

Adoption:	6-8 Science
Adoption Lead:	Dr. Susan Holveck
Date:	3/11/2021
Proposed Decision:	Bond purchase: Renew from SEPUP 2nd Edition to SEPUP 3rd Edition

Why renew to SEPUP 3 vs. going through a full adoption process?

Why?

- The primary issue being resolved with the renewal of SEPUP 2nd edition to SEPUP 3rd Ed is:
 - It now meets the adopted 2014 Oregon and PPS science standards which are the Next Generation Science Standards.
- Renewing to SEPUP 3rd Ed. means there will be enough funding to purchase kits at 1:1, rather than the current 1:3.
 - Eg. every 6th grade teacher will teach the same topic at the same time, in the same order.
 - This will eliminate the three kit rotation system which was part of the original purchase.
 - With every teacher having their own kits, this will allow us to create a common scope and sequence with one pathway through each grade, rather than the current three pathways per grade level. One pathway will better support mobile students through the district, because as they move between PPS schools, they will have the same science content being taught at their new school as they had at their previous school.
 - We can utilize the kit materials that we already own, using this investment to help provide a kit/teacher/topic. It is unlikely that we would be able to purchase kits for every teacher for common scope and sequence for a different set of instructional materials.
- Renewing to SEPUP 3rd Ed. means that we will be able to move more quickly in meeting GVC goals. If there was a full adoption cycle this work would not begin until Summer 2023, or later. With a SEPUP renewal we are better able to support teachers in moving toward the following during the 2021-2022 and 2022-2023 academic years (rather than beginning this work in Summer 2023).
 - Renewing SEPUP will allow the science team and middle school teachers to focus on equity in teaching practices.
 - Renewing SEPUP will allow teachers to devote more time to working toward common assessment and differentiated instructional practices, including through lenses of RESJ, ELL, SPED, and TAG.
 - Work already begun during CDL on the creation of Climate Change and Climate Justice lessons within our SEPUP units for grades 6-8 can move forward.
- SEPUP are PPS Board approved instructional materials. They were vetted and piloted when they were adopted. We recommend that we upgrade to the 3rd edition because it



Instructional Resource Decision

is aligned to the Oregon and PPS adopted standards. The original SEPUP adoption (2010-2012) was one of the first systematic equity moves made by the district in that all students had access to high quality, hands on instructional materials. The rotation system (essentially three middle school course pathways supported by rotation and refurbishment of kit materials three times/year) was a radical move at the time. We are excited to build on this foundation by supporting a comprehensive GVC with a single, cohesive scope and sequence.

RESJ Lens

- Centrally providing materials to every science teacher to teach an active hands-on science course is a huge equity move. Because PPS made this decision when SEPUP was first adopted, every classroom was guaranteed to have what they needed, when they needed it. We are not dependent on variable school budgets to provide materials for labs. A constraint of this however, is that this is expensive and a tradeoff occurred. We only bought $\frac{1}{3}$ of the kits that were needed for any grade level and rotated them through the warehouse for refurbishment before they were sent out to a new set of schools. By renewing SEPUP 3rd edition, we can build on this original investment and with the new bond monies, we will be able to have one kit per teacher in a common scope and sequence.
- A common scope and sequence, allows for greater teacher and student support. It will eliminate redundancies and gaps in learning for our most vulnerable, mobile students that occurred as a result of the kit rotation.
- No purchased set of instructional materials will ever provide the full range of supports that are needed for daily classroom instruction and differentiation. The literature tells us that it is the pedagogical practices and moves that teachers make that can have the greatest impact on student success. Middle school science teachers already have a high degree of familiarity with the strengths and weaknesses of the SEPUP materials, they know what is needed to make it even better. The middle school teachers that we have talked to are eager to begin to collectively create the additional supports that will enhance the accessibility of the curriculum for all students. Effort can be put forth to develop materials and lessons that allow for differentiation of instruction for SpEd, TAG, and ELL students that is beyond what is provided by the instructional materials and is tailored for PPS students.
- We can more readily assemble resources already created by teachers to support our diverse students' interests and abilities. Because of our familiarity with the curriculum, we can begin to create anchoring phenomena for units that are placed-based and of high students interest sooner, instead of waiting for a year or more to begin this work.
- Teachers will be ready to focus on development of a strong curriculum, rather than focusing on learning how to use brand new instructional materials.

How was the decision made to renew to SEPUP 3?

How?

