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


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

RCW 28A.320.170 - Tribal history and culture (as amended by SSB 5433)

RCW.28A.640.020 – Regulations, guidelines to eliminate discrimination – Scope – Sexual harassment policies

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

Washington State Graduation Requirements | OSPI
Graduation in Washington Toolkit | OSPI
Graduation Checklists | OSPI
Special Education Resource Library | OSPI
K–12 Education Accessibility Policies | National Center on Accessible Educational Materials (AEM)

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
- Health and Physical Education
- HIV & Sexual Health Education
- Mathematics (Common Core State Standards for Mathematics)
- Science
- Social Studies
- World Languages

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](#).

## District Policies

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

### instructional materials selection and adoption
- 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)

### ownership of teacher-created content
- District policy with regard how to handle teacher-created content
  - Model Policy: Ownership of Staff-created Work | [WSSDA](#)

### use of open educational resources
- District procurement procedure for core instructional materials.
  - Consider any guidelines/restrictions/impacts for print, digital, blended, or Open Educational Resources (OER).

### district procurement/acquisition procedures
- OER Considerations for School Districts — [pdf](#) | OSPI OER Project
- Reference Article/infographic: [The Complexity of Procurement for Instructional Materials](#) | Aspen Institute
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

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

OSPI-Developed Assessments
Social Studies/Civics; Health and Fitness; the Arts; Education Technology

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

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.