



Appendix B:

English Language Arts Core Instructional Materials Adoption

This appendix has much of the same content as the [Course Design and Instructional Materials Selection and Adoption](#) guidance document. Some items have been eliminated and some added in order to reflect the case of a known district instructional materials adoption of core math instructional materials.



Step 1: Identify parameters and plan adoption process

- Identify state laws, federal requirements, district policies, and procurement procedures
- Determine staff capacity, budget for adoption and implementation, and timeline
- Define stakeholders, clarify their roles, and craft a communications strategy



Step 2: Target district priorities

- Collect educator, student, and community input
- Review district data



Step 3: Prepare for review

- Assemble a review team and provide professional learning on the K-12 Mathematics State Learning Standards
- Choose review instruments that address standards alignment and district priorities
- Establish and document criteria for final decisions



Step 4: Review and select core instructional mathematics materials

- Examine existing reviews and district input to narrow selection
- Obtain materials to review
- Train the selected review team on review instruments and review the materials



Step 5: Procure, implement, and assess effectiveness of materials

- Procure adopted core instructional materials
- Execute your professional learning plan that includes rollout, onboarding of new teachers, and sustained implementation
- Determine how you will assess materials effectiveness over the next several years

Step 1: Identify Parameters and Plan Adoption Process

Laws, Requirements, Policies, and Procedures (State, Federal, and District)

Guidance	Resources
Make sure district is adhering to applicable Washington state laws and Federal guidelines: • legal requirements for school instructional materials selection • federal accessibility requirements • professional learning requirements Know the rules of the road. Gather school district policies for: • instructional materials selection and adoption • use of open educational resources • district procurement/acquisition procedures	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 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 Special Education Resource Library OSPI Roles and Responsibilities for Course Design and Instructional Materials Selection and Adoption — doc and pdf OSPI Washington K-12 Learning Standards English Language Arts 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 procurement procedure for core instructional materials. <i>Consider any guidelines/restrictions/impacts for print, digital, blended, or Open Educational Resources (OER)</i>

District Capacity, Budget, and Timeline

Guidance	Resources
Informed with district numbers, demographics, and reflections of past adoption cycles, prepare budget and time allocation for: • Review process • Pilot or field testing • Procurement • Instructional material rollout • Sustained, job-embedded professional learning around instructional materials Consider technology requirements if used to deliver content Gauge district comfort level with curating/developing open educational resources (OER) to create their own course curriculum	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 Template timeline doc and pdf Student Achievement Partners -Achieve the Core Material Adoption Tips from Washington districts — pdf Material Adoption Tips from OSPI — doc and pdf OER Considerations for School Districts pdf OSPI OER Project GoOpen Launch Packet U.S. Department of Education Office of Educational Technology

Stakeholders, Roles, and Communication Strategy

Guidance	Resources
Identify stakeholders that need to be informed throughout the process Define roles and responsibilities. Craft a communications strategy to stakeholders that: • outlines goals, steps, and timeline in instructional materials selection process • informs how input will be solicited and final decisions made • describes how progress throughout the process will be shared	Roles and Responsibilities for Course Design and Instructional Materials Selection and Adoption — doc and pdf OSPI Template communications plan pdf Student Achievement Partners - Achieve the Core Building Capacity and Consensus through a Teacher-Led Materials Adoption EdReports.org

Step 2: Target District Priorities

Collect Educator, Student, and Community input

Guidance	Resources
Obtain feedback from teachers and students on their needs and wants in a new core instructional material. Establish district quality criteria beyond alignment to state learning standards e.g. Teaching behaviors your district has defined as important and that instructional materials need to support. Engage teachers early and often and consider community members as well.	Sample ELA Instructional Material Teacher Survey doc and pdf Fife School District/Student Achievement Partners Materials Adoption 101: Engage Educators Upfront EdReports

Review District Data

Guidance	Resources
Look at district data to see current performance indicators and district demographics that will help inform your process. 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.	Washington State Report Card OSPI District level assessments Interim assessments for Smarter Balanced

