Partnership for Reading Success – Massachusetts (PRISM)

PRISM II (K-3) Track 1 Cohort 2

For Track 1 applicants, please use the guiding questions below to inform your response to question **B2** in **Part B**, which asks about your approach to evaluating, selecting, and adopting ELA/Literacy HQIM. While you do not need to address each bullet point individually, they are intended to help you shape your response to question **B2**. Please note that question B2 does NOT apply to those applying for Track 2, PRISM II.

If you participated in the IMplement MA: Evaluate & Select HQIM Network for SY25-26 school year or previous years, consider:

- How did you approach convening a Curriculum Council and how has their involvement supported the evaluation and selection of high-quality instructional materials (HQIM)? What roles did council members play, and how did their feedback influence decision-making?
- How did you ensure that selected materials support:
  - State standards and research-based practices as well as your instructional vision and local priorities?
  - Diverse needs of learners, including multilingual students and those with disabilities?
- How did your participation in the network shape your approach to selecting HQIM?
- How were school leaders involved in HQIM evaluation and selection?

If you participated in a district, charter, or collaborative-led HQIM selection process:

- What steps did you take to assess the need for new materials?
- What is your instructional vision and how did you use that vision to shape your evaluation and selection process?
- What data and independent reviews informed your decision?
- How were school leadres and educators involved in the process?
- What was your process for field testing and evaluating materials?
- How did you come to a final consensus on material section?
- How did you ensure that selected materials support:
  - State standards and research-based practices as well as your instructional vision and local priorities?
  - Diverse needs of learners, including multilingual students and those with disabilities?

Equity & Stakeholder Engagement

Regardless of which selection process your LEA engaged in, consider the following:

- How did you include all voices in the process?
- How were families, community members, and students involved?
- What steps will you take to ensure ongoing stakeholder engagement?

Questions? Email octavia.nixon@mass.gov