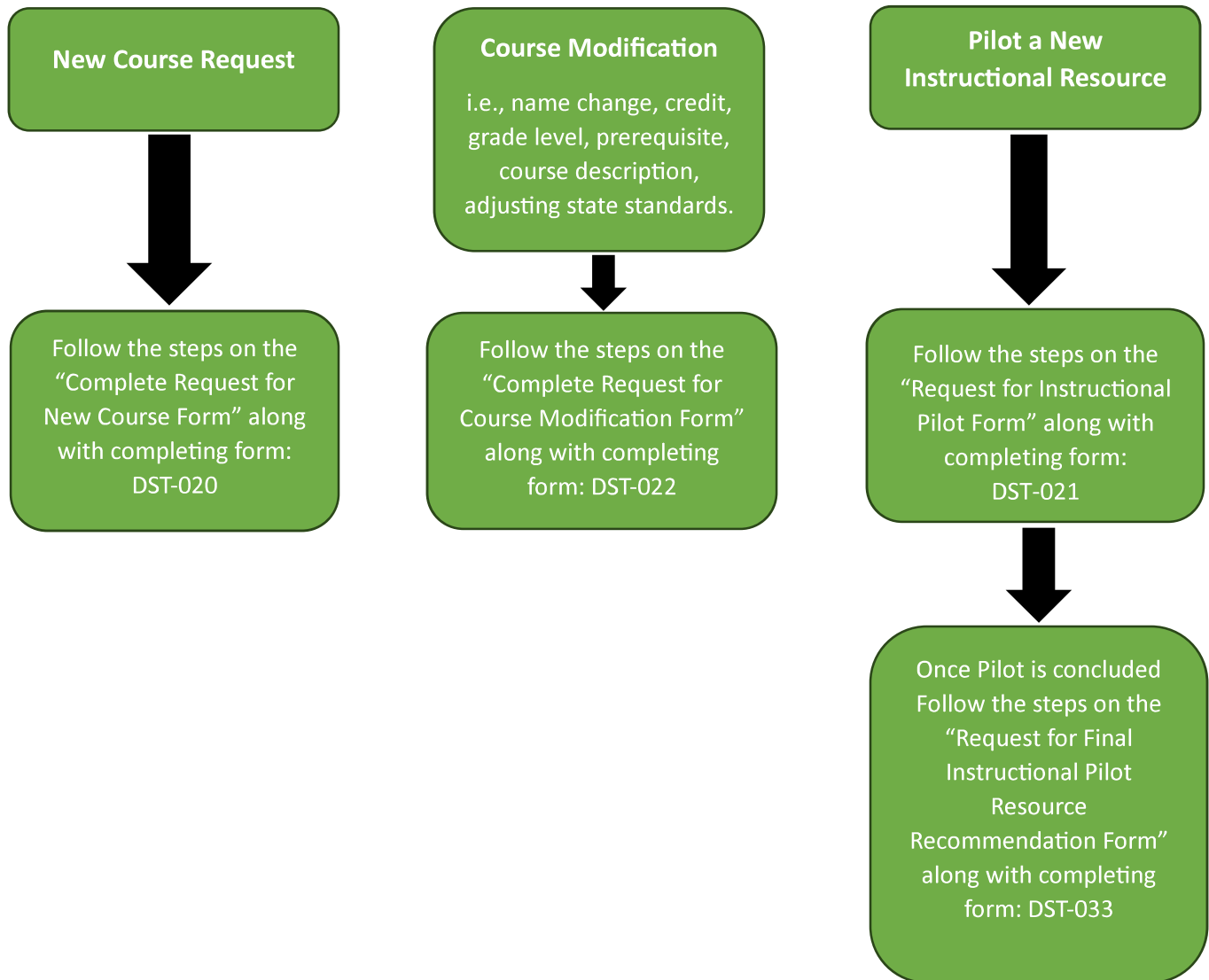




## GUIDE TO CHOOSING THE CORRECT FORMS AND PROCEDURES FOR CURRICULUM

What are you looking to do?



Before completing any form, discussions must be held with your building administrator, department, and all pertinent district department chairs at all levels.

All forms being completed for the Special Education Program must be forwarded to the Special Education Director.



## Steps to Complete Request for Final Instructional Pilot Resource Recommendation Form: DST-033

1. Please consult with your District Department Chairperson to determine whether this form is applicable, and the pilot has been approved.
2. Access the Staff Portal for Request for Final Instructional Pilot Resource Recommendation Form – DST-033
3. Complete the form with appropriate information requested:
  - a. When selecting a primary instructional material, the pilot committee must compare at least 3 different resources if available. Individual teacher supplemental resources do not need District approval when District funds are not being used.
  - b. Fill out form DST-033 for each resource being studied.