Step 3: Prepare for Review

Assemble a Review Team and Provide Professional Learning

Guidance	Resources
Select a diverse team that can evaluate the material through different lenses (content, administrative, technology). Develop a common understanding of the process with the team of reviewers. Build an understanding the CCSS mathematics shifts and standards for mathematical practice. Calibrate around what good instructional materials look like prior to beginning review. Establish criteria for final decision making and clearly establish how that decision will be determined	Building the Right Review Team Student Achievement Partners - Achieve the Core Article Top 5 Tips for Building and Training Your Review Team Student Achievement Partners - Achieve the Core Introduction to the ELA/Literacy Shifts Student Achievement Partners - Achieve the Core College-and Career-Ready Shifts in ELA/Literacy Student Achievement Partners - Achieve the Core ELA/Literacy Instructional Practice Guide: Coaching Tool Student Achievement Partners - Achieve the Core Foundational Publishers' Criteria for ELA/Literacy K-2 3-12 Article: Introduction to the Publishers Criteria for ELA/Literacy Student Achievement Partners – Aligned Blog OSPI ELA Menu of Best Practices (LAP students K-12 and all K-4 students) Understanding Text Complexity Text Complexity Qualitative Rubric (Literature) Student Achievement Partners - Achieve the Core Text Complexity Qualitative Rubric (Informational) Student Achievement Partners - Achieve the Core Article: Teaching Complex Text: A Guide National Council of Teachers of English Additional Resources on Text Complexity Grade 1: Close Reading and Vocabulary FischerandFrey, YouTube Grade 3: An Instructional Strategy for Conquering Complex Text EL Education, Vimeo Grade 5: Grappling with Complex Informational Text EL Education, Vimeo Middle School: Interacting with Complex Text-Scaffolding Making Meaning Teaching Channel High School: Simplifying Text Complexity Teaching Channel

Choose review instruments

Guidance	Resources
Determine what rubrics and review instruments will be used to make the final selection	Instructional Materials Evaluation Tool (IMET) Student Achievement Partners - Achieve the Core <i>Full –course review</i> EQulP Rubrics Achieve <i>Deeper dive into individual lessons and units</i> - ELA, mathematics, and science 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 Reading Diversity Tools Teaching Tolerance

Establish Selection Criteria

Guidance	Resources
Establish criteria for final decision making and clearly document how that decision will be determined	Building Capacity and Consensus through a Teacher-Led Materials Adoption EdReports.org

Step 4: Review and Select Core Instructional Mathematics Materials

Examine existing reviews and review district input to narrow selection

Guidance	Resources
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

Obtain Materials to Review

Guidance	Resources
Clarify what you want from publishers/developers: • Be specific about materials, technical assistance, etc., needed • Determine tech specs if applicable <i>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 questions.)</i>	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

Train the selected review team on review instruments and review the materials

Guidance	Resources
Establish regular meetings of review committee Understand the IMET and EQuIP review process 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. Clarify reporting procedure and arbitration pathway if reviewers disagree on scores. Document review progress and follow communication plan during and after the review. Communicate recommendations and next steps to key stakeholders	IMET Training Materials Student Achievement Partners - Achieve the Core EQuIP Training Materials Achieve

Step 5: Procure, Implement, and Assess Effectiveness of Materials

Procure adopted core instructional materials

Guidance	Resources
Present recommendations 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

Execute the Instructional Materials Implementation Strategy

Guidance	Resources
Refine your implementation strategy that includes: • initial materials rollout • sustained professional learning • onboarding of new teachers • resources and strategies to help families support students with their learning Determine how you will measure the effectiveness of your instructional materials. professional learning strategy	Instructional Practice Toolkit and Classroom Videos Student Achievement Partners - Achieve the Core Aligned Blog Student Achievement Partners - Achieve the Core Teaching Tolerance: Classroom Strategies Southern Poverty Law Center Reviewing is a Journey Granite Falls School District and Student Achievement Partners - Achieve the Core

Assess Effectiveness

Guidance	Resources
Ongoing assessment of effectiveness of curriculum	Washington State Report Card OSPI Washington State Testing Overview OSPI Smarter Balanced Assessment System ELA Assessment Resources OSPI

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