# State K12 Instructional Materials Leadership
## *Trends Snapshot*

## BACKGROUND

The Digital Instructional Materials Acquisition Policies for States (DMAPS) is an online database providing details related to state and territory policies and practices for K12 instructional materials selection, implementation and procurement. Policymakers, administrators, educators, publishers, technology developers, parents and students can learn about national trends and specific state policies and practices. The interactive map highlights national trends across specific topic areas including allowing users to drill down to specific data elements. State profiles provide narrative details and URLs related to policies and practices. Since its inception in 2015, DMAPS has been updated annually and expanded to include new topic areas. This year, SETDA presents a new topic area, Professional Learning, where stakeholders can find out what professional learning opportunities states are providing teachers around the selection, creation and implementation of digital instructional materials. This publication highlights current state policies and practices in the selection and implementation of digital instructional materials.

### HIGHLIGHTS

✓ Individual state profiles by topic

✓ Interactive map highlights national trends

## DIGITAL LEARNING



One of the fundamental aspects of a successful shift to digital learning is state and local leadership to support digital learning environments. With policies and practices, state leaders demonstrate to districts and schools a commitment to digital learning to support the personalized learning needs of all learners. States support such processes with the enactment of state digital learning plans, supporting district digital learning plans, defining personalized learning, policies around the implementation of digital instructional materials and the development of digital learning standards for students. The number of states with definitions, guidance and policies supporting digital learning environments continues to increase annually. This trend reflects the shift toward the implementation of digital instructional materials supporting conditions so that all students are provided with access to personalized, engaging learning experiences. The number of states that have online course requirements for students is another interesting trend reflecting the move towards digital learning. Currently, nine states, Alabama, Arkansas, Georgia, Florida, Michigan, Missouri, Nevada, Utah and Virginia require students to take an online class prior to graduation.

## SETDA
### LEADERSHIP • TECHNOLOGY • INNOVATION • LEARNING

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**32 STATES** have a digital learning plan

**31 STATES** have a definition for instructional materials that includes digital instructional materials

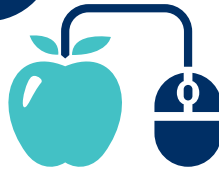**3 STATES** require the implementation of digital instructional materials

**19 STATES** require districts to develop a digital learning plan

**21 STATES** have a definition for OER

**9 STATES** require students to take an online class prior to graduation

**29 STATES** have digital learning standards for students

**32 STATES** allow the implementation of digital instructional materials

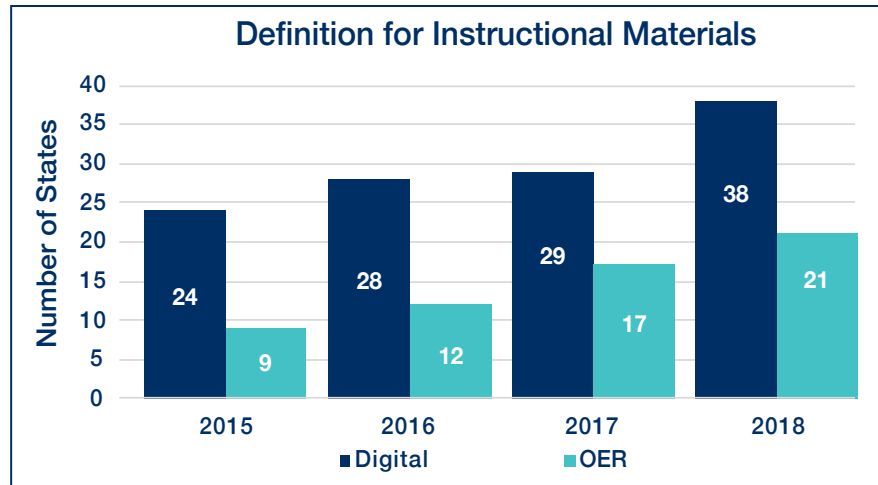**10 STATES** have a definition for personalized learning

**38 STATES** have a definition for instructional materials

Thirty-eight states have a definition for instructional materials and 31 states have a definition for instructional materials that includes the option for digital instructional materials, a continuing upward trend. Nearly half of states include OER (Open Educational Resources) in their instructional materials process. SETDA defines OER as "teaching and learning materials licensed in such a way that they are free and