- Primary instructional materials (textbooks, software, databases, etc.) are those materials that are expected to be used consistently in classrooms.
- Supplemental instructional materials are those materials that are selected by individual teachers to enhance foundational materials.

4. Author sends completed Request for Final Instructional Pilot Resource Recommendation Form to the Administrative Assistant to Teaching and Learning. The Administrative Assistant to Teaching and Learning will distribute to all administrators and teachers for their review. Any comments should be directed to the District Department Chair within 3 school days.
5. Once discussed and approved at the building level, the request is sent to the Assistant Superintendent of Teaching and Learning.
6. Assistant Superintendent will bring to District Department Chair Council (DDCC). Person requesting pilot (or designee) will present at DDCC meeting. DDCC will discuss and vote.
7. Pilot request will go to the Teaching and Learning Board of Education sub-committee for recommendation for approval.
8. Assistant Superintendent will take to the Board of Education for formal Board approval of the final instructional pilot resource to be purchased for classroom use. Pilot team may be asked to present to the Board of Education.
9. Timeline for the forms to be completed and submitted:
  - a. High School – November CRC meeting
  - b. Middle School – November
  - c. Elementary - Does not pertain



# REQUEST FOR FINAL INSTRUCTIONAL PILOT RESOURCE RECOMMENDATION

## Part I: Review

DISTRICT DEPARTMENT CHAIR COUNCIL RESULTS/SIGNATURES		
<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Revision Necessary
Recommendation:		
High School Signature: <b>Kelsey Wise</b>	Digitally signed by Kelsey Wise Date: 2025.09.11 11:14:49 -04'00'	Date: <b>9/11/25</b>
Middle School Signature: <b>Melissa Dalton</b>		Date: <b>9/25/25</b>
Upper Elementary Signature:		Date:
Lower Elementary Signature:		Date:

Name(s) of Research Team Members Kelsey Wise, Melissa Dalton, Errin Menna, Charissa Fromm, Mayra Flores, Sarah Jozefaciuk, Hannah Griffin, Amanda Giardina	Date <b>4/15/25</b>
Course Name SpanishClasses (Spanish 1, Spanish 2, Spanish 3, Spanish 4, Spanish 5, AP Spanish)	Subject <b>World Language</b>
	Grade <b>7-12</b>

Texts/Resources Reviewed			
	A	B	C
Name	Teacher Created Resources	Reporteros and Deutsch NEU + KWL Hub	¡Qué Chévere! and Deutsch So Aktuell + Digital Access
Publisher	LOHS Teachers	Klett World Languages	Carnegie Learning
Edition			3rd / 8th

I - a. Effectiveness of the Resource: Each committee will be responsible for establishing selection standards for each criterion in the following categories.		Rank Resource A, B and C by typing 1, 2 or 3 in the box (3 being highest).		
RESOURCE RATINGS		A	B	C
1. Addresses the Michigan Standards.	1.	1	2	3
2. Content: In terms of achieving course goals...	2.	2	1	3
• Readability of the primary resource is appropriate for the grade/course		2	1	3
• Organizational of the primary resource is effective		1	2	3
• Information is accurate and balanced		2	1	3
• Illustrative material is effective and sufficient		2	1	3
3. Instructional Aids	3.	1	3	2
• Audio access available?		2	1	3
• Rate software and other resources provided with this resource.				
4. AP Course only - resource addresses College Board Standards	4.	1	2	3
5. Bias - resources is free of racial, religious, gender, ethnic and cultural biases.	5.	1	2	3
TOTAL		13.00	15.00	26.00

## I-b Resources - Questions

## 1. What additional resources and/or software are included with this primary resource?

A	B	C
none	Online videos, transcripts, tests, accommodations for heritage learners,	Online videos, transcripts, tests, accommodations for heritage learners, online activities, online textbook

List and indicate why additional resources will be requested.

A	B	C
Formative subscriptions - These are used to house all of our online activities created and shared by teachers.	none	none

List other additional resources that are required and why.

A	B	C

## 2. Expense:

What is the cost and probable life? (i.e. binding, consumable)

A	B	C
N/A	6 year digital subscription quoted at \$336,558.00 -- but that was for levels 1-4	5 year digital subscription quoted at \$98,767.80 (with professional development)

Is this a classroom resource or individual student resource?

A	B	C
N/A	individual student resource	individual student resource

PART 2: RESOURCE SELECTED (only fill out the following for the selected resource)

Name of text/resource selected: **Carnegie Learning ¡Qué Chévere! 3rd Edition**

Rationale for selection: This resource addresses all the World Language standards, integrates authentic culture into the curriculum, contains a spiral curriculum, scaffolds learning, provides rigorous materials for new teachers/long-term subs, aids with student retention between levels, allows for student access to lower levels even when they are in a higher class, provides a smooth coherent articulation from level to level, helps our department to be more aligned throughout the four schools, provides AP standards/activities/connections used throughout all levels, integrates of topics and grammar in real-world scenarios, provides authentic problems to solve, and focuses on communication.

