

OSPI Instructional Materials Support Strategy – DISCUSSION DRAFT (4/30/14 v.4)
Spring/Summer 2014 and 2014-15 year

Current Reality:

- Districts are begging for support from the state with making instructional materials decisions, learning from districts conducting reviews, and with learning about/utilizing existing review tools.
- There is limited understanding across district leaders and educators about how instructional materials should look different in light of CCR learning standards (CCSS and NGSS).
- There is limited staffing capacity at the OSPI and ESD levels to support this work
 - OSPI does not have funding or staff capacity to coordinate instructional materials reviews (as was the case in 2002 – 2007).
- Strong resources are available to support the review of instructional materials in light of the CCSS.
- OSPI provides some information, updates, and links to instructional materials resources and reviews via quarterly webinar series, public presentations and workshops, and through the OSPI Instructional Materials Review and Resources and Open Educational Resources web sites. (<http://k12.wa.us/CurriculumInstruct/InstructionalMaterialsReview.aspx>)
- There is not a coordinated support system at the state or regional levels to support districts to make decisions about instructional materials and to access the resources that are available. Each ESD approaches this differently. It is unknown as to whether the materials and resources utilized are consistent.
- OSPI provided training to 120 ELA and Math teacher leader Fellows in Feb. 2014 on the Materials Alignment Toolkit and the EEquip Rubrics for evaluating lessons for alignment with CCSS.
- Tools (such as EEquip Rubric) are emerging for NGSS – but timing is still early.

Desired Reality:

- School districts and educators have the support they need for making instructional materials decisions. Students receive strong instruction every day
- OSPI has designated staff capacity to support and coordinate internal and external efforts (including cross-state collaboration on instructional materials reviews and resource development).
- There is consistency across regions and districts about what quality instructional materials (of all types) should entail.

OSPI Role:

- Provide resources/tools, support, and guidance to regional partners and school districts for supporting educators in making strong and informed decisions about instructional materials.
- Build capacity within state, regional, and content partners for utilizing high quality tools and review results in current decisions about existing and/or new instructional materials.
- Engage with other states in supporting widespread review of published instructional materials (as resources allow)
- Work with state policy partners to develop supportive infrastructure (policies and procedures) for districts as they review and make decisions existing and/or new instructional materials.

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Proposed Solutions:

Goals	Approaches	Timeframe
<p>1. Increase OSPI and ESD internal capacity for:</p> <ul style="list-style-type: none"> a. Delivering high quality informational and professional learning sessions using the Materials Alignment Toolkit (from Achieve the Core); b. Supporting districts as they consider the “alignment or quality” of existing, new, print-based, digital, and open educational resources with the CCSS c. Provide increased guidance and support for districts when considering instructional materials across subject areas 	<ul style="list-style-type: none"> • Hire CCR Professional Development and Instructional Materials Director (OSPI T&L position) • Facilitate deeper learning among OSPI content team, ESD coordinators, and Fellows on the IMET toolkit (Sandra Alberti webinar support) • Establish specific goals for staff learning on the IMET, and other resources (such as OERs, other state reviews) in order to effectively work with teachers and districts <p>OSPI-Specific:</p> <ul style="list-style-type: none"> • Update and maintain a current IMR website that links effectively to existing resources • Work with OSSS and other OSPI departments to consider integration of this content into their work with buildings and teacher leaders • T&L content team review existing evaluation and TA resources – provide input on revision/update of OSPI IMR web site to include broader spectrum of subjects and tools 	<ul style="list-style-type: none"> • Spring 2014 • April 2014 • Spring 2014 (for 2014/15 year) • Summer/Fall 2014
<p>2. Build capacity within district, building and teacher leaders to increase their ability for strong scrutiny, analysis, and support of existing, new, digital, print-based, and open educational resources. This includes:</p> <ul style="list-style-type: none"> a. Providing regular opportunities for school district and building leaders; and teacher leaders to learn about, apply, and collaborate using tools within the Materials Alignment Toolkit. b. Establishing a regular communication system with districts through webinars, in-person learning/collaboration opportunities, and through a well-maintained web site for districts to access information, resources from other states, review tools, and to share. c. Creating the conditions for districts to share review processes, tools, and results with each other – across 	<p>General:</p> <ul style="list-style-type: none"> • Issue a statewide survey of districts (and create an interactive web-based map for cross-state collaboration) regarding their adoption cycles and processes for all subjects (including OER) <p>District/Building Leaders:</p> <ul style="list-style-type: none"> • Offer an Instructional Materials Quality Conversation (hosted by Gates, 1 day, bring Sandra Alberti, Bill Schmidt, ELA voice? – including district leaders that have recently undergone review processes) for district leaders • Offer 9, 1-day regional learning events for district 	<ul style="list-style-type: none"> • Fall 2014? • Monthly starting in...October? • Fall and Spring

Goals	Approaches	Timeframe
regions.	<p>and building leaders (focus on traditional instructional materials and OERs) (coordinate with ESD Assistant Sups via their curriculum director meetings?)</p> <ul style="list-style-type: none"> • Offer 2x/year webinars that highlight 1-2 school districts that will share their review processes, tools, decision making for recent ELA and Math adoptions (through CARC, or OER districts) <p>Teacher Leaders:</p> <ul style="list-style-type: none"> • Continue work with ELA and Math Fellows focused on application of Materials Alignment Toolkit <ul style="list-style-type: none"> ▪ Statewide Fellows convening ▪ 4x/year regional Fellows meetings • Work with exiting OSPI subject-specific cadres/advisories to identify key areas of support/guidance needed and the tools available (including how to integrate resources from the MAT; and integration of NGSS EQuip tool) <ul style="list-style-type: none"> ▪ Develop action plans accordingly 	<ul style="list-style-type: none"> • Spring 2014; 2014-15 SY • 2014-15 SY
<p>3. Maintain a current policy support structure for districts by reviewing and updating (as necessary) relevant state and local policies related to instructional materials reviews and adoptions (with CARC and WSSDA).</p>	<ul style="list-style-type: none"> • Review and provide input on current WSSDA model policy and procedure (via CARC) • Revise (with WSSDA) • Collect sample school district policies/procedures to share via the web site (in light of CCSS and OER) 	<ul style="list-style-type: none"> • Spring 2014 • ?? • Spring 2014 start