Course Design and Instructional Materials Selection and Adoption

District Toolkit

2024

Washington Office of Superintendent of
PUBLIC INSTRUCTION

Table of Contents

Table of Contents 2
Introduction 3
Course Design Review Cycle 4
Phase 1: Identify Parameters and Gather Resources 5
Phase 2: Analyze Existing Course Design 8
Phase 3: Select and Review Instructional Materials 10
Phase 4: Implement Course and Assess Effectiveness 15
Appendices 16
Revision Log 34
Legal Notice 35

Introduction

The importance of carefully crafted course design and the selection of effective instructional materials that are well aligned to Washington State K–12 Learning Standards cannot be overstated.

- District course designs should be regularly reviewed to ensure their ongoing alignment with state law, teaching and learning standards, and research-based best practices.
- Selection and adoption of appropriate instructional materials for all content areas must be well planned and implemented in every Washington district to assure equitable access to high-quality core instruction and, as appropriate, strategic and intensive intervention supports matched to student needs.

It is our hope that this guide serves a twofold purpose:

1. To provide a cyclical strategy for the regular review of courses based on district needs.
2. To provide state policies, guiding questions, useful resource links, and district examples, which will help define best practices for considering instructional materials both for supplemental use by individual teachers and schools and for core-instructional materials for a district.

In many cases, districts may be in the position of knowing for certain they will be adopting new core instructional materials. If that need is a given, districts may spend less time in the initial phases of the cycle or include considerations that are addressed in a later phase earlier in the process. For this specific case, the document tries to call out where those changes might occur.

Please note that core instructional materials adoption process examples for specific content areas are included in the Appendices. These documents include content-specific resources.

The contents of this guide are not all-inclusive or exhaustive in the type of considerations and resources needed to fully implement a system for regular course design. Districts differ throughout the state, and an exact process for one district may not be effective in another.

This resource can and should be adapted meet the goals of the district.

Definitions

Course Design is an organized plan for instruction that includes identifying and sequencing essential content supporting students' skill development towards state learning standards. Course design involves providing appropriate instructional materials, professional development, and support systems for teachers as they implement the course.

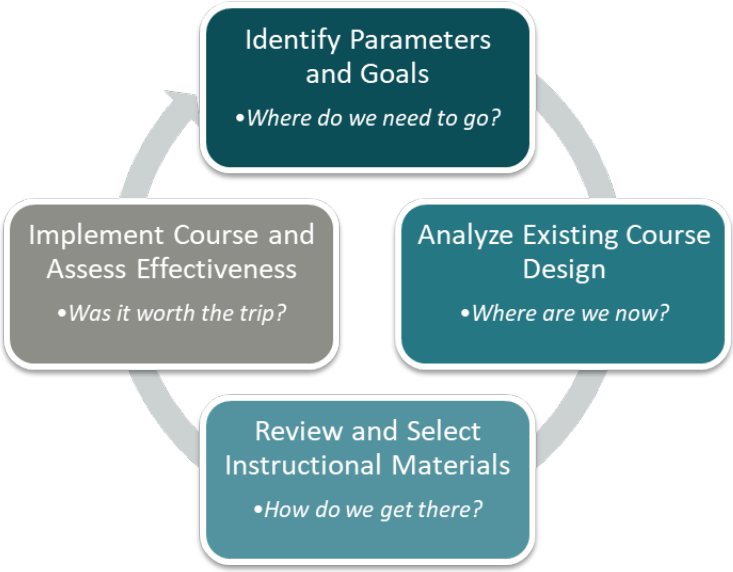
Instructional Materials include all materials designed for use by students and their teachers as learning resources to help students to acquire facts, skills, and/or to develop cognitive processes. Types of instructional materials include core, alternative core, intervention, supplemental, and temporary supplemental.
These instructional materials, used to help students meet state learning standards, may be printed or digital, and may include textbooks, technology-based materials, other educational media, and assessments. They may carry different licensing types from open to all rights reserved.

Course Design Review Cycle

Gone are the days of the seven-year review cycle. Districts are now recommended to establish a regular cycle of course design review based on student need, updated content, rapidly changing demographics, and funding.

Washington State School Directors' Association Policy and Legal News, April 2015

Phase 1: Identify Parameters



- Identify applicable state laws and federal guidelines — learning standards, graduation requirements, etc.
- Know the rules of the road — gather school board policies related to instructional materials selection and adoption and district procurement procedures.
- Define what an effective course will look like — agree upon success metrics and reporting tools.
- Understand your district capacity with regards to budget, time, staff, and technology.
- If a core instructional material adoption is pending, much of the initial planning for the effort may be done during this phase.

Phase 2: Analyze Existing Course Design and Goals

- Understand where you are currently – consider effectiveness of course design and alignment of instructional materials to state learning standards by analyzing student data, soliciting input from teachers, and leveraging existing instructional materials reviews.
- Based on the assessed needs, consider your options. Choices will fall along a spectrum that includes a minor instructional materials refresh, selecting appropriate instructional materials to fill gaps, or a complete course overhaul.
- If a core instructional material s adoption is pending, assemble the instructional materials review team and develop your communications strategy.

Phase 3: Review and Select Instructional Materials

- Know your district needs – consider student population, technology capacity, professional learning strategy, district educational priorities and goals.
- Search critically and review with recognized rubrics for the evaluation of instructional materials.

Phase 4: Implement Course and Assess Effectiveness

- Repeat the cycle on based on student need, changing demographics, and funding.

Phase 1: Identify Parameters and Gather Resources

Where do we need to go?

Effective planning and gathering the current laws and requirements are essential when considering instructional materials and supports for your district courses. Below are key elements to identify and links to resources that districts may find helpful.

IMPORTANT NOTE: If a core instructional materials adoption is pending, much of the initial planning for the effort may also be done during this phase.