The decision to renew to SEPUP 3 was a highly involved process involving a series of email communications, meetings and direct outreach to middle school science teachers. There was a deep analysis of the instructional resources, a strengths and weaknesses assessment was



Instructional Resource Decision

performed, and pros and cons were discussed with nearly every MS within the district. (Only three small programs did not engage in this process.) By the end of the process, all MS science teachers who participated in the meetings, voted to renew to SEPUP 3rd Ed. Here are the ways in which with engaged educators in the discussion to renew:

- **Meetings with Middle School Science Teachers-** Three meetings were held to which every middle school science teacher was invited. It was requested that building/program each send a representative if not all teachers could attend. The first meeting reviewed best practices in science and presented the options, which had come from OTL Leadership. (Option 1: Renew SEPUP by purchasing 3rd Edition or Option 2: Full Materials Adoption Process.) The second meeting further identified best instructional practices and focused on a deeper dive into SEPUP 3rd Ed., which teachers requested in the first meeting and exit ticket. After a presentation of substantive differences in SEPUP 3rd Ed, the discussion focused on the pros and cons of SEPUP 3rd Ed. In the third meeting, participants described priority best practices and continued the pros and cons discussion. Each meeting ended with a poll. (See summary of the meetings [here.](#))
- **Emails to All MS Science Teachers-** All MS science teachers were invited to participate in informational meetings through 3 email communications and received notes and meeting documents after each meeting. Through these, they were asked for feedback. 34 out of the 115 Middle School science teachers participated in the meetings, 21 out of the 33 MS/6-8s were represented at the meetings. (See email communications [here.](#))
- **Strengths and Weaknesses Survey-** All MS science teachers were asked to share their opinions on the strengths and weaknesses of SEPUP. (See survey responses and analysis [here.](#))
- **One on One Outreach-** For all schools that didn't participate in the meetings, Jennifer Mayo reached out to garner input. All but three small programs provided input in some way (attending a meeting, email exchange, PLC).
- **Full Adoption vs. SEPUP Renewal Survey-** A poll was conducted at the end of each meeting. By the end of the third meeting 100% of teachers voted to renew SEPUP. (See summary of the meetings [here.](#))

RESJ Lens

The process towards making the decision to renew to SEPUP 3rd edition allowed teachers to address and engage in the following educator essentials identified in the PPS Vision.

- Knowledgeable and committed to lifelong learning
 - Teachers have resources that they have already created for differentiating SEPUP for a variety of learners that they want to share with others.
 - Teachers want to build on the strategies that they and their students have learned during comprehensive distance learning and apply it in their classrooms in the fall with the SEPUP 3rd edition.
 - During the meetings, teachers demonstrated understanding the shift from instructional materials as the curriculum, to instructional materials that support the curriculum. They recognized that SEPUP 3rd Edition will allow them to make this shift in a more fully-realized manner since they are already familiar and do so in a more timely manner, rather than starting that work after a full adoption cycle was completed.
- Racial equity and social justice centered



Instructional Resource Decision

- Adding components of climate change/climate justice to the curriculum was started in CDL with the current SEPUP units as the base. We will continue to build on and enhance this work in the Fall with SEPUP 3rd edition.
- Teachers expressed interest in adding social justice lens to science curriculum
- Inclusive and responsive to diverse learners
 - Ensuring equitable access to learning for every student is critical and we will be able to begin this work much sooner with a refresh purchase.
- Community minded connected, and collaborative
 - Throughout our process, we repeatedly heard that teachers want opportunities to collaborate district-wide for MS Science. We already have a lot of collective wisdom on SEPUP as instructional materials, and teachers are ready to build on that. The process also made clear that many teachers need support in understanding and putting into practice the instructional shifts that NGSS calls for. We believe that those instructional shifts will be more readily accessible to teachers within the context of a curriculum that they have familiarity with.

Who was involved in the decision making process to renew to SEPUP 3?

All schools middle schools/6-8s had multiple opportunities to participate in the decision process. (See above.) This work was led and facilitated by Dr. Jennifer Mayo and Dr. Susan Holveck.

RESJ Lens

Who?

Including teacher 's voices in the process was incredibly important. So much so that instead of one meeting, we had three meetings, a survey, and multiple email communications that were extended to all of the people on the middle school science email list. (The list includes current middle school science teachers and about 30 interested others, including building administrators, student teachers, substitute teachers, and TOSAs.) The meeting series emerged from the questions, responses, and needs of the entire teacher group, not just those who were able to attend the meetings. As the process progressed back-and-forth communication was established with teachers who were not able to come to meetings. These personal emails to all science teachers at the building (in some cases one teacher, in others three or more teachers) ensured all schools knew what was happening, knew about the opportunities to be involved, and often resulted in notes of appreciation that Jennifer Mayo had taken the time to make sure that everyone was welcome and included in the process.

- 35% of meeting participants came from schools with 45% or greater historically underserved students. 30% of middle schools/K-8 have 45% or greater historically underserved students.
- 8/9 (88.9%) of schools with an HU population of over 45% were represented by participants, as opposed to only 12/13 (61.9%) for schools with an HU population of less than 45%.
- The schools that participated in the final SEPUP renewal survey were 40%- 45% HU or greater and 60%- 45% HU or less (overall school breakout is 30% vs 70% respectively)



Instructional Resource Decision

Supporting Documentation:

- [MS Science Bond Purchase Process Summary](#)
- [Slides from meeting 1](#)
- [Slides from meeting 2](#)
- [Slides from meeting 3](#)
- [Comparison of SEPUP 2 and 3](#)
- [Strengths/Weaknesses survey results](#)
- [Emails to teachers](#)
- [Admin session slides](#)
- [MS Teacher participation in meetings and communications](#)

Approval:

<i>Luis R. Valentino</i>	<i>Sarah Davis</i>
Dr. Luis Valentino, Chief Academic Officer	Dr. Sarah Davis, Senior Director, STEAM