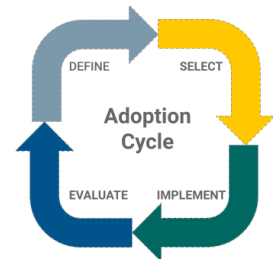




# **INSTRUCTIONAL RESOURCES ADOPTION TOOLKIT**

# INSTRUCTION RESOURCES ADOPTION TOOLKIT QUICK SHEET



STEP 1   DEFINE		
<b><u>Action 1.1   Committee Engagement</u></b>	As the first step in the adoption process, it is essential to gather together a committee(s) of educators, stakeholders and students to help guide the adoption and make adoption decisions.	Est Time Frame: 4 Weeks
<b><u>Action 1.2   Plan AIR/OpEN AIR Meetings</u></b>	Planning committee meetings ahead of time will ensure the best attendance and allow you to go through all steps of the adoption process in a systematic and thorough manner. Meetings should be planned at least 2 months out (if possible). This should be done in conjunction with Action 1.3.	Est Time Frame: 2 Weeks
<b><u>Action 1.3   Project/Communication Management</u></b>	In conjunction with action 1.2, you should have a draft project plan (timeline, action items, who should be involved), draft budget (broken out by funding source) and communication plan (who needs to know what and by when). Your project plan will adapt and change as you engage your committee, but having a base will enable the work to move forward.	Est Time Frame: 2 Weeks
<b><u>Action 1.4   EVALUATION (Internal Program Evaluation)</u></b>	An Internal Evaluation is one of the most important parts of the Define stage. Through an Internal Evaluation, you will be determining the Why and the What for your adoption by looking at your current resources and programming, understanding their impact on students, and making a determination on what needs to be changed in order to have a greater impact on instruction and students through the RESJ Lens.	Est Time Frame: 4-6 Weeks
<b><u>Action 1.5   Adoption Scope</u></b>	Defining the scope of your adoption will allow you to properly plan and budget for the selection, implementation and evaluation steps of the adoption process, and setting expectations with your committee(s).	Est Time Frame: 1 Week
<b><u>Action 1.6   Create a Position Paper</u></b>	The position paper serves as grounding for your work, allowing you to articulate how, why and what you hope to accomplish through your adoption. The position paper should have clear ties to PPS' Vision/Graduate Portrait and Board Goals.	Est Time Frame: 2 Weeks
<b><u>Action 1.7   Create a Best Practices Paper</u></b>	Researching and articulating best practices in your content area, and with instructional resources will help to move your adoption forward in an efficient manner by leveraging existing resources and building upon effective practices.	Est Time Frame: 2-3 Weeks
<b><u>Action 1.8   Create an Instructional Resource Evaluation Rubric</u></b>	An Evaluation Rubric will narrow down your selection of Vendors/Instructional Resources by screening instructional resources for content specific knowledge and standards as well as bias.	Est Time Frame: 1-2 Weeks

STEP 2   SELECT		
<b><u>Action 2.1   EVALUATION Vendor Solicitation</u></b>	During this evaluation step, you will solicit for vendors, and screen vendors/instructional resources with your Instructional Resource Evaluation Rubric.	Est Time Frame: 8-12 Weeks
<b><u>Action 2.2   Vendor Interviews/Field Test Vendor Selection</u></b>	The narrow-downed list of Vendors will present their Instructional Resources to AIR Committee members and a final decision on Field Test vendors or materials will be made.	Est Time Frame: 1-2 Weeks
<b><u>Action 2.3   Field Test Contracting</u></b>	Instructional Resource Procurement will support the development of a contract for field test materials and professional development.	Est Time Frame: 4 Weeks
<b><u>Action 2.4   Instructional Resource Curation</u></b>	If Instructional Resources are not available for purchase and/or do not meet the needs of our students and teachers, curriculum may need to be curated. This can either be done internally with content experts/teachers, or contracted out.	Est Time Frame: Highly Variable (1 Month to 1 Year)
<b><u>Action 2.5   Field Test Planning/Teacher Recruitment</u></b>	A field test implementation plan will be developed (time frame, professional development, communications, observations, etc.) will be developed and teachers will be recruited to participate in the field test.	Est Time Frame: 2-3 Weeks
<b><u>Action 2.6   Field Test Professional Development</u></b>	Prior to the field test, teachers and school based administrators will participate in training on the field test instructional resources. This will occur upfront, with additional sessions throughout the field test.	Est Time Frame: 3 Months
<b><u>Action 2.7   Implementation/Professional Development Plan</u></b>	Developing a post-selection implementation plan, early in the selection process, will help you to execute the adoption and ensure that ordering and receiving materials, and professional development occur in a timely and thoughtful manner.	Est Time Frame: 2-3 Weeks
<b><u>Action 2.8   Observations</u></b>	During this step, field test teachers are observed while implementing the instructional resources. Different data points are collected based on this and used as a factor in making the ultimate decision on what instructional resources are selected.	Est Time Frame: 6-8 Weeks
<b><u>Action 2.9   Community/Family Engagement</u></b>	Families, students and community members are able to engage with the field tested instructional resources, and feedback/input will be garnered on the materials.	Est Time Frame: 2-6 Months
<b><u>Action 2.10   EVALUATION</u></b>	Instructional resources will be evaluated and ultimately a recommendation for adoption will occur.	Est. Time Frame: 2-3 Weeks
<b><u>Action 2.11   Vendor Selection and Approval</u></b>	The recommendation made during Action 2.9 will need to be approved by Senior Leadership. Once this has been completed, an announcement can be sent to the AIR Committee, pending Board Approval (if needed). If Board Approval is needed (purchases >\$150k) then an official announcement will occur after the Board Meeting.	Est Time Frame: 4 Weeks