## Definition for Instructional Materials

Number of States

| Year | Digital | OER |
|------|---------|-----|
| 2015 | 24 | 9 |
| 2016 | 28 | 12 |
| 2017 | 29 | 17 |
| 2018 | 38 | 21 |

■ Digital   ■ OER

may be used, reused, remixed, and otherwise customized to meet specific needs." In other words, OER are teaching, learning, and resource materials, tools, and media that reside in the public domain and may be used and re-purposed freely by educators, students, and self-learners. Twenty-one states have a definition for instructional materials that includes OER and/or provide a separate definition for OER. This number has increased annually since 2015. Learn more about OER policies and practices.

## States with Digital Learning Plans
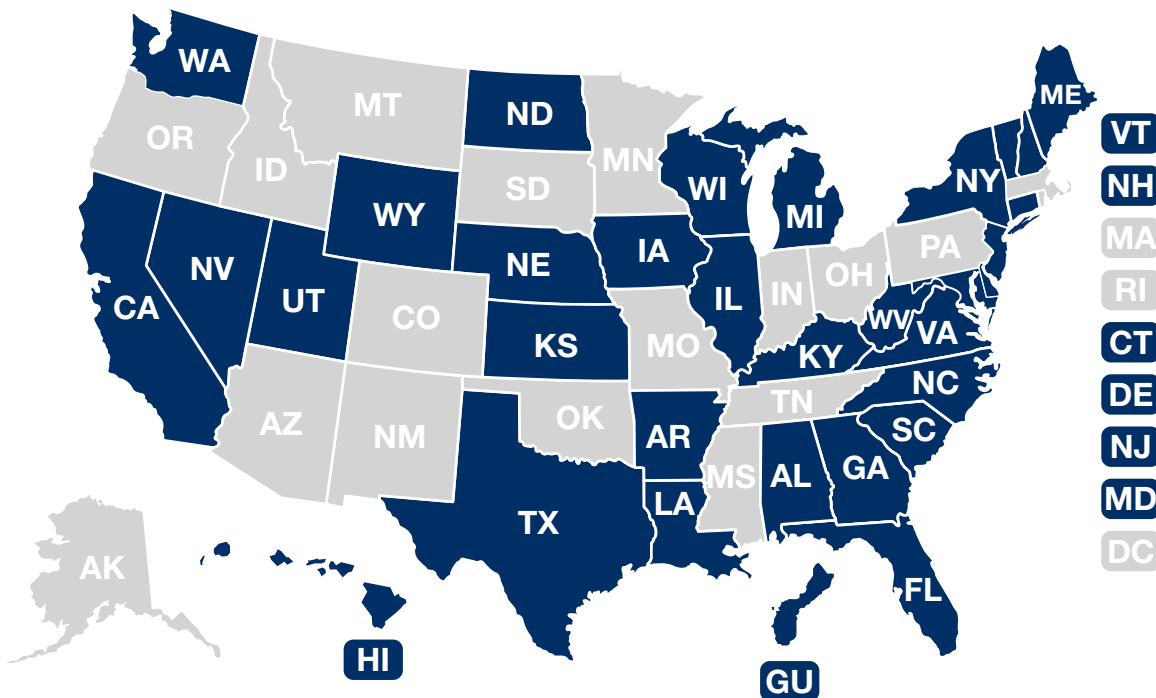
# PROFESSIONAL LEARNING

Sustainable professional learning models geared specifically to support teachers in student centered, digital learning environments can positively impact the teaching and learning experiences. One of the most important components in the transformation to digital learning is ensuring that educators have adequate training to effectively implement digital tools and applications. However, educators need to understand not only how to use digital tools and resources, but also they need professional learning opportunities on how to select and implement high-quality digital instructional materials. Whether teachers are selecting materials from state reviewed and approved content, a resource repository, a vendor website, or OER, administrators and teachers need strategies to select and implement instructional materials that are aligned to standards, accessible and free from bias, and include pedagogical designs that support learning goals. For the first time, SETDA gathered data in 2018 about professional learning opportunities for educators provided at the state level either by the state education agency or statewide through partnering organizations. Twenty-two reported that they provide educators with professional learning opportunities for the *selection* of high quality digital instructional materials and 20 states provide educators with professional learning opportunities for the *implementation* of digital instructional materials. Sixteen states provide professional learning programs to support the development of digital OER and 14 states provide professional learning opportunities for teachers to share digital OER. Twenty-five states provide technical assistance to support the implementation of accessible educational materials and 20 states provide technical assistance to support the use of accessible technologies.