Laws and Requirements

Make sure district is adhering to applicable Washington state laws and Federal guidelines:

- legal requirements for school instructional materials selection
- course graduation requirements
- federal accessibility requirements
- professional learning requirements

RCW (Revised Code of Washington)

WAC (Washington Administrative Code)

RCW 28A.150.210	Basic education—Goals of school districts
RCW 28A.150.220	Basic education—Minimum instructional requirements—Program accessibility—Rules
RCW 28A.150.230	District school directors' responsibilities
RCW 28A.320.170	Curricula—Tribal history and culture
RCW 28A.320.230	Instructional materials—Instructional materials committee—Complaints
RCW 28A.320.233	Student materials—Denial based on protected class prohibited—Complaint procedure
RCW 28A.320.235	Supplemental instructional materials—Policies and procedures
RCW 28A.345.130	Model policy and procedure for instructional materials—Diverse and inclusive curricula
RCW 28A.415.430	Professional learning—Defined—Scope
RCW 28.A.640.020	Regulations, guidelines to eliminate discrimination—Scope—Sexual harassment policies
RCW 28A.640.060	Decisions of school materials subject to chapter. (Sexual Equality) *
RCW 28A.642.100	Decisions of school materials subject to chapter. (Discrimination Prohibition)
WAC 392-190-055	Textbooks and instructional materials—Instructional materials policy—Elimination of bias

Washington State Graduation Requirements | OSPI

Special Education Resource Library | OSPI

Washington State K–12 Learning Standards and Guidelines

Learning standards define what all students need to know and be able to do at each grade level.

As required by state law, OSPI develops, adopts, and periodically revises the state's learning standards (RCW 28A.655.070) and oversees the assessment of the learning standards for state and federal accountability purposes.

Content-specific state laws may be found on the OSPI web page for each content area.

Washington State Learning Standards: Frequently Asked Questions | OSPI

Washington State Learning Standards Review Project | OSPI

Washington State Learning Standards and Year of Adoption

The Arts (2017)

Career and Technical Education Pathways

Computer Science (2018)

Early Learning & Development Guidelines

Educational Technology (2018)

English Language Arts (2011)

English Language Proficiency (2021)

Environment and Sustainability (2009)

Financial Education (2016)

Health and Physical Education (2016)

Mathematics (2011)

Science (2013)

Social Emotional Learning Standards and Benchmarks (2020)

Social Studies (2018)

World Languages (2015)

District Policies

Gather school district policies and procedures for:

- instructional materials selection and adoption
- ownership of teacher-created content
- use of open educational resources
- core instructional materials procurement/acquisition.

School board policy on instructional material selection and adoption

District policy with regard how to manage teacher-created content.

District procurement procedure for core instructional materials.
Consider any guidelines/restrictions/impacts for print, digital, blended, or Open Educational Resources.

Model Policy 2020/2020P: Course Design, Selection, and Adoption of Instructional Materials | Washington State School Directors' Association (WSSDA)

OER Considerations for School Districts | OSPI

Success indicators/Metrics

Based on district educational goals for success, define what an effective course will look like. Identify and agree upon indicators of success, monitoring tools, and reporting process. Consider:

- professional learning
- equitable delivery of quality content to ALL students

Washington State Testing | OSPI

Washington Healthy Youth Survey | OSPI, Health Care Authority, Department of Health

Ninth Grade Student Success Best Practices and Strategies | OSPI

OSPI-Developed Assessments:

- the Arts
- Social Studies/Civics
- Health and Fitness
- Education Technology

District benchmarks or assessments

Teacher performance assessments and observations

IMPORTANT NOTE: If your district is certain that new core-instructional materials will be chosen, begin the planning process for a formal instructional materials review and adoption process outlined in Phase 3: Select and Adopt Core Instructional Materials.

Core material selection and adoption SHOULD NOT happen every time you review your district course design.

Phase 2: Analyze Existing Course Design

Where are we now?

Course designs should be evaluated, adapted, and developed on a continuing basis to determine if your instructional materials across the spectrum from supplemental resources to core instructional material meet student needs.

Though not always possible, a comprehensive review of kindergarten through grade 12 course design and instructional materials is the most effective and thorough approach to curriculum improvement. An advantage to a K–12 approach is to bring coherence to district efforts for overall school improvement by encouraging vertical and horizontal alignment of standards, instruction, and assessment across the system.

Course Design Committee

Assemble a team to consider current course design. A course design committee could consist of:

- district curriculum director
- teachers and data coaches
- as appropriate, external content area experts, tribal partners, or Educational Service District representatives

Potential tasks could include:

- examine alignment to Washington State Learning Standards and effectiveness at meeting district learning targets and goals for student success
- review current data to identify course strengths and challenges
- solicit teacher feedback on instructional materials, fidelity of implementation, areas where improvement is needed or areas that are working well, professional learning needs
- solicit student feedback on engagement and connection to content

District level assessments

Interim assessments for Smarter Balanced

Washington Learning Standards Review Project | OSPI

Washington State Report Card | OSPI

Washington District Instructional Materials Adoption Survey Examples

Assess Instructional Materials Needs

- If there is agreement that there is an identifiable need for new instructional materials (based on data, committee examination, and teacher feedback), assess the gap between where the district/school is currently and where they need to be to meet state and district goals.
- Document the process for analysis of existing course design and communicate the need to district partners.

Minor Refresh – Select Supplemental Instructional Materials

Instructional materials are in good shape, aligned to standards, student performance is good, and teachers are prepared. District would like to include supplemental resources to increase engagement or to focus on specific ideas.

Fill Gaps – Select Supplemental Instructional Materials

Current instructional materials do not meet standards but with some additions they could. This may include adding resources like lessons, units, or formative and summative assessment tasks.

Complete Overhaul – Select and Adopt Core Instructional Materials

Existing instructional materials are out-of-date, not aligned with standards, and ineffective tools for students and teachers. A new option is required.

Phase 3: Select and Review Instructional Materials

How do we get there?

There's a growing body of research finding that instructional materials can have as large an impact on student outcomes as teacher quality or reduced class size (see Research Links below). Because of this, it is important to help provide guidance to state, district, and school level leaders in the selection of instructional materials that are aligned to standards, address education goals and are accessible for all students.

Today's instructional materials include resources delivered via different methods and carrying different types of licenses outlining permitted use. Remember that the criteria used to judge quality and alignment to state learning standards needs to be the same, regardless of whether the materials are print or digital, open or all rights reserved copyright.