### STEP 3 | IMPLEMENT

<b><u>Action 3.1   Initial Communication</u></b>	After the materials have been selected and approved by Senior Leadership/Board of Directors, communications on the decision will need to be sent to: 1. AIR Committee Members/Field Test Teachers 2. Administrators and Teachers 3. Families/Students/Community Members	Est Time Frame: 2-3 Months
<b><u>Action 3.2   Materials Ordering/Receiving</u></b>	Instructional Resource Procurement (IRP) and the Instructional Resource Center (IRC) will work with Adoption Leads select and contract for instructional resources and professional development.	Est Time Frame: 3-4 Months
<b><u>Action 3.3   Translations</u></b>	Most of the Instructional Resources we adopt will need to be translated into Spanish, Chinese, Vietnamese, Russian and Japanese to support our DLI and ELL students. Translations will be coordinated through IRC and should begin as soon as the contract is signed in order to ensure all students have access to the same materials on the first day of school.	Est Time Frame: 3-12 Months
<b><u>Action 3.4   Professional Development</u></b>	Professional Development allows teachers to familiarize themselves with the new instructional resources and allows the content area leads to support teachers with strong instructional pedagogy.	Est Time Frame: 6 months and every year for new teachers
<b><u>Action 3.5   Community/Family Engagement</u></b>	Families need to be communicated and engaged with new instructional resources in a way that allows them to ask questions, provide feedback and learn about the materials, enabling them to support their students.	Est- Time Frame: 1-2 Months
<b><u>Action 3.6   On-Going Support</u></b>	After the initial professional development has been completed, it is important to provide on-going support for teachers and administrators in the implementation of the resources. This is usually seen in the form of trainings, office hours, coaching, one on ones and refreshers.	Est Time Frame: On-Going, throughout the life of the curriculum
<b><u>Action 3.7   Material Refresh</u></b>	After the initial purchase of materials has been completed, many instructional resources will require refreshes throughout the life of the resource. This can include consumable supplies, student workbooks and lost/damaged materials.	Est Time Frame: Yearly, prior to the start of school

### STEP 4 | EVALUATE

<b>DEFINE STAGE</b> <b><u>Action 1.4   EVALUATION (Internal Program Evaluation)</u></b>	An Internal Evaluation is one of the most important parts of the Define stage. Through an Internal Evaluation, you will be determining the Why and the What for your adoption by looking at your current resources and programming, understanding their impact on students, and making a determination on what needs to be changed in order to have a greater impact on instruction and students through the RESJ Lens.
<b>SELECT STAGE</b> <b><u>Step 1  EVALUATION Vendor Solicitation</u></b>	During this evaluation step, you will solicit for vendors, and screen vendors/instructional resources with your Instructional Resource Evaluation Rubric.

<p><b>SELECT STAGE</b>  <u>Action 2.10  </u>  <b>EVALUATION</b></p>	<p>Instructional resources will be evaluated and ultimately a recommendation for adoption will occur.</p>
<p><b>EVALUATION</b>  <u>Action 1   Implementation</u>  <b>Evaluation</b></p>	<p>This step of the evaluation process examines how the new instructional resources are being rolled out, What teachers/schools are using the materials? Why are some not? How are they working for teachers? Etc.</p>
<p><b>EVALUATION</b>  <u>Action 2   Effectiveness of</u>  <b>Instructional Resources</b></p>	<p>The effectiveness of the adopted instructional resources will be evaluated during this step. Are these materials helping to move the needle for all of our students? Are our historically underserved students equitably responding to these materials? Etc.</p>

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## INTRODUCTION

Welcome and Congratulations on your journey to select and procure new resources for all PPS students and teachers!

The goal of this toolkit is to create a systemized approach and resources for the Instructional Resources Adoption that can be used by all curricular areas for the current bond funded adoption and for future adoptions. This toolkit will provide details and supports for the content leads that will help them guide their action process.

### What are Instructional Materials?

The purpose of an Instructional Materials Adoption is to select and provide students with appropriate instructional and resource materials produced in accordance with the National Instructional Materials Accessibility Standard (NIMAS). These materials shall contribute to the attainment of district, program, and course or grade level goals and reflect recent knowledge, trends, and technology in the field. The school district process for selecting and adopting instructional materials should include opportunities for citizen and parent involvement, and include teacher voice and participation. The instructional resource adoption should help us achieve the PPS vision for all students. Before discussing the properties of the Instructional Materials Adoption Process, here are some key definitions that will guide our work.

#### **Instructional Materials**

Instructional Materials are resources that are designed for use by students and their teachers as learning resources that help pupils to acquire facts, skills, or opinions or to develop cognitive processes. Instructional materials may be printed or non-printed, and may include textbooks, technology-based materials, other educational materials, and tests.

#### **Curriculum**

Curriculum is the standards-based knowledge and skills that ALL students are expected to learn as they progress through our school system. It is composed of intentionally aligned components, including clear learning objectives with matching assessments, engaging learning experiences, and instructional strategies—organized into sequenced units and rooted in cultural relevance. Curriculum serves as a road map for instruction that educators need to be able to interpret and feel ownership of, allowing them to differentiate learning for all students.