## Professional Development Opportunities

**20** provide technical assistance to support the use of accessible technologies.

**22** provide educators with professional learning opportunities for the selection of high quality digital instructional materials.

**21** provide educators with professional learning opportunities for the implementation of digital instructional materials.

**25** provide technical assistance to support the implementation of accessible educational materials.

**14** provide professional learning opportunities for teachers to share digital OER.

**16** provide professional learning programs to support the development of digital OER.

# STATE REVIEW PROCESS

Developing a state review process for the selection of high-quality instructional materials that are aligned to standards, address education goals and are accessible for all students is more important than ever with the growing number of available resources for both for core courses and supplemental materials. The national trend is for states with a review process to provide this service for districts with the flexibility for the district to choose alternate materials as long as the alternate materials meet the same standards and purpose and the district can provide a rational explanation for the alternative. Most states involve administrators and teachers from across the state to be a part of the review process. The comprehensive review of instructional materials can be extremely time intensive and costly. State level reviews and evaluation of instructional materials is a service to districts and schools which can evaluate local funds to support the purchase and professional learning to implement high quality instructional materials. Currently, 21 states have a process for the review of instructional materials. Learn more about individual state review processes on each state profile page in DMAPS.

SIMRA members collaborate and share resources frequently to continually improve the review process and provide for fair and systematic reviews of materials. The organization has a long history of maintaining high standards and specifications for the manufacturing and distribution of quality instructional materials.

**Digital Considerations:** When selecting instructional materials, districts, schools and teachers should consider digital tools and resources that focus on the active use of technology that enables learning through creation, production and problem solving. Passive uses of technology such as apps that mimic worksheets or flashcards simply substitute analog tools and do not necessarily enhance learning opportunities because they are digital.