For the purposes of this document, we'll be focusing resource suggestions towards the goal of selecting and adopting new core instructional materials; however you will find the section on review instruments useful for supplemental resource selection as well.

Research Links

- Choosing Blindly: Instructional Materials, Teacher Effectiveness, and the Common Core | Brown Center on Education Policy at Brookings Institution
- Implementation of K–12 State Standards for Mathematics and English Language Arts and Literacy: Findings from the American Teacher Panel | RAND Corporation
- Importance of High-Quality Instructional Materials (curated collection of research) | Oregon Department of Education
- The Hidden Value of Curriculum Reform | Center for American Progress

Definitions

Instructional Materials are all materials designed for use by students and their teachers as learning resources to help students to acquire facts, skills, and/or to develop cognitive processes. These instructional materials, used to help students meet state learning standards, may be printed or digital, and may include textbooks, technology-based materials, other educational media, and assessments. They may carry different licensing types from open to all rights reserved.

- **Core Instructional Materials** are the primary instructional resources for a given course. They are district-approved and provided to all students to help meet learning standards and provide instruction towards course requirements.
- **Alternative Core Materials** are the primary instructional materials for a given course that are used with a subset of students. These materials are intended to replace approved core materials and may be used for specialized course offerings or flexible learning environments.
- **Intervention Materials** are designed to support strategic or intensive intervention for students who are at risk of not meeting established learning standards. Intervention materials are used with students to accelerate progress toward particular learning goals based on systematic assessment, decision-making, and progress monitoring.

- **Supplemental Materials** are used in conjunction with the core instructional materials of a course. These items extend and support instruction. They include, but are not limited to, books, periodicals, visual aids, video, sound recordings, computer software and other digital content.
- **Temporary Supplemental Materials** are those items used in conjunction with the core instructional materials of a course that are of interest or value for a short period of time and are chosen within district-established guidelines.

Understand District Needs and Capacity

Establish district learning goals – quality criteria beyond alignment to state learning standards. Some potential areas to consider:

- Equitable delivery of quality content to ALL students. Consider your teacher and student demographics and identify any specific instructional material considerations.
- Teaching behaviors your district has defined as important and that instructional materials need to support.

Other considerations regarding district needs and capacity:

- Technology considerations if used to deliver content (e.g., student access to devices and internet in school and at home).
- District comfort level with pulling together resources to create their own course curriculum? Availability of appropriate material available?
- Determine if piloting or field testing is advisable.
- District capacity to provide professional learning opportunities. Consider teacher experience level and union contract's position about materials and professional development around curriculum/instructional materials.

District policy regarding the selection and adoption of instructional materials.

Model Policy 2020/2020P: Course Design, Selection, and Adoption of Instructional Materials | Washington State School Directors' Association (WSSDA)

Data Collection Tool: A Resource to Support Your Materials Adoption Process | EdReports

National Center on Accessible Educational Materials (AEM Center) | CAST

Instructional Material Adoption Tips | OSPI

Instructional Material Adoption Tips | Washington School Districts

OER Considerations for School Districts | OSPI

Materials Adoption 101: Engage Educators Upfront | EdReports

Identify and Engage Partners

- Define roles and responsibilities of partners impacted by instructional materials selection and adoption.
- Craft a communications strategy that outlines goal, purpose, and timeline to key partners within district, within community, within review team, and across instructional materials developers.

Assemble an Instructional Materials Review Committee (IMC)

- Select a diverse team that can evaluate the material through different lenses.
- Develop a collective understanding of the process with the team of reviewers.
- Build solid understanding and calibrate around what good instructional materials look like prior to beginning review.

Building the Right Review Team | Student Achievement Partners—Achieve the Core

Curriculum Adoption Committee Recommendations | EdReports

Top 5 Tips for Building and Training Your Review Team | Student Achievement Partners—Achieve the Core

Survey Partners in Education

- Obtain feedback from teachers and students on their needs and wants in a new core instructional material.

Instructional Materials Adoption Toolkit: District Survey Examples | various Washington school districts

Determine Review Instruments

- Define the instructional materials options that will meet your district need.
- Determine what rubrics and review instruments will be used to make the final selection.
- Establish acceptance criteria for instructional materials.

Instructional Materials Evaluation Tool (IMET) | Student Achievement Partners
Full–course review of mathematics or ELA

EdReports Evidence Guides and Review Criteria | EdReports
Full-course review of mathematics, ELA, and science

Screening for Biased Content in Instructional Materials | OSPI
Model screening tool to help school districts comply with Washington state nondiscrimination law that requires screening criteria to identify and eliminate bias in all instructional materials as part of any adopted instructional materials policy. (interactive form version)

Instructional Materials Review - Administration Guiding Questions | OSPI

Instructional Materials Review - Technology Guiding Questions | OSPI

EQuIP Rubric for Science | created by Achieve currently housed at NGSS
Deeper dive into individual lessons and units

EQuIP Rubric | created by Achieve currently housed at Student Achievement Partners
Deeper dive into individual lessons and units for mathematics and ELA

Washington Quality Review Rubric for Lessons and Units | OSPI
Content agnostic – adapt to add specific priorities/best practices

Washington Quality Review Rubric for Social Studies | OSPI
Rubric for review of lessons and units - social studies

Train the Instructional Materials Review Committee

- Build an understanding of the content-specific Washington State Learning Standards.
- Define the instructional practices that your district has identified as important and that the instructional materials need to support.
- Understand the selected review rubrics and calibrate reviewers.

Examine Existing Reviews from Trusted Sources

- Narrow the field of instructional materials options to review to a manageable level for your district.

Curricular Resources and Annotated Reviews | Louisiana Department of Education

Independent Reviews of Instructional Materials by Educators | EdReports

Obtain Materials to Review

Clarify your district needs.

- Be specific about materials, professional development, etc., the publishers/developers need to provide.
- Determine technology requirements, if applicable

If appropriate, build in time to provide guidance prior to developers submitting materials (may be combination of RFP or other formal document along with an online presentation or other opportunity for publishers to ask questions, etc.).