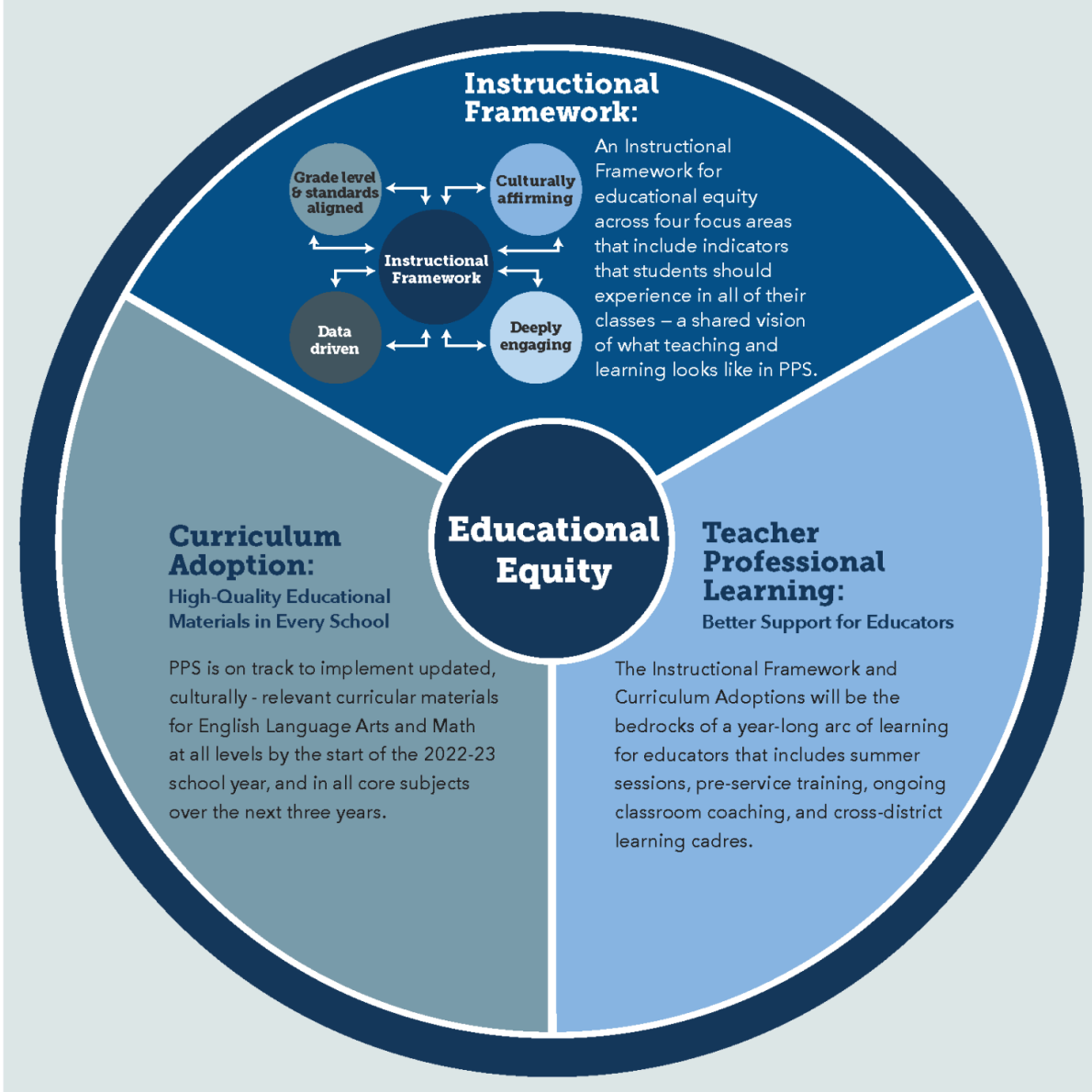
## Roadmap for Educational Equity



# Our Roadmap Toward Educational Equity for All PK-12 Students

PPS is committed to providing all students with high-quality teaching and learning in every classroom, every day - instruction that helps them achieve our Graduate Portrait and closes persistent gaps in outcomes based on race.

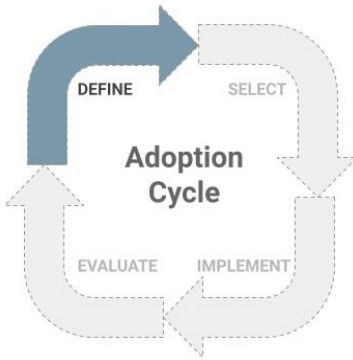
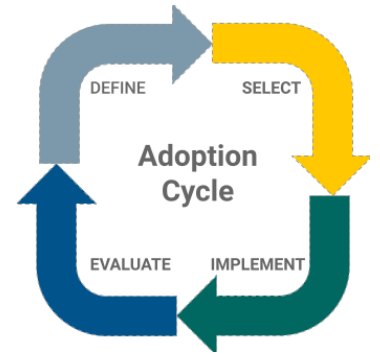
In partnership with teachers, school leaders, and staff from across the district, we're taking several important steps to make this vision a reality for all students: calibrating around a new instructional framework that articulates a shared vision of highly effective teaching and learning, adopting new curricula to support that instruction, and offering improved professional learning experiences for teachers aligned to both.