## State Review Process
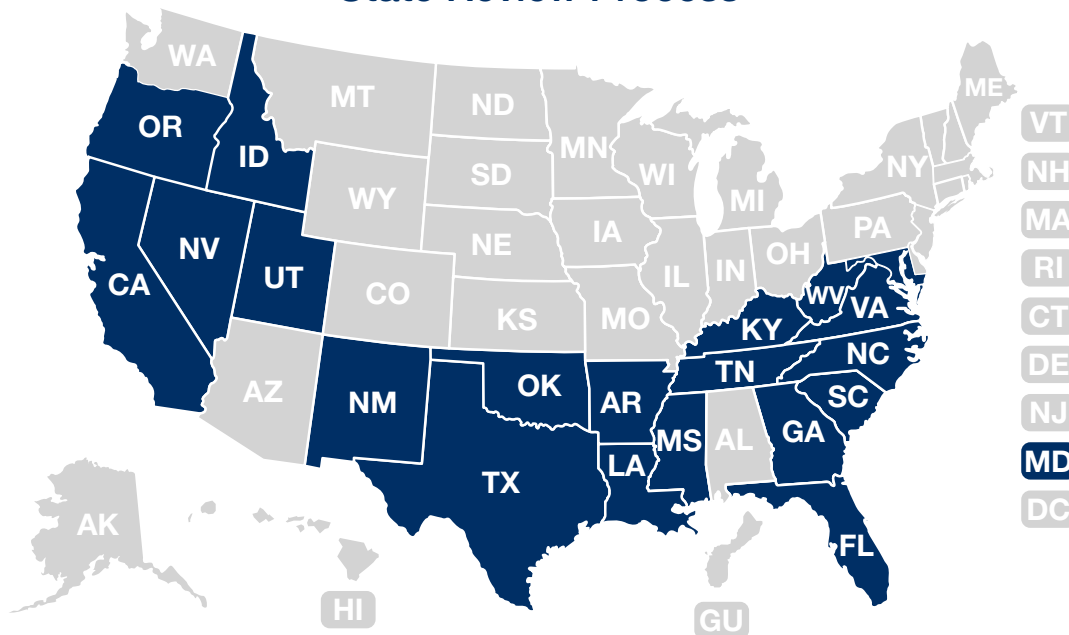
## RESOURCE REPOSITORIES

After instructional materials are approved, states, districts and schools must curate those vetted materials so that they are easily searched and located by educators and students. States and districts may choose multiple options for hosting instructional materials including a state digital resource repository or a statewide content management system. The benefit of a resource repository is that teachers can be confident that the materials are high quality in support of impacting student learning. Repositories may