Direct publisher contacts

Northwest Textbook Depository

Openly licensed options for district adoption consideration (ELA, mathematics, science) | OSPI OER Project

Conduct Review

- Establish regular meetings of review committee.
- Assign reviewers material review assignments and due date.
- Clarify reporting procedure and arbitration pathway if reviewers disagree on scores.
- In addition to the review of the full core instructional material, have a team from each grade review a selected unit from each curriculum using the EQuIP review process.
- Report progress with partners as decided upon in communication plan.

Final Recommendations and Reporting

- Generate documents to communicate process.
- Document reviewer results and metrics used to identify recommended curriculum.
- Communicate recommendations and next steps to key partners.
- Present to Instructional Materials Adoption Committee and/or school board and follow your district procurement process to obtain materials.

Create an Implementation Strategy

- Consider initial resource training, sustained professional learning, and resources and strategies to help families support students with their learning.

Launch and Implementation Planning for Your Adoption Process | EdReports

Curriculum Support Guide | Instruction Partners

High Quality Curriculum Implementation | National Institute for Excellence in Teaching

pdEnroller | OSPI and Washington Association of Educational Service Districts

Phase 4: Implement Course and Assess Effectiveness

Was it worth the trip?

Here are some areas for districts to consider:

- Are educator supports in place to promote successful implementation and continuing professional learning?
- Were the changes you made impactful to teaching and learning in a positive way?
- Do the selection instructional materials support shifts in instruction and evidence of student engagement and achievement?

Assessment

Conduct ongoing assessment of effectiveness of curriculum.

Washington State Report Card | OSPI

OSPI-Developed Assessments:

- the Arts
- Social Studies/Civics
- Health and Fitness
- Education Technology

Smarter Balanced Assessment System
ELA and mathematics

Mathematics Assessment Resources | OSPI

ELA Assessment Resources | OSPI

Science Assessment Resources | OSPI

Ongoing Implementation

- Refine your implementation strategy that includes initial resource training, sustained professional learning, and resources and strategies to help families support students with their learning.
- Determine how you will measure the effectiveness of your professional learning strategy with the instructional materials.

Launch and Implementation Planning for Your Adoption Process | EdReports

Curriculum Support Guide | Instruction Partners

High Quality Curriculum Implementation | National Institute for Excellence in Teaching

pdEnroller | OSPI and Washington Association of Educational Service Districts

Appendices

A. Mathematics Core Instructional Materials Adoption (online)
B. English Language Arts Core Instructional Materials Adoption (online)
C. Instructional Materials Adoption Tips from OSPI
D. Instructional Materials Adoption Tips from Washington Districts
E. Washington District Instructional Materials Adoption Survey Examples
F. Instructional Materials Review – Administration Questions
G. Instructional Materials Review – Technology Questions
H. Washington Quality Review Rubric for Lessons and Units

Washington Office of Superintendent of
PUBLIC INSTRUCTION

OSPI Hints for a Successful Instructional Materials Adoption

These tips are pulled from: Washington State Guidance for Selection of Instructional Materials to Meet District and State Standards (2008)

Challenges to Consider

There are a variety of things that can affect a district adoption. Before embarking upon an adoption, some potential challenges to consider are:

- Problems with the selection of committee members (chosen for inappropriate reasons).
- Inadequate time for completion of project.
- Inadequate understanding of budget parameters by participants in the process.
- Inadequate understanding of committee's assignment or task.
- Inadequate understanding of criteria for evaluation and selection of materials; Strong bias on part of committee members.
- Ineffective leadership by the facilitator or committee chairperson; Lack of clear direction and authority of the committee; Inadequate tools for evaluation.
- Lack of understanding of publishing industry.

To Pilot or Not to Pilot?

Some districts have a history of piloting a variety of programs before finalizing a decision; other districts have a "no pilot" policy. Pilots can be very effective or very divisive. Some suggestions are:

- Check local district policies and history for guidelines.
- If you decide to pilot:
    - Limit pilot to finalist program(s) only.
    - Establish criteria for evaluation of the pilot in advance of completing the pilot.
    - Consider committee members only to pilot, (they have more familiarity and understanding of the materials).
    - Limit to one or two instructional units, rotating between teachers and grade levels.
    - Examine student outcome, survey teachers, parents, and administrators.
- Advantages of piloting:
    - Increases "buy-in" on part of staff.
    - Learn more about the organization of the program.
    - Observe student response to the materials.
    - Build integrity into the adoption process.
- Possible disadvantages of piloting:
    - Lead to incorrect conclusions if used by teachers with insufficient understanding of the program.
    - Lead to or increase divisiveness if more than one program is piloted.
    - Shift the focus to superficial issues such as pictures, print layout, ease of use of teacher's edition, etc.
    - Once pilot is over and decision made, some staff are displeased with the outcome.

A Word about Consensus

This guide suggests the use of a consensus process when reviewing/developing curriculum and in the selection of instructional materials. Since the district standards/curriculum reflect the total community, it is appropriate that a consensus model be used. To ensure that end, the adoption committees must strive to collect objective data for use in making the ultimate decision.

> *"Consensus is a mindset as well as a process. Authentic consensus requires that team members are more concerned about community and less concerned about power. Authentic consensus requires that team members are more focused on successful team productivity and less focused on individual credit. Consensus demands mature behavior on the part of all team members. The leader must give sponsorship to the consensus process by holding self and others accountable for open, honest participation."*
>
> Hoffman and Ness, Vista Associates, 1998

There are a variety of consensus models available for use. Knowing the characteristics of the committee, the facilitator can choose a consensus model that is effective with such a committee. Coming to consensus is the goal for the IMC as it finalizes its choice of instructional materials for recommendation to the administrators and the Board of Directors. Using a consensus model usually defuses tension and frustration that sometimes occurs in such committees. It allows the committee to make the best decision for its district, school, and each student. It reminds the committee that their first priority is the selection of instructional materials that will ensure student success.

A decision-making or consensus model based on objective criteria and procedures should be developed as one of the first duties of the committee so that all members understand how the final decision is to be made. Some suggestions are:

- Use objective criteria for evaluation and for determining the final decision.
- Consider using a formal ranking tool to sort and prioritize information.
- Follow the original process, and trust the process to bring consensus.