## Instructional Materials Adoption Process

An Instructional Materials Adoption is an ongoing process that provides a systematic means for making decisions about curriculum review, revision, development, and adoption of practices and instructional resources in content and program areas. This cycle includes four phases: Define, Select, Implement, and Evaluate. Phases may overlap or change direction depending on the needs of the curriculum area and the needs of the students. Throughout each phase research on best practice, analysis of student data, and professional development are used to support the process. A description of each phase follows.



### STEP 1 | DEFINE

#### Action 1.1 | Committee Engagement Guiding Question: Who will be engaged in the work?

**Purpose:** The Advisors on Instructional Resources Committee (AIR Committee) will perform a thorough review of the current curriculum area program, including the program evaluation, and defining characteristics that help us define ideal qualities and features of instructional materials adoptions. This group will make recommendations regarding instructional resources to purchase, teaching, learning, instruction and assessment practices, and professional development for teachers. AIR members are selected through an application process and are composed of a diverse group of stakeholders. Committee members are expected to provide recommendations that reflect educational research, a broad range of viewpoints, and current program effectiveness. AIR typically meets once or twice per month during the school year. Members need to be committed individuals that will attend all/most meetings.

**Recommended Participants:** Adoption Lead, Adoption Teams, Department Leadership and PPS Communications.

**Estimated Timeframe:** 4 Weeks

**Racial Equity and Social Justice Lens/Educational Equity:** Committee recommendations and requirements are guided by Targeted Universalism to address educational inequities. Targeted Universalism is an approach that places those currently most underserved by our current systems at the center of our work in adoptions, policies and pedagogies. This means determining a goal for all students, and creating differentiated approaches by subgroups to achieve that goal. For adoption, this work begins at the committee formation level, where committees are formed with teachers, specialists, and administrators that work the most with underserved students. These recommendations/requirements include: greater representation of teachers/administrators from schools with high numbers of Historically Underrepresented students, minimum representation from our alternative schools, and a participation rate of SpEd, DLI and ELL educators that matches the percentages of students, that fall within these special populations, throughout the district.

**STEPS:****1. How many committee members will you need?**

Decide how many committee members are necessary by considering how many people are needed for each task (i.e., best practices research, mission/vision). There may also be time and budget considerations for the size of the group (i.e. For work done after contract hours (evenings or on Saturdays), teachers will need to be paid extended hours. Sub days may also be used per district policy and guidance.

**2. Who will you have on your AIR committee?** AIR should be primarily composed of classroom teachers. This group should represent as many schools as it can. Teacher subgroups need to be part of this group, to represent the various needs of PPS students. The group size should be between 25-35. The composition of AIR committees generally includes: classroom teachers (representing: geographic diversity, grade levels/bands, various sub-content or less commonly taught content areas, demographic diversity and diversity of experience), administrators (including building, central office, department heads), additional lenses as appropriate and needed (SPED, ESL, DLI, TAG, AVID, IT, OTIS Project-based learning, STEAM and Humanities content areas), instructional coaches, mentors, librarians, TOSAs, counselors, and students.

**Recommended AIR Committee Members (please use this as the base of forming your AIR committees):**

- i. [9-12 AIR Committee Composition \(Appendix A\)](#)
- ii. [6-8 AIR Committee Composition \(Appendix A\)](#)
- iii. [K-5 AIR Committee Composition \(Appendix A\)](#)
- iv. [Additional SpEd and Multiple Pathways Involvement/Considerations \(Appendix G\)](#)

**3. Recruitment and selection of committee members.**

- For communication and recruitment examples, please see [Appendix B](#)
- Please see above for recommended participants.
- Please add your adoption committee to the [AIR Committee list](#)

## Action 1.2 | Plan AIR Committee Meetings

### Guiding Question: What do you need to accomplish with your committee meetings?

**Purpose:** Planning out your committee meetings ensures that adoption deadlines are being met and that you maximize the time with your committees, given limited time and resources. This should be done in conjunction with developing a project/communication management plan (see [Action 1.3](#))

**Recommended Participants:** Adoption Lead, Adoption Team, Additional Adoption Teams (to cross-reference dates and participants) and AIR Participants (survey for dates that work).

**Estimated Timeframe:** 2 Weeks (this should be done in conjunction with [Action 1.3](#))

**Steps:**

1. Create a timeline of major milestones within the adoption process (i.e. program evaluation, committee recruitment and selection, best practice and position paper, community engagement, material review and selection, field test, material purchasing, professional development)