include both copyrighted and openly licensed materials and may be either purchased or free. In some cases, states require state credentials for access even if the resources are free. Some states manage their own repositories, other states partner with other education stakeholders or contract out for these services.

**26 STATES**
have a state digital resource repository

**9 STATES**
host or have a state master contract content management system

**13 STATES**
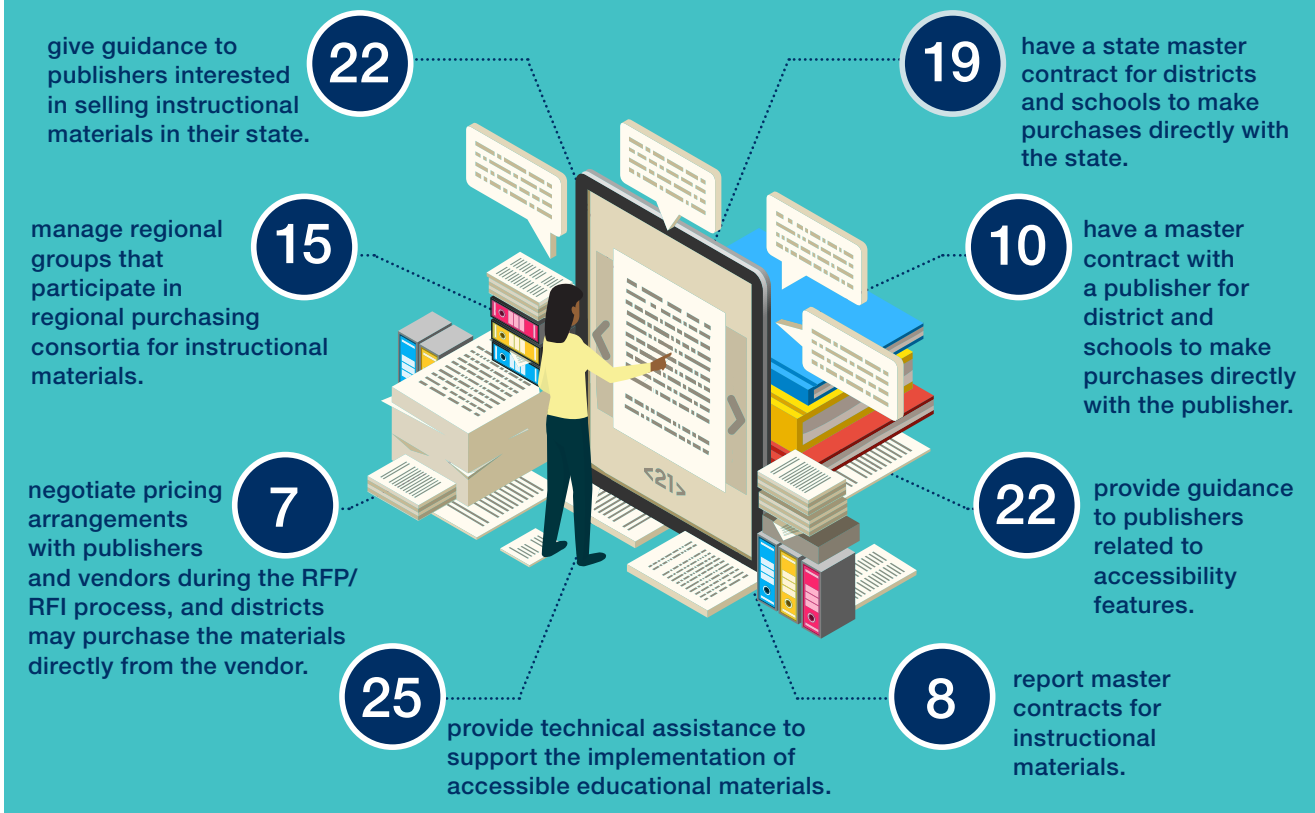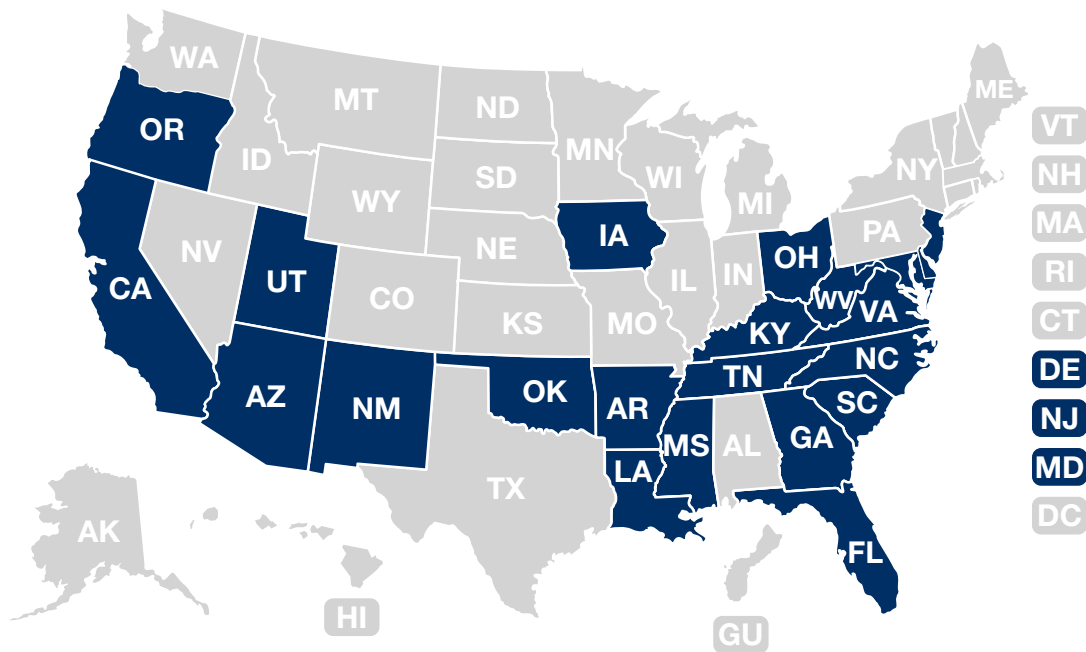host or have a state master contract learning management system

