Course Design and Instructional Materials Analysis

District course design and core instructional materials should be regularly reviewed to ensure their ongoing alignment with state law, teaching and learning standards, and research-based best practices. All students will receive high quality core instruction and, as appropriate, strategic and intensive intervention supports matched to student needs.

Course Design is the process that includes identifying and sequencing essential content supporting students’ skill development towards state learning standards. Course design involves providing appropriate instructional materials, professional development, and support systems for teachers as they implement the course.

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.

Identify Target Goals
- Know the rules of the road – gather school board policies related to instructional materials selection and adoption and district procurement procedures
- Identify where do you need to be - learning standards, state laws, content area frameworks

Review Existing Course Design
- Understand where are you currently - examination of course design by review committees composed of district subject area coordinators and, as appropriate, external content area experts
- Understand your parameters - budget, student population, technology capacity, professional learning strategy

Select Instructional Materials and Implement Course
- Based on the assessed needs, consider your options. Options will fall along a spectrum that includes:
  a. Minor instructional materials refresh
  b. Select supplemental instructional materials to fill gaps identified by course design review
  c. Complete course overhaul: adopt new core materials if necessary

Assess effectiveness

Repeat cycle on based on student need, changing demographics and funding
Where do we want to go?

Identify Learning Standards and Target Goals

The goal is course design that includes instructional materials and supports that ensure students succeed in school, are prepared to access post-secondary training and education, and are equipped to thrive in their careers and lives.

Needs

- Instructional materials aligned to the target learning standards or recommended frameworks for each content area.
- Assessment systems that help teachers understand and interpret student performance and provide the appropriate instruction and support.

Resources

**links and additional resources to be added**

Applicable Washington state laws

Graduation resources

Washington State K-12 Learning Standards and Guidelines

- [English Language Arts](#) (Common Core State Standards for ELA)
- [Mathematics](#) (Common Core State Standards for Mathematics)
- [Science](#) (Next Generation Science Standards)
- [Social Studies](#)
- [The Arts](#)
- [Health and Physical Education](#)
- [HIV & Sexual Health Education](#)
- [Early Learning and Development, Birth to Grade 3](#)
- [English Language Proficiency (ELA, Math, Science)](#)
- [Educational Technology](#)
- [Environment & Sustainability](#)
- [World Languages](#)
Where are we now?

Review Measurement Tools and Existing Reports

Course designs should be evaluated, adapted and developed on a continuing basis. Pull together a course design review committee composed of district subject area coordinators and, as appropriate, external content area experts to determine if your instructional materials across the spectrum from supplemental resources to core instructional material meet student needs.

Understand your parameters with respect to budget, student population, technology capacity, and professional learning strategy.

Questions

- Are your instructional materials aligned to state learning standards?
- Are your existing materials effective teaching and learning tools? How is this measured?
- How does your district currently deliver content to students? Is it equitable? How are non-traditional students’ needs being met?
- What is your district’s professional learning strategy? Is it getting you the results you want?
- How do you communicate with families so they can support their children’s learning?
- What are your current district policies with regard to selecting and adopting instructional materials as well as how to handle teacher-created content?
- Know your existing parameters:
  - School board policies and procurement procedures
  - Budget
  - Technology capacity if used to deliver content
  - Student population considerations
  - Capacity to provide professional learning opportunities

Resources

- Instructional materials definitions
- Gap analysis documents
- OSPI State Report Card site
- Tools to measure effectiveness of programs.
- Guidance on assembling a course design review committee

Existing course reviews

- OER Project Reviewed Library
- EdReports.org
- Textbook Navigator Journal (Michigan State University)
- Louisiana Curricular Resources and Annotated Reviews

Instructional materials rubrics and vetting tools to check existing materials for alignment

- IMET - Instructional Materials Evaluation Tool (ELA, mathematics)
- EQuIP - Educators Evaluating Quality Instructional Products (ELA, mathematics, science)
- PEEC - Primary Evaluation of Essential Criteria for Alignment (Science)

Recent reports on the “state of the state” in education
How do we get there?
Select Instructional Materials & Implement Course

Assess the gap between where your district is currently and where you would like to be and determine the level of instructional materials improvement and other supports and strategies needed.