**Sample Meeting Schedule:**

Meeting #	Synchronous (live) / Asynchronous (separately)	Primary Agenda Item(s)
<b>DEFINE STAGE</b>		
1	Synchronous	Introductions/Purpose/Setting the Stage/Adoption Toolkit Review
2	Asynchronous	Internal Program Evaluation Homework ( <a href="#">Action 1.4</a> )
3	Synchronous	Internal Program Evaluation ( <a href="#">Action 1.4</a> )
4	Synchronous	Internal Program Evaluation Cont'd/Adoption Scope Decision ( <a href="#">Action 1.5</a> )
5	Synchronous	SWOT Analysis ( <a href="#">Action 1.6</a> )
6	Synchronous	Goals/Guiding Actions Development for Position Paper ( <a href="#">Action 1.6</a> )
7	Asynchronous	Best Practices Research ( <a href="#">Action 1.7</a> )
8	Synchronous	Best Practices Paper Development ( <a href="#">Action 1.7</a> )
9	Synchronous	Create an Instructional Resource Evaluation Rubric ( <a href="#">Action 1.8</a> )
<b>SELECTION STAGE</b>		
10	Synchronous	Vendor/Survey Review with Instructional Resource Evaluation Rubric ( <a href="#">Selection STEP 1</a> )
11	Synchronous	Vendor Interviews ( <a href="#">Selection STEP 2</a> )
13	Synchronous	Vendor Interviews/Field Test Vendor Selection ( <a href="#">Selection STEP 3</a> )
14	Synchronous	Field Test Prep/Teacher Recruitment/Selection/PD Planning ( <a href="#">Selection STEP 5</a> )
15	Asynchronous	Engagement ( <a href="#">Selection STEP 8</a> )
16	Synchronous	Field Test/Engagement Data Review ( <a href="#">Selection STEP 9</a> )
17	Synchronous	Field Test/Engagement Data Review/Vendor Selection ( <a href="#">Selection STEP 9</a> )

- a. Add in additional milestones that you would like to accomplish with your team (i.e. scope and sequence revision, mission/vision development)
- b. Use this timeline to guide your work and set up meetings in between with your committee(s) with the purpose of meeting the milestones.
  - i. Things to consider:
    1. Meetings should be no more than 2.5 hours if done on a school day after the close of the working day. .
    2. You will need to pay teachers extended hours for this work, please make sure you record these hours using the expense document in the section below.

3. Vendor interviews are generally 1 to 2.5 hours per vendor.
4. Subs can not be used for this work in until January 2022
- ii. Send out dates to committee members in order to maximize attendance.
2. Sketch out Meeting Agendas/Goals:
  - a. Here is an example template that you may choose to use.
    - i. [Agenda Template with PPS Logo](#)
  - b. Share out agendas with participants prior to the meetings.
3. Create Common Presentation Formats for Professional Development and Committee Sessions  
Examples for meetings with links to slideshows and resources.
  - a. [Preferred Slide deck template with PPS Logo](#)
  - b. [Math 6-12 Meeting #1 Agenda](#)
    - o [WL+PLA Meeting Adoption Agenda](#) - January 2021 (Meeting #1) through June 2021.
    - o [Consent form for recording](#) - permission to record video/audio and chat of meetings
    - o [Meeting 1 Agenda](#) (2018- BSD) - Setting norms, initial review of data, visioning the future

### Action 1.3 | Project/Communication Management

#### Guiding Question: How are you going to manage your adoption process?

**Purpose:** A timeline/project management tool will not only serve to guide your work with key dates and deadlines, but will act as a reference for leadership, and other departments to understand where you are in the process, and what still needs to be done. This will also allow Adoption Leadership to properly allocate funding to your work. This should be done in conjunction with planning AIR Meetings (see [Action 1.2](#)).

**Recommended Participants:** Adoption Lead, Adoption Teams and Department Leadership.

**Estimated Timeframe:** 3 Weeks (this should be done in conjunction with [Action 1.2](#))

**RESJ Lens/Educational Equity:** Transparency of information across all stakeholders, including teachers, administrators, specialists, families and students, across the district, is essential in ensuring that we get feedback and input into our adoptions. Communication plans need to be thoughtful and detailed, and include numerous communication pathways (i.e. PLC communications, staff meetings, web-based information, text messaging, etc.) to ensure the messaging is reaching the correct audience. This not only includes passive messaging, but also active outreach to audiences.

#### STEPS:

1. Create/propagate a project management tool that works for you:
  - a. Google Sheets: [Here is a sample](#).
  - b. Gantt Chart: A Gantt chart is a type of bar chart that illustrates a project schedule. Gantt charts can also show the relationships between activities and the current schedule status. Having a sense of the scope of the work and the tasks that need to be completed will help you keep track of all the pieces and work that needs to be completed. A Gantt chart should be created in advance of the work and then returned to as you complete work, in order to determine if you are on schedule. This is a Gantt chart template for a Formal Adoption process. Make a copy if you want to use it : [Adoption timeline estimate](#) Example - [Math PK-12CMAAC Gantt Chart](#)
  - c. Smartsheet: If you have a Smartsheet subscription, they provide project management tools. [Here is a sample](#).
2. Create a communication plan(s): Throughout the adoption you will be communicating with various stakeholders about your adoption progress and needs/asks. There will be communications that pertain only to your adoption as well as general communication points that will be had throughout the school year.
  - a. See [Appendix C](#) for additional information on communications planning and engagement.

- b. Here is a link to the 20/21 General Adoption Communication Plan.
  - c. Here is a link to an adoption specific plan [Math Communication Plan](#).
3. Track Expenses/Budget: You are welcome to track your current expenses through your project management tool. The OTL Adoption Manager is also tracking your expenses [here](#), please let them know if there are expenses that have been missed.

## Action 1.4 | EVALUATION (Internal Program Evaluation)

### Guiding Question: What is the state of the current program?

**Purpose:** Program evaluations help to determine the program/content area instructional material needs.

**Recommended Participants:** Adoption Lead, Adoption Teams, and Systems Planning and Performance.

**Estimated Timeframe:** 4-6 Weeks

**RESJ Lens/Educational Equity:** A thorough program evaluation, looking at both qualitative and quantitative data, may expose inequities within our current programming and instructional materials. This evaluation should serve as a driver for change within a program as well as reveal what is working effectively to address inequities, and how a program can expand on this.

