# **Adopting Materials for Hybrid and Remote Settings: Know Your Technology Needs Upfront**

**As districts launch adoption processes amidst the urgent need to find new ways to reach and teach students, technological capabilities have become a crucial consideration for new materials.**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**What is this resource?**

This activity and graphic organizer can be used within a broader materials selection process. It provides district teams a structured method for articulating the role technology currently plays in instructional materials implementation and the role it needs to play.

Ensuring high quality content when evaluating instructional materials is always the first priority for a strong curriculum adoption. This resource situates technology needs within the broader considerations school systems make when adopting new instructional materials. It can be tempting to consider a product based on all of the things it can do online, but if those attributes don’t reflect the specific needs of your students or exceed the technological capabilities of your school district, then what’s the point? [Read more about prioritizing content here](https://www.edreports.org/resources/article/prioritize-content-when-evaluating-digital-materials).

**How should this resource be used?**

This activity is designed to be used by a district team or adoption committee, including the district or school technology lead and/or someone with a deep understanding of the system’s technology capabilities. We recommend convening a 90 minute working session, virtually or in-person as safety allows, and ensuring access to multiple data sources to capitalize on the time together. Participants should leave this working session with an expanded set of local priorities including the desired technological capabilities and digital components that reflect their needs.

Prior to determining the technology capabilities required in new materials, we recommend zooming out to identify local priorities for new materials in general, starting with content. Check out the resources in [Step 1: Develop Your District Lens](https://edreports.org/resources/adoption-steps) within EdReports’ **6 Key Adoption Steps** for inspiration.

 **How will technology support your instructional vision?**

Go back to your instructional vision. If you do not have an articulated vision for instruction, pause here to create one. [These sample vision statements](https://edreports.org/resources/article/instructional-vision-statements) can be used as inspiration.

|  |
| --- |
| **PREPARE: CONNECTING TO YOUR INSTRUCTIONAL VISION** |
| What role will technology need to play in realizing your vision? (include any technology initiatives that may be based on transitions to distance, online or hybrid learning models)  |
|  |

**What role is technology currently playing in materials?**

Before looking at the technology capabilities of new materials, it is important to understand the technology capabilities of your current materials and assess the benefits and challenges in access and use of these features.

*We recommend that a team member complete the following chart prior to the working session, so your team’s time can be spent on prioritization. You may need a team member with instructional and technology expertise to work together to complete this chart.*

|  |
| --- |
| **LOCAL TECHNOLOGY CONTEXT** |
| **Technology Capabilities of Current Materials** |
| **Materials Access / Use**  | **Students** | **Teachers** | **Parents**  | **Unsure or Not Available** |  **Benefits or Challenges: Access/Use** |
| There is access to current materials online. |  |  |  |  |  |
| There is the ability to assign and complete work online. |  |  |  |  |  |
| There is the ability to access integrated supports online. (tutorials, videos, etc.) |  |  |  |  |  |
| **Materials Design** | **YES** | **YES w/additional cost** | **NO** | **Unsure or Not Available**  | **Benefits or Challenges: Design**  |
| Digital materials have built in features for student-teacher interaction. |  |  |  |  |  |
| Digital materials allow for student collaboration. |  |  |  |  |  |
| Digital assessments can be securely administered online. |  |  |  |  |  |
| **Interoperability and Support**  | **YES** | **YES w/additional cost** | **NO** | **Unsure or Not Available** | **Benefits or Challenges: Interoperability / Support** |
| The platform provides user accounts to any/all school staff. |  |  |  |  |  |
| The platform allows for class schedule changes and maintains student profiles. |  |  |  |  |  |
| The platform allows for school changes and maintains student profiles. |  |  |  |  |  |
| The platform can be integrated with a Learning Management System (LMS). |  |  |  |  |  |
| The publisher provides technical support.  |  |  |  |  |  |
| The publisher provides pedagogical support.  |  |  |  |  |  |
| The publisher provides professional learning. |  |  |  |  |  |
| **Current District Technology Capacity**  |
| **List of devices used for instruction:** |
|  |
| **List all of the operating systems / versions used:** |
|  |

Given your planning for various COVID-19 scenarios, consider what instructional settings you project your system may use this year and in the future. For each of the relevant instructional settings, note the implications for materials, including digital and physical material needs.

|  |
| --- |
| **Instructional Settings**  |
| **In Person:** * Digital Material Needs?
* Physical Material Needs?
 |
| **Remote**:* Digital Material Needs?
* Physical Material Needs?
 |
| **Hybrid:** * Digital Material Needs?
* Physical Material Needs?
 |

**What does our analysis tell us about the role we need technology to play?**

As a team, review [EdReports' technology information document](https://storage.googleapis.com/edreports-206618.appspot.com/resources/241290001/files/Instructional_Materials_Technology_Information_Template-v1.pdf) to guide your prioritization of technology capabilities for new materials.

1. Print (or share virtually) [the template](https://storage.googleapis.com/edreports-206618.appspot.com/resources/241290001/files/Instructional_Materials_Technology_Information_Template-v1.pdf) for each team member. Ensure your system’s technology lead is part of this group.
2. Break into subgroups based on team members’ role/area of expertise. Each group will be responsible for a section of the technology information document. Some possible groupings to consider:
	* *General instruction*: Section 1; Section 2, Design
	* *Supports for diverse learners*: Section 2, Accessibility
	* *Technology systems*: Section 2, System Access; Section 2, Technical Support; Section 2, Compatibility; Section 2, Additional Technology Specifications
3. Within the assigned section of the [technology information document](https://storage.googleapis.com/edreports-206618.appspot.com/resources/241290001/files/Instructional_Materials_Technology_Information_Template-v1.pdf), the subgroup should read each question and identify it as a Must Have (MH), Nice to Have (NH) or Not Necessary (NN).
4. Compile the Must Haves (MH) and Nice to Haves (NH) in the chart below, adding more rows as necessary.

Solidify top priorities.

* Consider the questions in the chart below for each Must Have and Nice to Have.
* Use the responses to identify your 4-6 top technology priorities. Indicate those priorities in bold.

|  |
| --- |
| **TECHNOLOGICAL NEEDS PRIORITIZATION**  |
| **Potential Priority**(Compile Must Haves and Nice to Haves identified in the technology information document above) | Does this component help realize our instructional vision?Y/N | Does this component enhance teaching? Access? Learning?Y/N | Does this component align with what is most important to teachers? to students?Y/N |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

**Winnowing materials using local priorities**

Once you have defined your content and technology priorities, it is time to winnow your options to the two to three programs you will study more deeply.

1. Winnow the market based on alignment and your local content priorities. [These tips](https://edreports.org/resources/article/compare-materials-3-tips-for-instructional-materials-adoption-committees) and [guiding questions](https://edreports.org/resources/article/guiding-questions-for-winnowing) can provide inspiration for how you approach winnowing.
2. Winnow again. After you have identified up to five potential programs based on content priorities, open their [technology information reports](https://edreports.org/resources/article/enhanced-reports-with-key-technology-information). Read the detailed information for each program you are considering, paying particular attention to your 4-6 technology priorities. Use this information to winnow down to the 2-3 programs you will study in depth.

**Investigate the materials**

Investigate the 2-3 programs you identified above and gather additional information on your technological priorities. [These four ways to investigate materials](https://edreports.org/resources/article/4-ways-to-investigate-materials) can guide your approach.

|  |
| --- |
| **MATERIALS INVESTIGATION** |
| **Tech Priority** | Option 1 <Insert Program Title> | Option 2 <Insert Program Title> | Option 3 <Insert Program Title> |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |