



## Appendix A: Mathematics 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



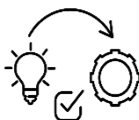
### Step 3: Prepare for review

- 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
<p>Make sure district is adhering to applicable Washington state laws and Federal guidelines:</p> <ul style="list-style-type: none"> <li>• legal requirements for school instructional materials selection</li> <li>• federal accessibility requirements</li> <li>• professional learning requirements</li> </ul> <p>Know the rules of the road. Gather school district policies for:</p> <ul style="list-style-type: none"> <li>• instructional materials selection and adoption</li> <li>• use of open educational resources</li> <li>• district procurement/acquisition procedures</li> </ul>	<p>Legal requirements for district selection and approval of instructional materials   <a href="#">Revised Code of Washington (RCW) 28A.320.230</a></p> <p>Textbooks and instructional materials—Instructional materials policy—Elimination of bias   <a href="#">Washington Administrative Code (WAC) 392-190-055</a></p> <p>District school directors’ responsibilities   <a href="#">RCW 28A.150.230</a></p> <p>Regulations, guidelines to eliminate discrimination   <a href="#">RCW.28A.640.020</a></p> <p>Basic education - Goals of school districts   <a href="#">RCW 28A.150.210</a></p> <p>Basic education - Minimum instructional requirements   <a href="#">RCW 28A.150.220 –</a></p> <p>Professional learning   <a href="#">RCW 28A.300.600</a></p> <p><a href="#">Special Education Resource Library   OSPI</a></p> <p>Roles and Responsibilities for Course Design and Instructional Materials Selection and Adoption — <a href="#">doc</a> and <a href="#">pdf</a>   OSPI</p> <p><a href="#">Washington K-12 Learning Standards Mathematics</a> (Common Core State Standards for Mathematics)</p> <p>School board policy on instructional material selection and adoption            Model Policy: <a href="#">Course Design, Selection, and Adoption of Instructional Materials</a>   <a href="#">Washington State School Directors’ Association (WSSDA)</a></p> <p>District procurement procedure for core instructional materials. <i>Consider any guidelines/restrictions/impacts for print, digital, blended, or Open Educational Resources (OER)</i></p>

## District Capacity, Budget, and Timeline

Guidance	Resources
<p>Informed with district numbers, demographics, and reflections of past adoption cycles, prepare budget and time allocation for:</p> <ul style="list-style-type: none"> <li>• Review process</li> <li>• Pilot or field testing</li> <li>• Procurement</li> <li>• Instructional material rollout</li> <li>• Sustained, job-embedded professional learning around instructional materials</li> </ul> <p>Consider technology requirements if used to deliver content</p> <p>Gauge district comfort level with curating/developing open educational resources (OER) to create their own course curriculum</p>	<p>Knowing Your Starting Point Data Inventory — <a href="#">doc</a> and <a href="#">form</a>   <a href="#">EdReports</a> and California Curriculum Collaborative</p> <p>Building an Effective Process for Evaluating Instructional Materials — <a href="#">doc</a> and <a href="#">pdf</a>   <a href="#">Chief Council of State School Officers (CCSSO) ELA and Math State Collaboratives</a></p> <p>Template timeline <a href="#">doc</a> and <a href="#">pdf</a>   <a href="#">Student Achievement Partners -Achieve the Core</a></p> <p>Material Adoption Tips from Washington districts — <a href="#">pdf</a></p> <p>Material Adoption Tips from OSPI — <a href="#">doc</a> and <a href="#">pdf</a></p> <p>OER Considerations for School Districts <a href="#">pdf</a>   <a href="#">OSPI OER Project GoOpen Launch Packet</a>   <a href="#">U.S. Department of Education Office of Educational Technology</a></p>

## Stakeholders, Roles, and Communication Strategy

Guidance	Resources
<p>Identify stakeholders that need to be informed throughout the process</p> <p>Define roles and responsibilities.</p> <p>Craft a communications strategy to stakeholders that:</p> <ul style="list-style-type: none"> <li>• outlines goals, steps, and timeline in instructional materials selection process</li> <li>• informs how input will be solicited and final decisions made</li> <li>• describes how progress throughout the process will be shared</li> </ul>	<p>Roles and Responsibilities for Course Design and Instructional Materials Selection and Adoption — <a href="#">doc</a> and <a href="#">pdf</a>   OSPI</p> <p>Template communications plan <a href="#">pdf</a>   <a href="#">Student Achievement Partners - Achieve the Core Building Capacity and Consensus through a Teacher-Led Materials Adoption</a>   <a href="#">EdReports.org</a></p>

## Step 2: Target District Priorities

### Collect Educator, Student, and Community input

Guidance	Resources
<p>Obtain feedback from teachers and students on their needs and wants in a new core instructional material.</p> <p>Establish district quality criteria beyond alignment to state learning standards</p> <ul style="list-style-type: none"> <li>e.g. Teaching behaviors your district has defined as important and that instructional materials need to support.</li> </ul> <p>Engage teachers early and often and consider community members as well.</p>	<p>Sample Math Instructional Material Teacher Survey <a href="#">doc and pdf</a>   Fife School District/Student Achievement Partners</p> <p><a href="#">Materials Adoption 101: Engage Educators Upfront</a>   EdReports</p>

### Review District Data

Guidance	Resources
<p>Look at district data to see current performance indicators and district demographics that will help inform your process. Some potential areas to consider:</p> <ul style="list-style-type: none"> <li>Equitable delivery of quality content to ALL students. Consider your teacher and student demographics and identify any specific instructional material considerations.</li> </ul>	<p><a href="#">Washington State Report Card</a>   OSPI</p> <p>District level assessments</p> <p>Interim assessments for Smarter Balanced</p>

## Step 3: Prepare for Review

### Assemble a Review Team and Provide Professional Learning

Guidance	Resources
<p>Select a diverse team that can evaluate the material through different lenses (content, administrative, technology).</p> <p>Develop a common understanding of the process with the team of reviewers.</p> <p>Build an understanding the CCSS mathematics shifts and standards for mathematical practice.</p> <p>Calibrate around what good instructional materials look like prior to beginning review.</p> <p>Establish criteria for final decision making and clearly establish how that decision will be determined</p>	<p>Roles and Responsibilities for Course Design and Instructional Materials Selection and Adoption — <a href="#">doc</a> and <a href="#">pdf</a>   OSPI</p> <p><a href="#">Building the Right Review Team</a>   Student Achievement Partners - Achieve the Core</p> <p>Article <a href="#">Top 5 Tips for Building and Training Your Review Team</a>   Student Achievement Partners - Achieve the Core</p> <p>Foundational</p> <p><a href="#">Publishers' Criteria for Mathematics</a></p> <p><a href="#">Introduction to the Math Shifts</a>   Student Achievement Partners - Achieve the Core</p> <p><a href="#">Deep Dive into the Math Shifts</a>   Student Achievement Partners - Achieve the Core</p> <p>Focus Documents</p> <p><a href="#">K-8 Focus Documents/Pathway to Algebra</a>   Student Achievement Partners - Achieve the Core</p> <p><a href="#">High School Focus Documents</a>   Partnership for Assessment of Readiness for College and Careers (PARCC)</p> <p>Coherence Documents</p> <p><a href="#">Progressions Documents for the Math Standards</a>   Institute for Mathematics and Education – University of Arizona</p> <p><a href="#">Mathematics Coherence Map</a>   Student Achievement Partners - Achieve the Core</p> <p><a href="#">Grade Level Course Blueprints</a>   Illustrative Mathematics</p>

## Choose review instruments

Guidance	Resources
<p>Determine what rubrics and review instruments will be used to make the final selection</p>	<p><a href="#">Instructional Materials Evaluation Tool (IMET)</a>   Student Achievement Partners - Achieve the Core <i>Full –course review</i></p> <p><a href="#">EQulP Rubrics</a>   Achieve <i>Deeper dive into individual lessons and units - ELA, mathematics, and science</i></p> <p>Technology Review Guiding Questions — <a href="#">doc</a> and <a href="#">pdf</a>   <a href="#">OSPI</a></p> <p>Administration Review Guiding Questions — <a href="#">doc</a> and <a href="#">pdf</a>   <a href="#">OSPI</a></p> <p>District Example: Math Materials Alignment Criteria <a href="#">xls</a>   <a href="#">Spokane Public Schools</a></p> <p>Screening for Biased Content in Instructional Materials — <a href="#">pdf</a> and <a href="#">interactive form</a>   OSPI</p>

## Establish Selection Criteria

Guidance	Resources
<p>Establish criteria for final decision making and clearly document how that decision will be determined</p>	<p><a href="#">Building Capacity and Consensus through a Teacher-Led Materials Adoption</a>   EdReports.org</p>

## Step 4: Review and Select Core Instructional Mathematics Materials

### Examine existing reviews and review district input to narrow selection

Guidance	Resources
<p>Narrow the field of instructional materials options to review to a manageable level for your district.</p>	<p><a href="#">Independent Reviews of Instructional Materials by Educators</a>   EdReports</p> <p><a href="#">Curricular Resources and Annotated Reviews</a>   Louisiana Department of Education</p>

## Obtain Materials to Review

Guidance	Resources
<p>Clarify what you want from publishers/developers:</p> <ul style="list-style-type: none"> <li>• Be specific about materials, technical assistance, etc., needed</li> <li>• Determine tech specs if applicable</li> </ul> <p><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></p>	<p>Direct publisher contacts</p> <p><a href="#">Openly licensed options for district adoption consideration (ELA, mathematics, science)</a>   OSPI OER Project</p> <p>Vendor Technology Checklist <a href="#">doc</a> and <a href="#">pdf</a>   Puyallup School District</p>

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

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

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

### Procure adopted core instructional materials

Guidance	Resources
<p>Present recommendations to Instructional Materials Adoption Committee and/or school board and follow your district procurement process to obtain materials</p>	<p>District procurement/acquisition procedures</p> <p><a href="#">Acquisition Policies for Washington</a>   SETDA</p>

## Execute the Instructional Materials Implementation Strategy

Guidance	Resources
<p>Refine your implementation strategy that includes:</p> <ul style="list-style-type: none"> <li>• initial materials rollout</li> <li>• sustained professional learning</li> <li>• onboarding of new teachers</li> <li>• resources and strategies to help families support students with their learning</li> </ul> <p>Determine how you will measure the effectiveness of your instructional materials. professional learning strategy</p>	<p><a href="#">Instructional Practice Toolkit and Classroom Videos</a>   Student Achievement Partners - Achieve the Core</p> <p><a href="#">Aligned Blog</a>   Student Achievement Partners - Achieve the Core</p> <p><a href="#">Teaching Tolerance: Classroom Strategies</a>   Southern Poverty Law Center</p> <p><a href="#">Reviewing is a Journey</a>   Granite Falls School District and Student Achievement Partners - Achieve the Core</p>

## Assess Effectiveness

Guidance	Resources
<p>Ongoing assessment of effectiveness of curriculum</p>	<p><a href="#">Washington State Report Card</a>   OSPI</p> <p><a href="#">Washington State Testing Overview</a>   OSPI</p> <p><a href="#">Smarter Balanced Assessment System</a></p> <p><a href="#">Mathematics Assessment Resources</a>   OSPI</p>

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