#### Steps:

1. Who will be the audience for the program evaluation?
  - a. Internal: Most data will be used internally by the adoption committees.
  - b. External: If we want to move to a higher level of transparency, you might want to consider sharing the data reports externally with our community, through the district adoption website.
    - i. What public data is necessary for full transparency? ( So they continue to provide public funds.)
  - c. Both
2. Quantitative data collection:
  - a. Who is going to collect data for the program evaluation? This work is generally done by content leads and advisory committee members. Other preparers might include contracted partners and other PPS personnel (or both).
    - i. Systems Planning and Performance (SPP) is agreeable to support content areas in their program evaluation. A template of what each content/program could request in terms of data and a timeline for when they would need it is linked below. If you wish to have the assistance of Christine Pitts for your program evaluation data, then contact her to let her know what data you are interested in Christine retrieving it for you. Make a copy of the [program evaluation data request](#), and complete it, so that when you meet you can review your request together.
  - b. Collect relevant data
    - i. Data References:
      1. [PPS Data Dashboard](#) (grades/marks, assessment data, attendance data, SpEd data) [See Appendix A for additional details](#).
      2. [ODE Assessment Data](#) (state assessment data, comparison data of PPS to other districts) [See Appendix A for additional details](#).
      3. [Successful School Survey](#) is an anonymous survey that allows PPS to gather data with which to make informed decisions about school climate and culture. [See Appendix B for additional details](#).
      4. [See Appendix B for Other Data Sources to Consider](#).
      5. [Here](#) is a general resource on what can be measured and how it can be measured.
3. Qualitative data collection:
  - a. Conduct a SWOT Analysis/Gap Analysis: During one of your initial AIR committee meetings it will be

important to conduct a SWOT analysis (Strengths, Weaknesses, Opportunities and Threats) to collect qualitative data on what committee members consider the Strengths/Weaknesses of their current instructional resources, what are the Opportunities they are seeing on the horizon and what Threats, outside of the content area's control, may interfere with the adoption of new resources.

- i. Here is a sample SWOT Jamboard that you can copy.
  - ii. A SWOT Analysis should take 20-30 minutes, asking individuals to:
    1. Think about the strengths, weaknesses, opportunities and threats around their existing instructional resources and potential adopted resources.
    2. Put sticky notes on the Jamboard with these thoughts
    3. Like, star or highlight others' sticky notes that resonate with you.
4. How do we communicate/present the findings? The purpose of the program evaluation is to set the stage for the instructional materials adoption process. You can combine both the quantitative and qualitative data to get a clear picture of the current status of programming and the need for change.
- a. AIR Committee:: This evaluation should be shared and explored with the adoption committee. A data exploration protocol, such as Data Driven Dialogue from the School Reform Initiative, is highly suggested in order to gain a good grounding in the "Why we need to change what we are doing?" For example: There are large racial disparities in our district. We should all be working to reduce those through our various instructional materials adoptions. What does the program evaluation tell us about the current state of racial disparities in the district?
    - i. Here are three other resources that might be used to explore the program evaluation with the committee:
      1. Data mining protocol created by School Reform Initiative
      2. Key Findings and Implications
      3. Data reflection google sheet for K-12 science
    - ii. Examples of program evaluation and data presentations:
      1. Example 1 - PPS Middle School Science Program Evaluation
      2. Template - Program Evaluation Template for reporting
    - iii. Resource on what can be measured and how it can be measured - Building Educational Equity Indicator Systems: A guidebook for States and School Districts (2020). National Academies Press.
  - b. Best Practices and Position Paper (see Action 1.6 and Action 1.7)
  - c. Program evaluation data can also drive later work, including serving as a resource for your instructional resource evaluation rubric (see Action 1.8) and during the selection process.

## Action 1.5 | Adoption Scope

### Guiding Question: What is the scope and understanding of the adoption?

**Why?** It is important to understand what type of adoption process you are going to engage in, in order to properly plan for committee engagement, field tests, professional development, engagement with other departments and community engagement. This will also help to drive the timeline of your work.