**Improvement Spectrum and Guidance Resources**

- **Minor Refresh**
  - Instructional materials are in good shape, aligned to standards, student performance is good, teachers are prepared. District would like to include supplemental resources to increase engagement or to focus on specific ideas.
    1. Establish district guidelines for certificated staff identification and usage of temporary supplemental materials (e.g. current news broadcasts or articles).
    2. Have the principal designate an individual to approve the selection of supplemental resources identified for potential usage by certificated staff. Establish selection criteria for these resources.
    3. Train teachers and district staff in the effective location of instructional materials and provide them with a firm understanding of resource licenses which will determine their levels of permitted uses for the resources.

- **Fill Gaps**
  - 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.
    1. Establish district guidelines for certificated staff identification and usage of temporary supplemental materials (e.g. current news broadcasts or articles).
    2. Have the principal designate an individual to approve the selection of supplemental resources identified for potential usage by certificated staff. Establish selection criteria for these resources.
    3. Leverage any existing reviews of material you are interested in to narrow the field of options.

- **Complete Overhaul**
4. Train teachers and district staff in the effective location of instructional materials and provide them with a firm understanding of resource licenses which will determine their levels of permitted uses for the resources.

5. Review the content for alignment to state learning standards using established rubrics (e.g. EQuIP, Achieve OER rubrics)

**Resources**

- Instructional materials definitions
- Info on OER, copyright, and licensing permission
- OER repositories
- Content specific recommended sites (any license)
- Quickstart guide to image usage
- Quickstart guide to providing proper resource attribution

**OER Project Reviewed Library**

**EQuIP Exemplars**

- Vetting Instruments
- EQuIP
- Achieve OER Rubrics
- OSPI Technology and Administration Review Rubrics

### Complete overhaul

Existing instructional materials are out-of-date, not aligned with standards, and ineffective tools for students and teachers. A new option is required.

1. Examine current school board policies regarding the selection and adoption of instructional material.
2. Determine district capacity for pulling together an instructional materials review committee.
3. Establish timelines
4. Determine if a “textbook” is necessary? Are digital options available? Does your district feel comfortable pulling together resources to create their own course curriculum? Is there appropriate material available?
5. Determine strategy for identifying options and designate appropriate personnel
6. Determine if piloting or field testing is advisable. Examine any existing materials reviews from trusted sources.
7. Recruit and convene an Instructional Materials Review Committee
8. Report results and select material
9. Create an implementation strategy that includes initial resource training, sustained professional learning, and resources and strategies to help families support students with their learning

**Resources**

- WSSDA Model Course Design and Instructional Materials Selection and Adoption Policy
- Full-course Instructional Materials Toolkit
- Guidance for assembling an instructional materials review committee
- Sample protocols and case studies
- Community and external expert involvement strategies
- Facilitator guides
Reporting templates

OER Project Reviewed Library
EdReports.org
Textbook Navigator Journal (Michigan State University)
Louisiana Curricular Resources and Annotated Reviews
Washington Models for the Evaluation of Bias Content in Instructional Materials
Professional Development Materials
Research based best practices

Achieve the Core Aligned Blog
Was it worth the trip?
Assess Effectiveness

Were the changes you made impactful to teaching and learning in a positive way?

Resources

Washington State Testing
Smarter Balanced Assessment System (ELA and Mathematics)
Mathematics Assessment Resources
ELA Assessment Resources
Science Assessment Resources
Social Studies Assessment Resources
OSPI-Developed Assessments (Social Studies/Civics; Health and Fitness; the Arts; Education Technology)