



Appendix A:

Math Core Instructional Materials Adoption – Pathway through Course Design Cycle

This appendix has much of the same content as the Course Design and Instructional Materials Selection and Adoption document. However, the order of some of the steps has been moved and some items have been eliminated in order to reflect the case of a known district instructional materials adoption of core math instructional materials.



Identify parameters and goals, gather resources

- Identify state laws, federal requirements, district policies, and procurement procedures
- Determine staff capacity, budget for adoption and implementation and timeline
- Determine stakeholders, their roles, and craft a communications strategy
- Define success metrics for mathematics core instructional materials
- If applicable, address high school mathematics pathways



Prepare for the review

- Obtain teacher and student input on current instructional materials
- Look at current data on student performance to help determine gaps
- Assemble a review team and provide professional learning on the key shifts in the mathematics state learning standards



Review and select core instructional mathematics materials

- Choose review instruments and any other district rubrics/metrics
- Train the selected review team on rubrics
- Examine existing reviews and district input to help narrow selection
- Review the materials
- Follow communication plan to all stakeholders during and after the review



Procure, implement, and assess effectiveness of materials

- Procure core instructional materials
- Develop a 3-year professional learning plan that includes onboarding of new teachers and ensures technology needs are addressed
- Use identified success metrics for measuring effectiveness of implementation and impact on student learning and instructional practices.



Best Practice 1: Identify Parameters, Set Goals, and Gather Resources

[Math Instructional Materials Adoption Planning Template](#) | [OSPI](#)

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

Review and understand the mathematics learning standards

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

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

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

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

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

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

[RCW 28A.300.600](#) – Professional learning – Defined - Scope

[K-12 Learning Standards Mathematics](#) (Common Core State Standards for Mathematics)

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

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

[Graduation Checklists](#) | [OSPI](#)

[K–12 Education Accessibility Policies](#) | [National Center on Accessible Educational Materials \(AEM\)](#)



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: Ownership of Staff-created Work | [WSSDA subscription](#)
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](#)

Reference Article/infographic: [The Complexity of Procurement for Instructional Materials](#) | [Aspen Institute](#)

Stakeholders and Communication

Identify stakeholders that need to be informed throughout the process

Define roles and responsibilities.

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.

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

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

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



Success Indicators and 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

[OSPI Performance Indicators – Data and Analytics](#)

[This site contains helpful resources and video tutorials to assist in understanding how to use and evaluate the data](#)

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

[Washington State Testing Overview](#) | [OSPI](#)

District benchmarks or assessments

Teacher performance assessments and observations

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

Reference article: [Using Student Achievement Data to Support Instructional Decision Making](#) | [National Association of Elementary School Principals \(NAESP\)](#)



District Needs and Capacity

Establish district 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 open educational resources (OER) to create their own course curriculum?

Need to pilot or field test materials

Budget and time allocation for all participants in the review process.

Identify and agree upon indicators of success, monitoring tools, and reporting process.

District capacity to provide professional learning opportunities. Consider:

- teacher experience level
- union contract's position about professional development around instructional materials

Knowing Your Starting Point Data Inventory

[doc](#) and [form](#) | [EdReports and California Curriculum Collaborative](#)

Navigating the Math Materials Adoption Process

[doc](#) and [pdf](#) | [EdReports and California Curriculum Collaborative](#)

[Designing High School Mathematics Courses Based on the Common Core State Standards](#) | Common Core State Standards Appendix A

Building an Effective Process for Evaluating Instructional Materials

[doc](#) and [pdf](#) | [Chief Council of State School Officers \(CCSSO\) ELA and Math State Collaboratives](#)

[Guide to Quality Instructional Materials](#) | State Educational Technology Directors' Association (SETDA)

[Budget & Funding](#) | [SETDA Guide to Quality Instructional Materials](#)

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

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

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

[GoOpen Launch Packet](#) | [U.S. Department of Education Office of Educational Technology](#)

Adoption Tips from Washington districts [pdf](#)

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

Video: [Instructional Materials Adoption Process](#) | [Richland School District](#).



Best Practice 2: Prepare for the Review

Survey Stakeholders

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](#)

Review Student Performance Data Using Existing Materials

Look at current data to identify current course strengths and challenges

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

[OSPI Performance Indicators and Analytics \(assessment data\)](#)

District level assessments

Interim assessments for Smarter Balanced

Reference article: [Using Student Achievement Data to Support Instructional Decision Making](#) | [National Association of Elementary School Principals](#)



Assemble an Instructional Materials Committee (IMC) and Provide Professional Learning on Key Shifts in the Mathematics Standards

Select a diverse team that can evaluate the material through different lenses.

