



Course Design and Instructional Materials Selection and Adoption Toolkit

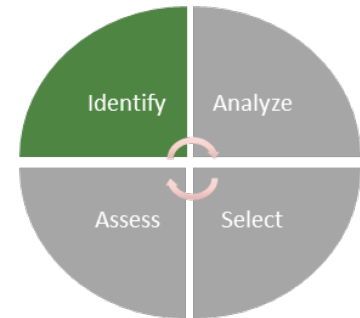
Course Design Review Cycle

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.

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

Legal requirements for district selection and approval of instructional materials | [Revised Code of Washington \(RCW\) 28A.320.230](#)

Textbooks and instructional materials—Instructional materials policy—Elimination of bias | [Washington Administrative Code \(WAC\) 392-190-055](#)

District school directors’ responsibilities | [RCW 28A.150.230](#)

Regulations, guidelines to eliminate discrimination | [RCW.28A.640.020](#)

Tribal history and culture | [RCW 28A.320.170](#)

High School Civics Course - [RCW 28A.230.094](#)

Basic education - Goals of school districts | [RCW 28A.150.210](#)

Basic education - Minimum instructional requirements | [RCW 28A.150.220](#) –

Professional learning | [RCW 28A.300.600](#)

[Washington State Graduation Requirements](#) | [OSPI](#)

[Graduation in Washington Toolkit](#) | [OSPI](#)

[Multiple Pathways to Graduation](#) | [OSPI](#)

[Special Education Resource Library](#) | [OSPI](#)

Roles and Responsibilities for Course Design and Instructional Materials Selection and Adoption — [doc](#) and [pdf](#) | [OSPI](#)



Washington State K–12 Learning Standards and Guidelines

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

Content areas in the Basic Education Act where standards must be taught:

- *The Arts*
- *English Language Arts*
- *Health and Physical Education*
- *Mathematics*
- *Science*
- *Social Studies*

Content areas that relate to the goal in the Basic Education Act that schools must integrate technology literacy and fluency and understand the importance of work and finance:

- *Computer Science*
- *Educational Technology*
- *Financial Education*

Districts must implement the related learning standards in any stand-alone educational technology, computer science, environment and sustainability education, or financial education courses.

Standards form additional content areas not named as a primary goal in Basic Education Act must be integrated to the maximum extent possible. See [RCW 28A.655.070](#)

[The Arts](#) (2017)

[Career and Technical Education Pathways](#)

[Computer Science](#) (2018)

[Early Learning and Development Guidelines \(birth through 3rd grade\)](#)

[Educational Technology](#) (2018)

[English Language Arts](#) (2011)

[English Language Proficiency](#) (2013)

[Environment and Sustainability](#) (2009)

[Financial Education](#) (2016)

[Health and Physical Education](#) (2016)

[Mathematics](#) (2011)

[Science](#) (2013)

[Social Studies](#) (2018)

[World Languages](#) (2015)

District Policies

Know the rules of the road. Gather school district policies for:

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

School board policy on instructional material selection and adoption

Model Policy: [Course Design, Selection, and Adoption of Instructional Materials](#) | [Washington State School Directors' Association \(WSSDA\)](#)

District policy with regard how to handle teacher-created content

Model Policy: [Course Design, Selection, and Adoption of Instructional Materials](#) | [Washington State School Directors' Association \(WSSDA\)](#)

Model Policy: Copyright and Open Licensing Policy — [pdf](#) | [OSPI](#)

District procurement procedure for core instructional materials.

Consider any guidelines/restrictions/impacts for print, digital, blended, or Open Educational Resources (OER).

OER Considerations for School Districts — [pdf](#) | [OSPI OER Project](#)



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 Overview](#) | [OSPI](#)

[Social Emotional Learning, Standards, Benchmarks, and Indicators](#) | OSPI Workgroup

[Freshman 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

[Teacher/Principal Evaluation Program](#) | [OSPI](#)

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](#)

This course of action SHOULD NOT happen every time you review your district course design.