



Course Design and Instructional Materials Selection and Adoption Toolkit

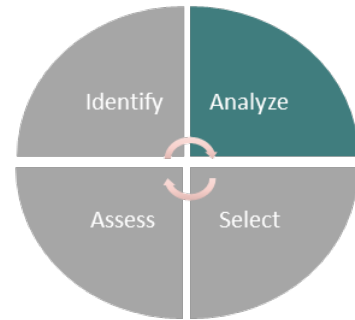
Course Design Review Cycle

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 examine the alignment to [Washington State Learning Standards](#) and effectiveness of existing course design.

A course design committee could consist of:

- district curriculum director
- teachers and data coaches
- as appropriate, external content area expert

Current Data

Look at current data to identify current course strengths and challenges

[Washington State Report Card](#) | [OSPI](#)

District level assessments

Interim assessments for Smarter Balanced

Survey Stakeholders

Solicit teacher feedback on current material alignment, effectiveness, and fidelity.

Content Area Need Survey — [pdf](#) | [Washougal School District](#)

Student Survey of Curriculum and Learning [pdf](#) | [Mead School District](#)



Assess Instructional Material 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 stakeholders.



Minor Refresh – 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 – Supplemental Instructional Materials

Current instructional materials do not quite 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.