Involvement of Community Members, Parents, and Students

Often districts will want to include parents, other community members, and sometimes students to serve on a curriculum committee. This may be a challenge simply because of the time required on the part of the volunteer and the committee's schedule; other times there may be no parent or community member available who has the academic background to be an asset to the committee. However, there are often parents and other community members who can manipulate their schedule to be an active participant. Sometimes high school students can be included on the committee if they have the time and academic interest. Some additional practical ways to include these important partners and to receive feedback from them may be:

- Host open houses at the district office/school using committee members as the hosts and speakers. The committee members are usually the most knowledgeable of the new materials and can provide to parents the reasons for the selection and how the choice is to be used in the classroom.
- Invite parents to an evening meeting at their child's school where the materials will be on display and explained. Give parents an opportunity to write their questions or responses.
- Publish that the instructional materials will be on display in the district office before the school board meetings for parents to review.

Conducting Meeting Tips

A well-run meeting will help the committee to accomplish its goals timely, efficiently, and effectively. Some meeting tips are:

- Be well-planned and have a printed agenda.
- Begin and end on time.
- Restate overall purpose to focus meeting.
- Use strategies to get all members to participate.
- Evaluate the meeting.
- Create sub-committees when needed.
- Write minutes of meeting before members depart.
- Full-day meetings are often most efficient for committees because teachers are not interrupted and can focus totally on the assignment.

Communication Tips

The success of an adoption often hinges upon the communication between the committee and the teachers and administrators who are serving in the schools. Those people are entitled to know how the process is moving ahead as the decisions will impact both their students and themselves. Some tips to build effective communications are:

- Meeting Minutes:
  - Ask a member to keep notes throughout the meeting.
  - Complete "draft" of meeting minutes before departure from meeting.
  - Discuss minutes with principals and other administrators.
  - Have committee members report to faculty.
  - Distribute minutes to all faculty and staff.
- Allow time for staff feedback at beginning of each meeting.
- Have administrative representative report to the administrators at each meeting.
- Keep superintendent and board up to date. (No one likes surprises.) Effective communications will usually defuse any concern on the part of the faculty and staff about the outcomes of the adoption process.

People to Keep Informed

The responsibilities of other people in the district who are not administrators or teachers are impacted by the actions of the adoption committee in various ways. Show them their time and involvement are valuable by keeping them informed. They are:

- Human resources officer and substitute caller
- Clerical support team (meeting announcements, book orders)
- Business office (processing purchase orders)
- Warehouse staff (moving books, storing supplies)
- Custodians (relocating books/materials in schools)

Managing Materials

Some adoption processes will bring a massive amount of boxes and materials to the district. Plan for an appropriate place to house the boxes as they arrive, and determine a large room for the committee to work as all those boxes will have to be opened and made available to the committee. If the committee is large, request additional copies of teacher editions, student textbooks and assessment materials to meet the needs of the committee.

After the adoption is completed, request assistance for the building staff when the shipments arrive at the schools prior to opening day. The processing of the order and moving books, etc. to other locations in the school require time and effort on the part of the school staff. A few hours of additional time allocated to the school for receiving the shipment will decrease errors in processing and help accurate placement of materials in the appropriate classrooms.

Professional Development

Professional development will be necessary in a variety of ways before and following the adoption process. Prior to the adoption, the district might want to invite a content area specialist to meet with the committee to update the members as to the latest research and instructional strategies in that discipline. This can bring the committee to a base line of common understanding that will serve to enhance their effectiveness during the committee work.

Following adoption, publisher consultants can be used effectively with teachers and committee members. Often committee members can shadow the consultant and become a local/internal expert in the use of the materials.

Throughout implementation, all principals, teachers, para-educators, specialists, support staff and substitute teachers should be included in the staff development. Many para-educators are directly involved in the instruction, so it is imperative they have sufficient training to enhance their effectiveness with students.

Staff development should continue beyond the first year of implementation. Newly- hired teachers and all teachers can benefit from on-going in-service in effective use of the materials. During the first year, both teachers and students are learning their way through the materials. The more familiar they become with the format, strategies, and vocabulary, the more effective and efficient is their instruction, and the more success students will experience academically.

Unless otherwise noted, this work by the Office of Superintendent of Public Instruction is licensed under a Creative Commons Attribution License. All logos and trademarks are property of their respective owners.

updated 10/6/2023

This document may contain links to websites operated by third parties. These links are provided for your convenience only and do not constitute or imply any affiliation, endorsement, sponsorship, approval, verification, or monitoring by OSPI of any product, service, or content offered on the third-party websites. In no event will OSPI be responsible for the information or content in linked third party websites or for your use of or inability to use such websites. Please confirm the license status of any third-party resources and understand their terms of use before reusing them.

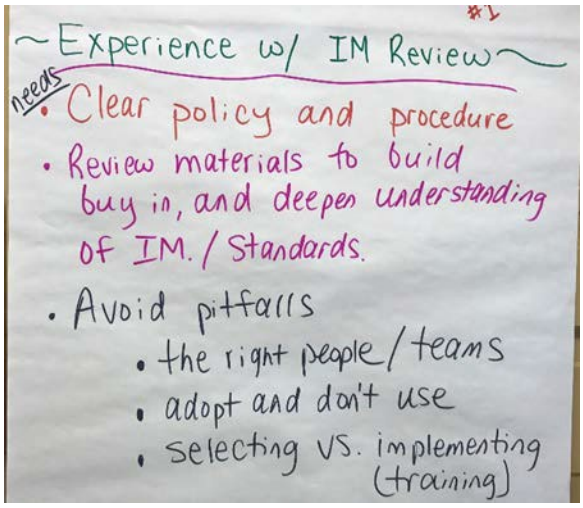
Washington Office of Superintendent of
PUBLIC INSTRUCTION

