English Language Instructional Materials Adoption Process and Recommendations

NSSD School Board Presentation June 20, 2024

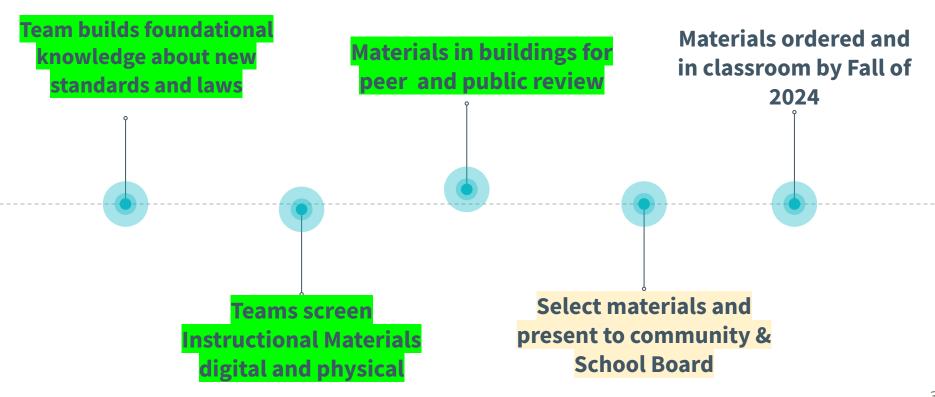
Committee Members

SES: Cameron Johnson, Shealon Cooper

SIS/SMS: Tamra Southerton

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District Process Timeline



Oregon Educational Goals (ORS 329.015)



Provide students with the **skills necessary** to pursue learning throughout their lives in an ever-changing world. (ORS 329.015(2)(a))



Provide an environment that **motivates students** to have experience in applying knowledge and skills and demonstrating achievement. (ORS 329.015(2)(b))



Equip students with the academic and career skills and information necessary to **pursue the future of their choice**. (ORS 329.015(2)(a))



Provide an environment that motivates students to pursue serious scholarship. (ORS 329.015(2)(b))

NSSD Criteria

Content		Student Engagement		Assessment/Measuring Progress	
0	Teacher Access: Instructional materials are organized, defined timing/pacing of lessons, intuitive and easy to use and teachers can revise materials		The instructional materials offers multi-media options, journals and/or different ways for students to access information. It is not just a textbook.	0	Assessments are varied (formative and summative) and connected to the standards. Provide multiple opportunities for student to review and revisit
0	The instructional materials offers an EXPLICIT strategy for teachers to approach topics in a culturally responsive and objective manner. The instructional materials includes school to home connections (a way to	0 0 0	Differentiated supports that span the levels of English learners. Leveled reading options The instructional materials offer opportunity for student choice/voice. The scenarios/stories to engage	000	material as needed Monitors students progress The instructional materials provide remedial support. Assessments align with the ELPA Scoring Rubric
0	communicate with parents) Offers professional development supports Aligned to standards, and best practices (BERC, AVID)	•	students are authentic, relatable, accurate and age appropriate. Curricula is accessible in print, digitally and on multiple devices		

Recommendation K-3 Critical Factors

The K-3 Committee team recommends

Publisher: Vista Learning Program Title: Get Ready

- Here are 3-5 key reasons why the team is selecting this curriculum versus the other:

 - Organized by Domains Variety of Cultures and Languages represented Decodable Readers

 - Strong Teacher Supports

 - Opportunity for oral practice HMH materials at this level will not be available until the Fall

Recommendation 4-12 Critical Factors

- ➤ The 4-12 Committee team recommends
 - **Publisher: HMH**
 - **Program Title: English 3D**
- Here are key reasons why the team is selecting this curriculum versus the other:
 - Consistency with our current ELA curriculum materials students will not have to learn another platform and can move from one to the other more easily
 - Videos and student engagement materials are age appropriate
 - Content materials are available
 - Specific newcomer materials
 - Strong training availability

Next Critical Steps

- Collaborate with teachers to develop professional learning and implementation plan on instructional materials, best teaching practices, and equitable access.
- Create a scope and sequence/pacing guide of instruction using the new materials.
- > Create vertical articulation for each level. The documents will support skills and instructional coherence across the program offered K-12.

Estimated Costs

Grade Level	Cost of Programming + Shipping (as of 05/2024)
K-3 (43 students) Vista Get Ready	\$28,217.84 with discounts and shipping
4-12 (83 students) HMH English 3D	\$74,981.02 with discounts and shipping
Total:	\$103,198.86

Recommendation

- > The English Learner committee is asking for the board to approve the adoption of
 - K-3 Vista Learning: Get Ready!
 - 4-8 HMH: English 3D
 - 9-12 HMH: English 3D