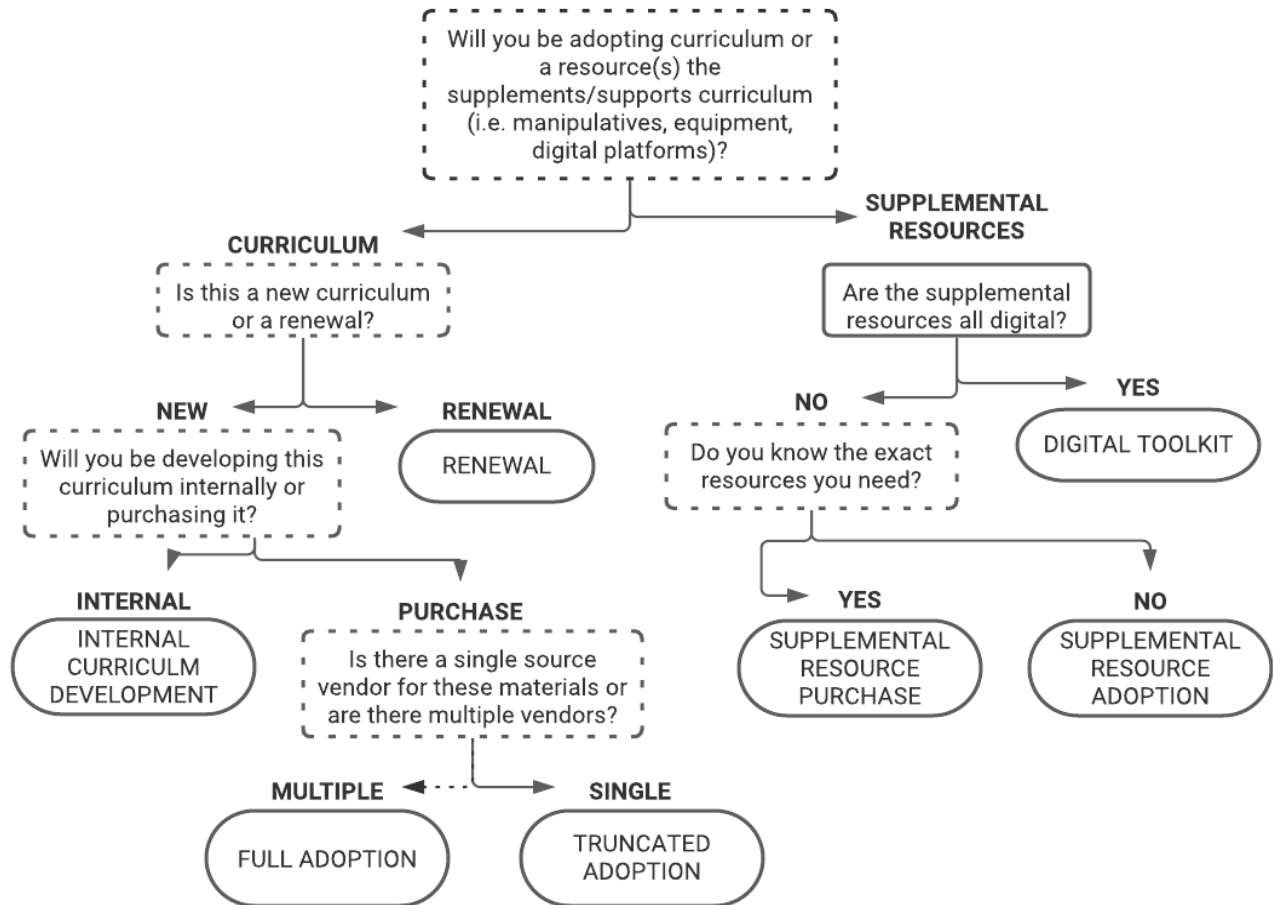
**Recommended Participants:** Adoption Lead, Adoption Team, and Department Leadership.

**RESJ Lens/Educational Equity:** It is important to identify an adoption model that allows you to thoroughly evaluate materials with an RESJ lens. For instance, if you are looking at multiple vendors

## Steps:

1. Think about what type of adoption process or purchase your content or program area is going to be engaging in. Please note that your scope may change and you get further along in the process, but this will give you a starting point and will guide the work needing to be done in the Selection stage.

### a. Decision Diagram



### b. Adoption Processes:

- i. Full Adoption- A Full Adoption refers to an instructional resource adoption, where curriculum is the primary focus that goes through all aspects of the adoption process, including vendor selection, field testing, engagement and curriculum selection.
- ii. Internal Curriculum Development- Internal Curriculum Development is the process in which curriculum and instructional resources are created by PPS administrators and teachers. This curriculum development can be facilitated by a contracted curriculum development professional.
- iii. Truncated Adoption- A Truncated Curriculum Adoption refers to an instructional resource adoption, where curriculum is the primary focus, but unlike a Full Adoption, there is only one vendor offering the curriculum.
- iv. Renewal - Some instructional resources that are in use in the district have already been vetted through a formal adoption process. A content area can choose to renew materials, if they continue to meet PPS criteria for instructional resources and involve teachers in the decision-making process.



- v. Supplemental Resource Purchase- A Supplemental Resource Purchase is the purchasing of instructional resources that support the core, where the resources are known and have been vetted by the adoption committee. This generally does not require vendor interviews/field tests. that support the core, do not require review/field testing and are not in refresh unless OTL approved.
- vi. Supplemental Resource Adoption- A Supplemental Resource Adoption is a process in which supplemental resources are explored and tested with teachers in order to ensure the materials purchased meet the needs of students and teachers. Unlike a Supplemental Resource Purchase, the exact resources needed are not known, so some field testing among teachers is needed.
- vii. Digital Toolkit- Annual review of district wide digital tools will take place in the spring before the school year. Apps and platforms will be discussed and decided on where the funds and ordering will be placed.

### Action 1.6 | Create a Position Paper

#### Guiding Question: What do we hope to accomplish with the adoption and how is it connected to the district's vision and priorities?

**Purpose:** A vision/position/philosophy paper is the aspirational description of what you hope to accomplish with the adoption and how the work of the adoption is connected to the PPS' Vision/Graduate Portrait and PPS's Board of Directors Goals. It is short (1-1 ½ pages).

**Recommended Participants:** Adoption Lead, Adoption Team, AIR Committee

**Estimated Timeframe:** 2-3 Weeks (this can be done in conjunction with [Action 1.7](#))

**RESJ Lens/Educational Equity:** Position papers aim to ensure students are at the center of your work, and that, through your adoption, you hold a vision/position that is centered in equity and culturally responsive learning, and working towards PPS' Graduate Portrait.