Voices from the Field:
Tips on Successful Instructional Materials Adoption

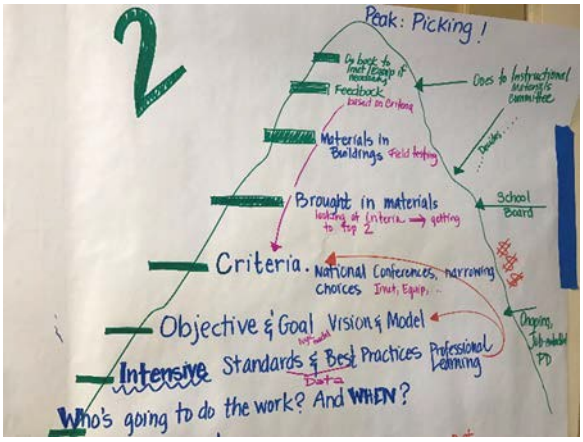
Thanks to the many district teams participating in Instructional Materials Adoption Leadership training events held in Spokane and Vancouver in January and March of 2017:

Battle Ground Public Schools
Mead School District
Spokane Public Schools
Camas School District
Moses Lake Schools
Stanwood-Camano School District
College Place School District
Mukilteo School District
Toutle Lake School District
Davenport School District
Newport School District
Tumwater School District
Ellensburg School District
Northshore School District
Washougal School District
Evergreen Public Schools
Ocean Beach School District
West Valley School District
Highline Public Schools
Olympia School District
West Valley School District
Lake Chelan School District
Richland School District
White River School District
Longview School District
Seattle Public Schools
Woodland School District
Marysville School District
South Whidbey School District

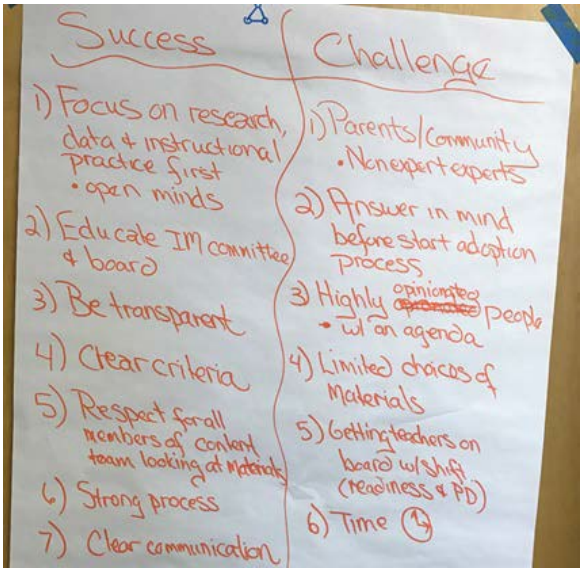
Successes, Challenges, and Lessons Learned from Prior Instructional Materials Adoptions



- Have a clear policy and procedure in place – more detail than "convene team and select materials" is required.
- Thoughtful selection of the Instructional Materials Review Committee members is critical.
  - Right people on team = buy in
  - Size should not too big or too small and background knowledge critical
- Important to deepen understanding of difference between instructional materials and curriculum (course design) and build understanding that selection of materials is just one step – district must support implementation as well.



- Have a clear vision on where your district wants to go – define your district filters.
- Firmly understand and communicate required roles – build the team – define the process
- Look closely at student data and invest in professional development
- Attend national conferences and take district criteria – select and narrow, field test with top two choices

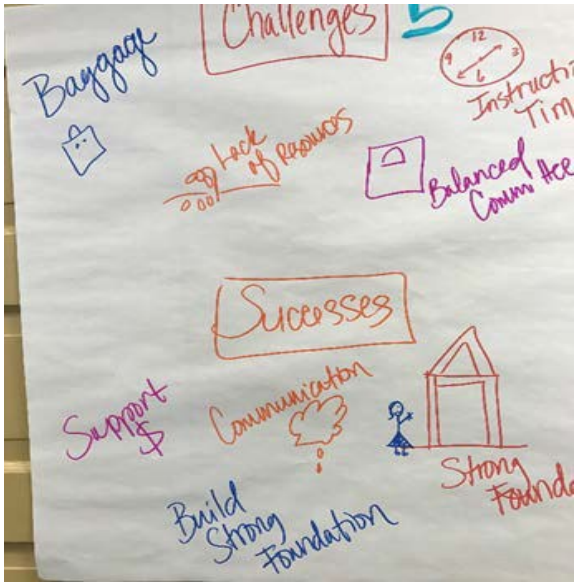


Challenges

- Team members made up minds before start
- Process needed clear communication and transparency – especially to non-committee members
- A limited choice of materials made the process challenging.

Successes

- Focus on research, success criteria, and goals
- Time spend educating IMC and board
- Clear communication and strong, transparent process



Challenges

- Baggage – bias and trust issues from previous adoptions gone awry
- A balanced committee is required – don't only take people excited and comfortable with content area.
- lack of time

Successes

- districts have been supportive with committees and have been willing to put money forward
- communication/transparency
- strong foundation – making sure people understand standards and mathematical practice prior to looking at materials

Additional suggestions

- Survey teachers and students for their needs and wants in instructional material and the kind of learning experiences it supports.
- Spend time creating a balanced Instructional Materials Committee. Know the needs of your district based on demographics - this will drive the committee presence.
    - However, be aware that a good cross section makes for new challenges since the group has not worked together before. Focus on how to build consensus, establish norms, and provide a strong foundation in learning about the content standards and what good materials should look like.
- Include specialists – ELL, HiCap, Special Ed - on the review team
- Include feedback from technology specialists to assess compatibility of material under review with district systems
- Remember to focus on the learning standards, not any value system team members may bring to the table (e.g., what's on the assessment, how you would use the materials, etc.)
- Take advantage of existing, non-partial review sites like EdReports to help narrow materials selection.
- Use well tested, nationally recognized rubrics to review standards alignment. Decisions should be based on evidence from materials.
- Carefully consider how you will include community/parent voice in review and communicate the process to them.
- Ongoing professional development is important. Something to think about during adoption process.

Unless otherwise noted, this work by the Office of Superintendent of Public Instruction is licensed under a Creative Commons Attribution License. All logos and trademarks are property of their respective owners.

updated 7/26/2017

This document may contain links to websites operated by third parties. These links are provided for your convenience only and do not constitute or imply any affiliation, endorsement, sponsorship, approval, verification, or monitoring by OSPI of any product, service, or content offered on the third-party websites. In no event will OSPI be responsible for the information or content in linked third party websites or for your use of or inability to use such websites. Please confirm the license status of any third-party resources and understand their terms of use before reusing them.