## PROCUREMENT

Widespread access to digital instructional materials is often dependent on successful navigation of the purchasing process. In education, the buying and selling of merchandise and services, whether it is furniture, technology equipment, paper, broadband connectivity or instructional materials, typically requires following some level of state or local procurement laws. Some states have a procurement office specific to the department of education, whereas other states may use statewide central purchasing as a standard. At the district level, some districts utilize cooperative purchasing through regional consortia and other districts may provide flexibility at the school level to make decisions regarding the acquisition of products and services. SETDA's K12 Instructional Materials Acquisition Process infographic describes generic state and district procurement options. Current state procurement policy trends are highlighted on the next page, and individual state policies and practices can be found on state profile pages at DMAPS.

# Number of States with Procurement Policies

**22** give guidance to publishers interested in selling instructional materials in their state.

**15** manage regional groups that participate in regional purchasing consortia for instructional materials.

**7** negotiate pricing arrangements with publishers and vendors during the RFP/RFI process, and districts may purchase the materials directly from the vendor.

**25** provide technical assistance to support the implementation of accessible educational materials.

**19** have a state master contract for districts and schools to make purchases directly with the state.

**10** have a master contract with a publisher for district and schools to make purchases directly with the publisher.

**22** provide guidance to publishers related to accessibility features.

**8** report master contracts for instructional materials.

# State Guidance for Publishers

WA | MT | ND | MN | ME | VT
OR | ID | SD | MN | WI | MI | NY | NH
| | WY | NE | | | PA | MA
NV | UT | CO | KS | IL | IN | OH | RI
CA | | | | MO | KY | WV | VA | CT
AZ | NM | OK | AR | TN | NC | DE
| | | | MS | AL | SC | NJ
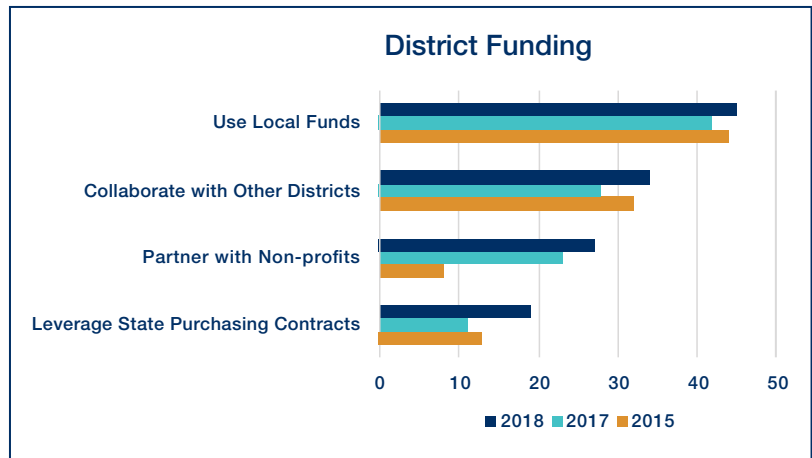| TX | LA | | GA | MD
AK | | | | DC
HI | GU | FL

# FUNDING

In 2018, 21 states have dedicated state funding for digital instructional materials, an increase of 6 states since 2017. States reported that state funds can be used for digital instructional materials (13 states) and devices (12 states). As states and districts are often challenged financially, there are creative funding options for the acquisition of digital instructional materials and tools.

Over the last several years, districts have demonstrated creative funding options for the acquisition of digital instructional materials and continued do so in 2018. Most states (45) report that districts use local funds, whether or not they get state funding, for the acquisition of digital instructional materials.

A majority of states indicated that districts collaborated with each other and partnered with non-profit organizations to acquire digital tools and resources. In 2018, the number of states that leveraged state purchasing contracts to fund the acquisition of instructional materials increased from 11 to 19 states.

### District Funding

| Category | |
|---|---|
| Use Local Funds | |
| Collaborate with Other Districts | |
| Partner with Non-profits | |
| Leverage State Purchasing Contracts | |

