

The Basics of the Adoption Process



- → Publishers apply to be part of adopted materials through ODE. A state team evaluates all submitted materials using the iMET rubric.
- → A list of approved materials is given to districts. Districts can choose from this list or go through an independent adoption to choose a material not on the list.
- → Independent adoptions use the same criteria as the iMET rubric process and require board approval.

Priorities for Evaluation



Feedback from the community, students, and staff gave us some priorities that shape the lens we used.

- → Culturally sustaining, responsive, and reflective materials was the number one ask from all stakeholders!
- → Strong foundational skills (grounded in the Science of Reading)
- → Incorporates Universal Design for Learning
- → Accessibility-Easy to understand and implement (hybrid options, connected assessment, small group, and ELD scaffolding)
- → Knowledge building (incorporates science, social studies, social emotional)
- → Rich with writing and dialogue opportunities
- → Implementation Support

Process for Evaluation



October **PREPARATION**

November-January **SCREENING**

February-April TEAM EVALUATION

District Teaching and Learning Team compiled priorities/needs/realities and scoring rubric materials.

Team determines they will look at ODE list and Curriculum Associates materials.

District Teaching and Learning Team and Title teachers did an initial overview of materials on ODE list and of independent adoption materials using the outlined priorities and MESD provided materials. The

Teaching and Learning
Team scored independents materials
using iMet Rubric.

If materials did not meet the iMet Cultural Representation criteria, it was not even considered. Two curricular tools were brought to a team with representatives from across buildings-**Great Minds** and Curriculum Associates.

Materials were evaluated using the priorities and additional considerations as the lens.

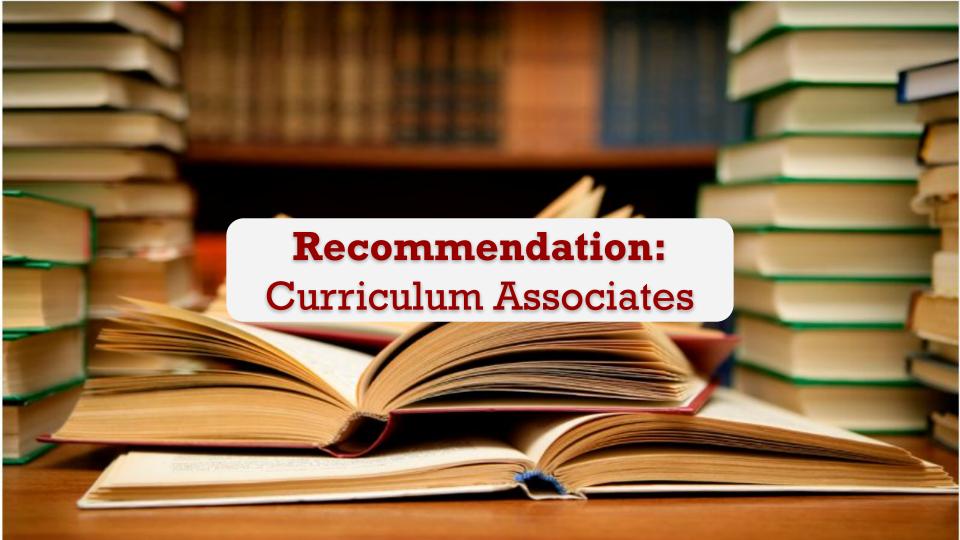
A consensus model was used to determine what would be needed to implement either program.

Using Our Equity Lens to Compare Materials



PEOPLE	How are students or staff affected positively or negatively in terms of barriers they experience within using this curriculum?
PLACE	What kind of positive or negative literacy environment are we creating?
POWER	How does this curricular empower students and develop agency as learners?
PROCESS	Do these curricular tools improve, worsen or make no change to existing disparities? Why?
PLAN	If this were our curricular tool, what could we do to reduce any negative impacts and address the barriers?

Click for Equity Lens



Curriculum Associates: Fall 2022

(Independent Adoption under ORS 581-022-2350)



- Grades K-2
 - ELA: Ready Reading
 - Foundational Skills: Magnetic K-2
 - o Additional Lessons for Differentiation: Teacher Toolbox
- Grades 3-5
 - ELA: Magnetic 3-5
 - Foundational Skills: Lessons connected to each Magnetic lesson
 - Additional Lessons for Differentiation: Teacher Toolbox
- Personalized Pathway for Each Student
 - Assessment Suite:
 - Diagnostic
 - Common Core State Standards (CCSS)
 - Early Literacy and Fluency Assessment (offline)
 - Dyslexia Screener
- Handwriting and Embedded Writing K-2
- Writing and Grammar 2-5

Primary Reasons for Selection



- → Culturally reflective and relevant materials
- → Built on the premise that all kids can achieve at high levels when provided the scaffolds to do so
- → Strong foundational reading routines
- → Incorporates Universal Design for Learning
- → Ability to provide and access materials in multiple settings-in person and online
- → Provides a connected diagnostic tool with usable lessons for differentiation connected directly to student needs
- → Ease of implementation

Statements of Assurance



Evaluation Criteria:

These curricular tools have been evaluated using the iMet criteria checklist and meet the criteria established by the State Board of Education is on file in the district office. Completed iMet Rubric can be found here.

<u>Curriculum Associates iMet Rubrics</u>

Accessibility Statement:

These materials comply with the most current National Instructional Materials Accessibility Standard (NIMAS) specifications regarding accessible instructional materials.

Implementation



Once approved, district teams, in collaboration with Curriculum Associates, will begin the work of creating an implementation plan that includes building teacher capacity to effectively use curricular tools to deliver instruction.

Planning will continue throughout the summer.

Implementation will begin during pre-service week of Fall 2022.