Washington Office of Superintendent of
PUBLIC INSTRUCTION

Voices from the Field: District Survey Examples

Content Area Need Survey | Washougal School District

Student Survey of Instructional Materials | Mead School District

ELA Teacher Instructional Materials Survey | Fife School District

Math Teacher Instructional Materials Survey | Fife School District

Math Parent Instructional Materials Survey | White River School District

Math Teacher Instructional Materials Survey | White River School District

Washington Office of Superintendent of
PUBLIC INSTRUCTION

Instructional Materials Review: Administration Questions

Title: Click or tap here to enter text. Content Area: Click or tap here to enter text.

Grade Band: Choose one. Developer: Click or tap here to enter text. Year: Click or tap.

Instructional Material Type, License, and Delivery Method

Instructional Materials Type

- ☐ Core Instructional Material
- ☐ Supplemental Material
- ☐ Alternate Core Instructional Material
- ☐ Temporary Material
- ☐ Intervention Instructional Material

Delivery Platform Considerations

- ☐ Print
- ☐ Online
- ☐ Digital
- ☐ Hybrid/Blended

License Type

- ☐ District license required
- ☐ Open – adaptations allowed
- ☐ Individual use only
- ☐ Open – no derivatives
- ☐ Free online use only
- ☐ Other: Click or tap here to enter text.

Implementation Considerations

When applying this rubric, consider the category of the instructional materials in question and determine which of these questions are pertinent.

1. This resource will require approval from:
   - ☐ Teacher professional judgement based on district guidelines
   - ☐ Principal
   - ☐ IT Department
   - ☐ District adoption committee
   - ☐ School Board
   - ☐ Other: Click or tap here to enter text.

2. What would you view as **challenges** for **teachers** in **navigating and using the delivery format** of this resource? What would the district need to do to address those challenges?

   Click here to enter text.

3. What **challenges** would **students** have in **navigating and using the resource**? What would the district need to do to address those challenges?

   Click here to enter text.

4. What **professional learning** might teachers need to ensure a level of comfort in interfacing with the technology and/or content of this resource? How prepared is your IT department to provide this support and what might need to be implemented to provide the support for teachers?

   Click here to enter text.

5. If there is a need for adding **supplemental materials** to this resource, how prepared is the district to support this? What would the district need to have in place to ensure the resource is aligned to Washington State Learning Standards and addresses all district grade-level or course expectations?

   Click here to enter text.

6. If **print** copies are required, how could this be done in the most cost-effective way? What logistical challenges might be faced in printing these materials?

   Click here to enter text.

7. How might **families** be able to support students with this delivery format? What communication or supports might need to be developed?

   Click here to enter text.

8. How **accessible** are the digital resources by students with disabilities? What supports might need to be provided?

   Click here to enter text.

OER Considerations (if applicable)

9. What **benefits** are there to adapting this resource for instruction?

   Click here to enter text.

10. What **challenges** are there to adapting this resource for instruction?

    Click here to enter text.

11. How would the **district support** the editing and adaptation of this resource and where would these adaptions be stored for teacher and student access?

    Click here to enter text.

12. What **approval process** is needed for using and/or adopting OER, who needs to be at the table and is this different depending on the scale of implementation? Does this process look any different than the usage/adoption of traditional published material?

    Click here to enter text.

13. How would the district obtain **feedback** about OER implementation from teachers and students and how would that inform ongoing updates and revision?

    Click here to enter text.

Suggestions and Comments

Click or tap here to enter text.

Except where otherwise noted, this work by the Washington Office of Superintendent of Public Instruction is licensed under a Creative Commons Attribution 4.0 International License. All logos and trademarks are property of their respective owners.

Washington Office of Superintendent of
PUBLIC INSTRUCTION

Instructional Materials Review: Technology Questions

Title: Click or tap here to enter text. Content Area: Click or tap here to enter text.

Grade Band: Choose one. Developer: Click or tap here to enter text. Year: Click or tap.

Instructional Material Type, License, and Delivery Method

Instructional Materials Type

- ☐ Core Instructional Material
- ☐ Supplemental Material
- ☐ Alternate Core Instructional Material
- ☐ Temporary Material
- ☐ Intervention Instructional Material

Delivery Platform Considerations

- ☐ Print
- ☐ Online
- ☐ Digital
- ☐ Hybrid/Blended

License Type

- ☐ District license required
- ☐ Open – adaptations allowed
- ☐ Individual use only
- ☐ Open – no derivatives
- ☐ Free online use only
- ☐ Other: Click or tap here to enter text.

Implementation Considerations

When applying this rubric, consider the category of the instructional materials in question and determine which of these questions are pertinent.

1. Does each of the **technology components** within the resource work with your district's devices? Can all the pages be accessed? If not, what are the issues (e.g., blocked by district filter, district policies)?

   Click here to enter text.

2. Can part or all of the resource be **accessed off-line**, or does it require a "live" Internet connection? If a "live" internet connection is required, would all students in all classrooms be able to access the lesson? If not, how would the district accommodate for this?

   Click here to enter text.

3. What **plug-ins, apps, software**, etc. would a device need to have to run all the different components of this resource and enable students and teachers to seamlessly view and interact with the material?

   Click here to enter text.

4. Would it be feasible to provide **printed materials** if required? What logistical challenges might be faced in printing these materials (e.g., what materials can actually be printed)?

   Click here to enter text.

5. What **professional learning** might teachers need to ensure a level of comfort in interfacing with the technology within the resource? How prepared is your IT department to provide this support and what might need to be implemented to provide the support for teachers?

   Click here to enter text.

6. What **devices** and how many (tablets, iPads, laptops, computers, etc.) would teachers and students need to have, to enable effective implementation of this resource? To what degree is your district able to support this and what would the district need to do to fully support access?

   Click here to enter text.

7. How **accessible** are the digital resources by students with disabilities? What supports might need to be implemented?

   Click here to enter text.

8. If an **LMS** is used by your district, are there any issues involved with accessing the resource? If so, how would the technology department address these issues?

