



## Course Design and Instructional Materials Selection and Adoption Toolkit

### Course Design Review Cycle

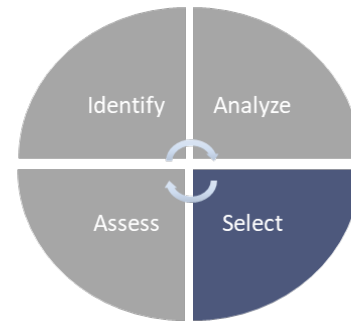
#### Phase 3: Select and Review Instructional Materials

##### *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

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[Don't Forget Curriculum, Brown Center Letters on Education](#) | Brookings Institution

[Choosing Blindly: Instructional Materials, Teacher Effectiveness, and the Common Core](#) | Brown Center on Education Policy at Brookings Institution

[The Hidden Value of Curriculum Reform](#) | Center for American Progress

[Implementation of K–12 State Standards for Mathematics and English Language Arts and Literacy: Findings from the American Teacher Panel](#) | RAND Corporation



## Definitions

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**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.



## Select and Adopt Core Instructional Materials

### 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.

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.

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

Knowing Your Starting Point Data Inventory — [doc](#) and [form](#) | [EdReports](#) and California Curriculum Collaborative

Building an Effective Process for Evaluating Instructional Materials — [doc](#) and [pdf](#) | [Chief Council of State School Officers \(CCSSO\) ELA and Math State Collaboratives](#)

District policy regarding the selection and adoption of instructional materials.

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

[Accessibility](#) | [SETDA Guide to Quality Instructional Materials](#)

OER Considerations for School Districts [pdf](#) | [OSPI OER Project GoOpen Launch Packet](#) | [U.S. Department of Education Office of Educational Technology](#)

Material Adoption Tips from Washington districts — [pdf](#)

Material Adoption Tips from OSPI — [doc](#) and [pdf](#)



## Identify and Engage Stakeholders

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Define roles and responsibilities of stakeholders impacted by instructional materials selection and adoption.

Craft a communications strategy that outlines goal, purpose, and timeline to key stakeholders within district, within community, within review team, and across instructional materials developers.

Template communications plan

[pdf](#) | [Student Achievement Partners - Achieve the Core](#)

Template timeline

[doc](#) and [pdf](#) | [Student Achievement Partners - Achieve the Core](#)

## Assemble an Instructional Materials Review Committee (IMC)

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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.

[Preparing a review team \(IMET\)](#) | [Student Achievement Partners - Achieve the Core](#)

[Establishing norms of collaboration](#) | [Thinking Collaborative™](#)

Article: [Building the Right Review Team](#) | [Student Achievement Partners - Achieve the Core](#)

## Survey Stakeholders

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

Sample Math Instructional Material Teacher Survey

[doc](#) and [pdf](#) | [Fife School District/Student Achievement Partners](#)

Sample ELA Instructional Material Teacher Survey

[doc](#) and [pdf](#) | [Fife School District/Student Achievement Partners](#)



## 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 - Achieve the Core](#)

Full –course review

[EQuIP Rubrics](#) | [Achieve](#)

Deeper dive into individual lessons and units - ELA, mathematics, and science

[Washington Quality Review Rubric for Social Studies](#) | [OSPI](#)

Deeper dive into individual lessons and units – social studies

District Example: Math Materials Alignment Criteria

[xls](#) | [Spokane Public Schools](#)

Technology Review Guiding Questions — [doc](#) and [pdf](#) | [OSPI](#)

Administration Review Guiding Questions — [doc](#) and [pdf](#) | [OSPI](#)

Screening for Biased Content in Instructional Materials — [pdf](#) and [interactive form](#) | [OSPI](#)

## Train the Instructional Materials Review Committee

Build an understanding 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 IMET and/or EQuIP review process.

Full-course Instructional Materials Evaluation Tool:

IMET Training Materials [ELA](#) and [mathematics](#) | [Student Achievement Partners - Achieve the Core](#)

PowerPoints, Facilitators' Guides, and Participant Activities

Lesson/unit Instructional Materials Rubric:

[EQuIP Training Materials](#) | [Achieve](#)

## Examine Existing Reviews from Trusted Sources

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

[Independent Reviews of Instructional Materials by Educators](#) | [EdReports](#)

[Curricular Resources and Annotated Reviews](#) | [Louisiana Department of Education](#)

[Reviewed Open Educational Resources \(OER\) Library](#) | [OSPI OER Project](#)



## Obtain Materials to Review

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Clarify what you want

- Be specific about materials, professional development, etc., the publishers/developers need to provide
- Determine tech specs 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 webinar or other opportunity for publishers to ask questions, etc.)

Direct publisher contacts

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

Vendor Technology Checklist

[doc](#) and [pdf](#) | [Puyallup School District](#)

## Conduct Review

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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 stakeholders as decided upon in communication plan

## Final Recommendations and Reporting

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Generate documents to communicate process.

Document reviewer results and metrics used to identify recommended curriculum.

Communicate recommendations and next steps to key stakeholders (teachers, parents, district admin, principals, IT, etc.)

Present to Instructional Materials Adoption Committee and/or school board and follow your district procurement process to obtain materials.

District procurement/acquisition procedures

[Acquisition Policies for Washington](#) | [SETDA](#)



## Create an Implementation Strategy

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

[Aligned Blog](#) | [Student Achievement Partners - Achieve the Core](#)  
[Active Implementation Hub](#) | [National Implementation Research Network \(NIRN\)](#)