0   10   20   30   40   50

■ 2018  ■ 2017  ■ 2015

**13 STATES**
allow districts to use state funding for digital instructional materials

**12 STATES**
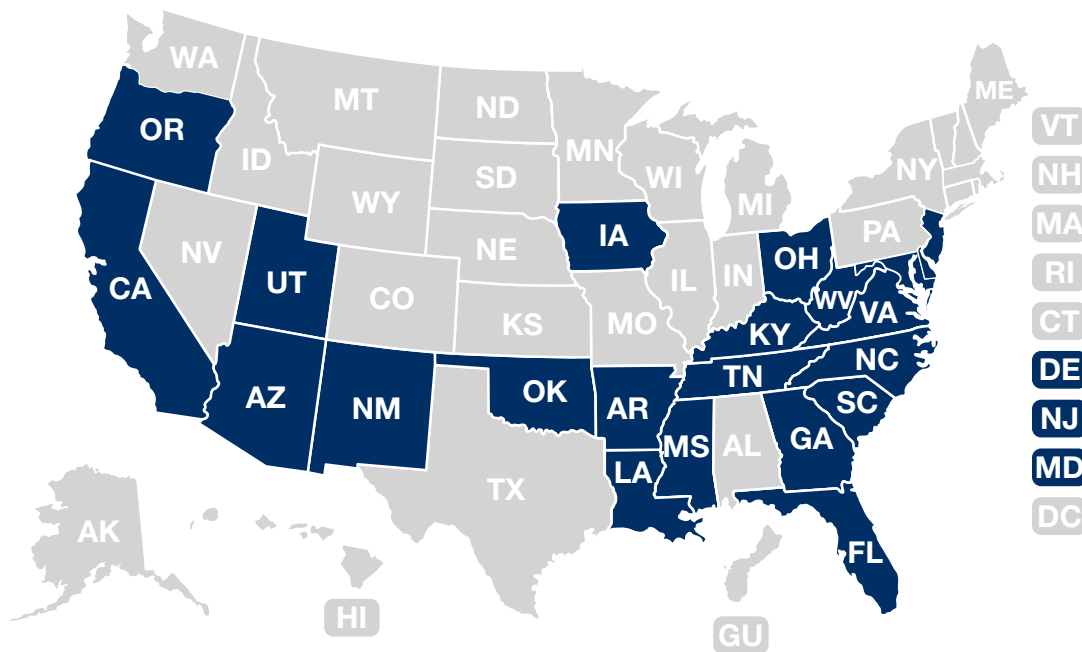allow districts to use state funding for devices

## ACCESSIBILITY



This Accessibility Logo was created by Christy Blew of The University of Illinois on behalf of the EDUCAUSE IT Accessibility Constituent Group. It was designed to be a generic logo, not branded for a particular organization or event, expecting that the branding effort could extend well beyond EDUCAUSE.

With the shift from print to digital, education leaders must proactively consider the accessibility of digital resources for all students, including students with disabilities. To both comply with legislation and optimize teaching and learning opportunities for every student, states and districts should develop policies and best practices that ensure the provision of accessible materials and technologies. Currently, 30 states have a definition for accessible educational materials either based in state statute or the federal definition and 29 states have a definition for accessible technologies. In 2018, 30 states reported that they provided guidance (up from 25 states) to districts to support the use of accessible digital instructional material for learners with disabilities to improve outcomes. Twenty-eight states provide guidance to districts for the use of accessible technologies to improve outcomes; no change from 2017. Learn more about SETDA's policy recommendations for states around accessibility.



The National Center on Accessible Educational Materials (AEM Center), a SETDA partner, offers technical assistance to state and local policymakers and other stakeholders

## Guidance for Accessible Digital Instructional Materials

## TAKEAWAYS

This trends snapshot and the DMAPS portal provide valuable resources for educators as they implement digital instructional materials. Administrators and teachers need strategies to select and implement instructional materials that are aligned to standards, accessible and free from bias, and include pedagogical designs that support learning goals. Whether you are a novice or an expert in the use of digital tools and resources, you will discover a wealth of information on policies and practices around the selection, acquisition and implementation of high-quality digital resources in your state. No one state has the same policies or practices, yet all states are providing leadership in this area.

**DMAPS Digital Instructional Materials Acquisition Policies for States (DMAPS)**. Updated and expanded in March 2019, the DMAPs website is an online database providing state and territory policies and practices related to the acquisition of digital instructional materials in K-12 education. This unique tool offers the opportunity to view details regarding individual states and national trends via an interactive map. The goal of this portal is to provide a clear picture of each state's instructional materials policies and practices to help encourage increased implementation of digital instructional materials. dmaps.setda.org.

**Guide to Quality Instructional Materials.** State, district and school level leaders can use this guide to launch and maintain vetting processes for the selection of quality instructional materials aligned to standards. Key considerations, questions and helpful hints are included throughout the guide. Additionally, the guide includes best practice examples from states and districts and national, state and local resources to consider when selecting quality instructional materials. http://qualitycontent.setda.org/

**TDL** is a free web-based resource designed to support school and district leaders as they work to ensure that investments in digital learning spark positive results. Updated as of April of 2018, the guide now includes a set of professional learning resources, known as facilitator guides, for states and districts to use to host statewide and/or regional convenings to provide customized support and training. This project also includes a set of stakeholder communication toolkits designed to help stakeholders disseminate information about teaching and learning in the digital age. Topics include: Planning, Professional learning, Operations, Instructional Materials, Equity & Access. http://digitallearning.setda.org/

## CREDITS

Founded in 2001, the **State Educational Technology Directors Association (SETDA)** is the principal nonprofit membership association representing US state and territorial educational technology leaders. Our mission is to build and increase the capacity of state and national leaders to improve education through technology policy and practice. For more information, please visit: setda.org.