How does the resource address the Michigan Standards? If this is an AP course, is this text a college board approved AP text?  
**This resource addressed the Michigan Standards and the American Council on the Teaching of Foreign Languages (ACTFL) standards. College Board does not provide a list of approved resources for AP Spanish.**

Which standards are not addressed? **none**

Which of these topics may surface as a result of using this resource? ☐ Race ☐ Gender ☐ Sexual identity and orientation ☐ sex ☐ suicide  
☐ School shootings ☐ Abuse ☐ Magic ☒ Religion ☐ Politics ☐ Climate change ☐ Immigration ☐ Substance Abuse ☐ Other

Depth of Student Learning

- a. Students need to be familiar with a broad range of human experiences which can help them learn to identify important issues, explore fully and fairly all sides of an issue, weigh carefully the values and factors involved, develop techniques for formulating and evaluating position, and act in a responsible and effective manner.

The scope of work should:

- Relate to the outcomes of a course of study, school mission and the level of maturity the students;
- Not indoctrinate students to a particular point of view;
- Encourage open-mindedness and is conducted in a spirit of scholarly inquiry.

- b. Give examples of how the resource addresses the different wheels on the Depth of Knowledge chart to ensure the best resource for student learning.

The Carnegie Learning materials have a spiral curriculum, so topics will be covered several times allowing for various degrees of Depth of Knowledge. The first time students work with a new vocabulary or concept, they will recall the meaning, memorize, identify key words, etc. The second or third time students interact with the new concept, they will need to categorize, interpret it in reading and listening, organize structures, etc. which falls in level two on the wheel. The fourth or fifth time students work with a concept, they will be asked to use strategic thinking, including constructing their own work, citing evidence from input, etc. Finally, after several times working with the new concept, students will extend their thinking by making connections to newer concepts, analyzing work, creating final projects, etc.

c. Expense

What is the cost and probable life? (i.e. binding, consumables) Please attach a quote from the company.

**No consumables  
6 year digital contract**

Is this a classroom resource or individual student resource? **individual student resource - digital**

d. References - Contact at least 2 other districts and collect comments on the following questions.

How effective is the resource in meeting your subject goals?

This resource will be effective in our subject goals for communication and real-world experiences. They have many pre-made resources to help with this. This resource also meets our department goals for better knowledge retention between levels, consistency in materials and rigor between the four schools, and resources to get students ready for the AP Spanish test.

What concerns do they have about this resource?

We are concerned with some of the features on the teacher's side such a ability to edit assignments and functionality of auto-correction processes within the software. The grander scope of the student benefits outweigh these minor glitches that the company has been responsive to improving during our pilot.

See page 5 for "Material Request form".

Send complete form to District Department Chair who will review and forward to the Administrative Assistant to Teaching and Learning.



FOR OFFICE USE		
Date Entered:	PO #	Assistant Superintendent Signature:

## INSTRUCTIONAL MATERIAL REQUEST FORM

EMPLOYEE NAME <b>Kelsey Wise</b>	GRADE/DEPT <b>9-12 World Language</b>	DATE REQUESTED <b>9/11/25</b>
RATIONAL FOR REQUEST <b>New materials for 7-12 Spanish for better alignment and student success</b>		
DISTRICT DEPARTMENT CHAIR <b>Melissa Dalton</b>	ACCOUNT #	

ORDER FROM		
NAME OF COMPANY (Use bid sheet or REMC costs for company and price whenever possible) <b>Carnegie Learning</b>		BUILDING
ADDRESS <b>4 Smithfield St. 8th Floor Pittsburgh, PA 15222</b>		ADDRESS
PHONE <b>(888) 851-7094</b>	FAX	ATTENTION <b>Tony DePalma</b>

QUANTITY	CAT. NO.	DESCRIPTION	PRICE EACH	TOTAL
388		26-27 Carnegie Learning Spanish 3e Solution - Bundle	125.75	48,791.00
1		Live, Virtual Implementation Workshop Session	1,382.04	1,382.04
288		27-28 Carnegie Learning Spanish 3e Solution - Bundle	106.57	30,692.76
128		28-29 Carnegie Learning Spanish 3e Solution - Bundle	86.31	11,047.24
78		29-30 Carnegie Learning Spanish 3e Solution - Bundle	67.60	5,272.52
3		Virtual job-embedded coaching, support, office hours, or consulting (individual or group) per hour	500	1,500
				0
				0
				0
				0
				0
				0
				0
				0
				0.00
				0.00
			Shipping	82.24
			<b>TOTAL</b>	<b>98,685.56</b>

PLEASE COMPLETE ALL INFORMATION REQUESTED.