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.

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

*Meeting Mr. Adams**

[Introduction to the Math Shifts](#) | [Deep Dive into the Math Shifts](#) | [Student Achievement Partners - Achieve the Core](#)

*CCSS-Focus, Coherence Card Activity**

Focus Documents

[K-8 Focus Documents/Pathway to Algebra](#) | [Student Achievement Partners](#)

[High School Focus Documents](#) | PARCC

Coherence Documents

[Progressions Documents for the Math Standards](#) | [Student Achievement Partners - Achieve the Core](#)

[Mathematics Coherence Map](#) | [Student Achievement Partners - Achieve the Core](#)

[Grade Level Course Blueprints](#) | [Illustrative Mathematics](#)

[Webinar: Why Curricular Coherence is Essential](#) | [Illustrative Mathematics and Open Up Resources](#)

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

** activity in math IMA workshop*



Best Practice 3: Review and Select Core Instructional Math Materials

Choose Review Instruments and Other District Metrics/Rubrics

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.

[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

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](#)

[Washington Models for the Evaluation of Bias Content in Instructional Materials](#) | [OSPI](#)



Train the Instructional Materials Review Committee on Selected Rubrics

Understand the IMET and EQuIP
review process

Foundational

[Publishers' Criteria for Mathematics](#)

[K-8](#) | [High School](#) | [Criteria Discussion Questions](#)

[Effective Mathematics Teaching Practices](#) | [National Council of Teachers of Mathematics \(NCTM\)](#)

[OSPI Mathematics Menu of Best Practices Content Philosophy pp13-18](#)

Principles to Actions: Ensuring Mathematical Success for All
[book for purchase](#) | [NCTM](#)

Practice Standards

[K-5 Elaborations of the Practice Standards](#) | [Illustrative Mathematics](#)

Focus

[K-8 Focus Documents/Pathway to Algebra](#) | [Student Achievement Partners - Achieve the Core](#)

[High School Focus Documents](#) | PARCC

Coherence

[Progressions Documents for the Math Standards](#) | [Student Achievement Partners - Achieve the Core](#)

[Mathematics Coherence Map](#) | [Student Achievement Partners - Achieve the Core](#)

[Grade Level Course Blueprints](#) | [Illustrative Mathematics](#)

[Webinar: Why Curricular Coherence is Essential to All Successful Math Programs](#) | [Illustrative Mathematics](#) and [Open Up Resources](#)

Rigor

Video: [Solving the Math Problem](#) | [youcubed at Stanford University](#)

IMET/EQuIP Professional Development Modules

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

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



Examine Existing Materials Reviews from Trusted Sources to Narrow Selection

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 OER Library | OSPI OER Project](#)

[Aligned Blog \(math textbook review articles\) | Student Achievement Partners - Achieve the Core](#)

Obtain Materials to Review

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 questions.)

[Northwest Educational Resources Association](#) – submit RFP or request to review materials

[List of OER Full course developers](#)

Direct publisher contacts

Vendor Technology Checklist

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

Conduct Review

Establish regular meetings of review committee

Determine the units in each selection that will be receive a deeper review.

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 Recommendation and Communication

Establish regular meetings of review committee

Assign reviewers material review assignments and due date

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



Best Practice 4: Implement and Assess Effectiveness

Implementation Strategy

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

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.

[Instructional Practice Toolkit and Classroom Videos](#) | [Student Achievement Partners - Achieve the Core](#)

math, ELA

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

[Teaching Tolerance: Classroom Strategies](#) | [Southern Poverty Law Center](#)

Tools and approaches below to create a more inclusive environment that promotes student learning

[Reviewing is a Journey](#) | [Granite Falls School District](#) and [Student Achievement Partners - Achieve the Core](#)

Assessment

Ongoing assessment of effectiveness of curriculum

[OSPI Performance Indicators – Data and Analytics](#)

This site contains helpful resources and video tutorials to assist in understanding how to use and evaluate the data

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

[Washington State Testing Overview](#) | [OSPI](#)

[Smarter Balanced Assessment System](#)

ELA and mathematics

[Mathematics Assessment Resources](#) | [OSPI](#)