   Click here to enter text.

OER Considerations (if applicable)

9. Where will this open resource be **stored** and how will it be **distributed** if multiple buildings in the district are using the resource?

   Click here to enter text.

10. How could the instructional material be **edited** if adaptations are desired and where would these adaptions be stored for teacher and student access?

    Click here to enter text.

11. How could the adapted material be **shared with districts throughout the state** and the larger educational community.

    Click here to enter text.

12. How can the IT Department **support** the Curriculum Department and teachers in adapting, remixing, and implementing supporting resources?

    Click here to enter text.

13. What issues might need to be addressed in order for an IT Department to **upload** the resource into its LMS for wide distribution?

    Click here to enter text.

Suggestions and Comments

Click or tap here to enter text.

Except where otherwise noted, this work by the Washington Office of Superintendent of Public Instruction is licensed under a Creative Commons Attribution 4.0 International License. All logos and trademarks are property of their respective owners.

Washington Office of Superintendent of
PUBLIC INSTRUCTION

Washington Quality Review Rubric for Lessons & Units

Title: _____

Content Area: _____ Developer/Author: _____ Grade(s): _____

Instructions

This rubric is designed to be adapted for any content area to evaluate:

Lessons that include activities and assessments that may extend over a few periods or days.

Units that include integrated and focused lessons that extend over a longer period.

For some resources, certain criteria may not be applicable. Based on the nature of the resource, use your professional judgement to gauge when it is appropriate to add a not applicable score to the item.

For shorter lessons, focus on the non-negotiable criteria and any content specific priorities. The rubric is not designed to evaluate a single task or stand-alone activity.

For collaborative review of **core instructional materials**, please use the use the extended suite of rubrics found in the OSPI Course Design and Instructional Materials Review Toolkit. This includes the Screening for Biased Content in Instructional Materials tool.

Meets Criteria	Partially Meets Criteria	Criteria Not Met	NA	RESOURCE CRITERIA
				Content Specific Priorities/Best Practices
				Non-Negotiable Criteria
				Washington Learning Standards: Explicitly addresses one or more grade level learning standards, development guidelines, or benchmarks.
				Offers clear instructional purpose and directions, including explicit learning objectives or goals.
				Delivers accurate and relevant content which is up to date for rapidly evolving topics.
				Provides developmentally and culturally appropriate content, free of bias or stereotyping.
				Engages students (e.g., real-world scenarios, compelling content, student choice in learning activities, contemporary issues relevant to their communities).
				Features an easily comprehensible design with clear technological specifications if applicable.

Meets Criteria	Partially Meets Criteria	Criteria Not Met	NA	RESOURCE CRITERIA
				Teaching Strategies
				Collaboration: Purposely includes activities in which students work together to co-create and communicate meaning.
				Literacy Skills: Teaches academic language skills (listening, speaking, reading, writing, grammar, and vocabulary) to help students develop language and literacy while learning content.
				Analysis: Supports evidence-based reasoning and encourages critical thinking and problem solving.
				Culturally responsive and sustaining practices: reflects the rich cultural diversity and varied life experiences of all students. If applicable, resources feature diverse groups in various roles, highlight a wide array of perspectives and contributions, and promote inclusion and belonging through imagery, language, and family depictions that resonate with students' diverse backgrounds.
				Instructional Supports
				Multiple Representations: Content, concepts, and skills are represented in more than one way. Images, graphic organizers, media, and/or text are purposefully included.
				Teacher Guidance: Provides strategies for teachers to elicit and instructionally respond to their students' prior knowledge, interests, and identities. Suggests potential differentiation strategies.
				Connections: Students are asked to make connections to other lessons/units, across content areas, to their community, and with their own experience, fostering student agency.
				Assessment
				Formative assessment: Provides methods to identify and monitor student progress toward meeting targeted learning standards.
				Peer and self-assessment: Provides opportunity for student reflection, ownership of learning, and monitoring of personal progress. May include peer feedback.
				Summative assessment (optional): Provides tools for students to demonstrate meeting or exceeding the targeted learning standards.
				Other
				Resource is designed to support learners across a broad range of accessibility needs - ADA compliance.
				The resource supports the inclusion of practices that build upon student strengths and support resilience, enhance social-emotional wellness, and support the whole child.
				If lesson has been designed using AI, prompts used in generating content are provided and human review for accuracy and relevance is confirmed.

This work by the Washington Office of Superintendent of Public Instruction is licensed under a Creative Commons Attribution license. All logos and trademarks are property of their respective owners.

Revision Log

Changes to this document made after August 30, 2024 will be noted in the table below.

Section	Page	Description of Revision	Revision Date

Legal Notice

Except where otherwise noted, this work by the Washington Office of Superintendent of Public Instruction is licensed under a Creative Commons Attribution License. All logos and trademarks are property of their respective owners. Sections used under fair use doctrine (17 U.S.C. § 107) are marked.

Alternate material licenses with different levels of user permission are clearly indicated next to the specific content in the materials.

This resource may contain links to websites operated by third parties. These links are provided for your convenience only and do not constitute or imply any endorsement or monitoring by OSPI.

If this work is adapted, note the substantive changes and re-title, removing any Washington Office of Superintendent of Public Instruction logos. Provide the following attribution:

"This resource was adapted from original materials provided by the Office of Superintendent of Public Instruction. Original materials may be accessed on OSPI website.

OSPI provides equal access to all programs and services without discrimination based on sex, race, creed, religion, color, national origin, age, honorably discharged veteran or military status, sexual orientation including gender expression or identity, the presence of any sensory, mental, or physical disability, or the use of a trained dog guide or service animal by a person with a disability. Questions and complaints of alleged discrimination should be directed to the Equity and Civil Rights Director at 360-725-6162 or P.O. Box 47200 Olympia, WA 98504-7200.

ESTD
1889

All students prepared for post-secondary pathways, careers, and civic engagement.

Washington Office of Superintendent of
PUBLIC INSTRUCTION

Chris Reykdal | State Superintendent
Office of Superintendent of Public Instruction
Old Capitol Building | P.O. Box 47200
Olympia, WA 98504-7200