#### Steps:

1. Review your original adoption proposal [here](#) and use this information, as well as additional supporting information to create a position paper using this [template](#). You may also use your SWOT Analysis, from [Action 1.4](#) to drive this work. If you have performed a SWOT Analysis, this position paper [template](#) may be more applicable.
  - Resources that you can use as part of the creation of the position paper
    - [PPS Vision](#)
    - [PPS Board Goals](#)
    - [PPS Strategic Plan](#)
    - [RESJ Lens](#)
    - [PPS Instructional Vision/Priorities](#)
  - [Sample Position Papers](#)
2. If you have performed a SWOT Analysis, please proceed with the steps in [Appendix D](#) to develop Goal Statements.



## Action 1.7 | Create a Best Practices Paper

### Guiding Question: What are the researched based best practices for instruction in our content/program area?

**Purpose:** A best practices paper describes the research-based best practices for a particular content area. It includes a pedagogical approach for instruction. It is used as a tool to help with the professional development of the group who will be looking at curricular materials. It is also used to develop guidelines to evaluate instructional resources and to develop the implementation and evaluation plan. It also helps us understand what teachers need to do differently, so that we can see improved student outcomes.

**Recommended Participants:** Adoption Lead, Adoption Team, AIR Committee

**Estimated Timeframe:** 2-3 Weeks (this can be done in conjunction with Action 1.6)

**RESJ Lens/Educational Equity:** By researching and refining best practices, you will be able to adopt processes and materials that have been proven to support culturally responsive teaching and equitable learning.

#### Steps:

1. Research best practices in your content area and develop an outline of best practices you would like to engage with.
  - a. Template
    - i. Best Practices Outline - aligned to 5D framework ( BSD's teacher evaluation framework.)
    - ii. Examples:
      1. Science
      2. Math
      3. PE
  - b. Prior to one of your AIR Committee Meetings, have committee members research best practices and bring them together in a Jambord. You can choose focus areas that pertain to your content area or those that are not content specific, that are focused on instructional pedagogy/practices, curriculum adoption, etc.
    - i. During the meeting, have committee members divide up based on focus areas and read through articles.
    - ii. Use Jamboard to highlight relevant best practices.
    - iii. Bring the group back together and share out.
  - c. Post-meeting, use the template above to develop a best practices outline.

## Action 1.8 | Create an Instructional Material Evaluation Rubric

### Guiding Question: What do you value and want to ensure instructional materials have?

**Purpose:** Evaluating materials through a consistent, thorough and equitable process will ensure that the materials we select for field testing/adoption meet the needs of all of our students and teachers, while adhering to content standards.

**Recommended Participants:** Adoption Lead, Adoption Team, AIR Committee

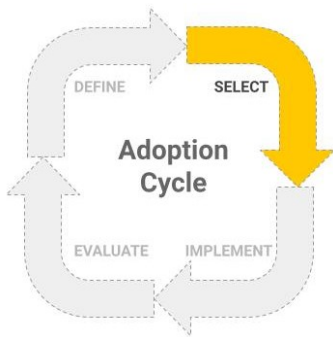
**Estimated Timeframe:** 1-2 Weeks

**RESJ Lens/Educational Equity:** The Instructional Material Evaluation Rubric will serve as an initial screening tool for inequities in instructional resource(s), identifying areas in which bias may appear, and where the curriculum falls short in cultural responsiveness and with representation of all of our students (BIPOC, HU, SpEd, LGBTQ+, etc.)

**Steps:**

1. Vendors are generally sent two surveys before presentations/negotiations, please review these prior to meeting with the vendors, preferably before finalizing the evaluations as they might contribute to your rubric. If you have not been sent the responses, please request them from IRP.
  - a. Vendor Survey- General questions on offerings, translated materials, etc.
  - b. IT Survey
2. Three types of evaluations will be used:
  - a. General Screening- OTL Departmental Requirements/Recommendations:
    - i. Curricula being considered needs to have Tier 1 and Tier 2 Interventions built in.
    - ii. Curricula being considered needs to have built in formative assessments.
    - iii. Curricula needs to be ranked in the top tier in [EdReports](#) (if applicable).
    - iv. Curricula that is available in Spanish as well as English is preferred.
  - b. Content Specific Evaluation- This allows you to review instructional materials/vendors as it pertains to the needs of your subject, students, educators, etc. Below are examples of evaluations:
    - i. Math Example - [GIMET](#)
    - ii. [CMAAC Music Evaluation Tool](#) Developed by VAPA
    - iii. [K-5 Science: Elementary Science Instructional Material Review Form](#)
    - iv. [K-5 Science Elementary Science Instructional Materials Review Form \(Shortened\) - Google form](#). Has a section for educators to complete and a section for parents and community members to complete.
  - c. Instructional Resource Bias Evaluation (required)- This evaluation is targeted at screening Instructional Resources for Bias. This review can be done in conjunction with the content specific evaluation or separately, with a smaller/different/larger sub group.
    - i. [Here](#) is a link to the bias evaluation, please adjust accordingly.
    - ii. [Here](#) is the link to the bias tool as a google form. Make a copy of it before using it and put it into the proper mode for viewing before giving it to your AIR committee.
3. Make edits/adjustments based on your content area and feedback from your AIR Committees

## STEP 2 | SELECT



The purpose of this step is to give the adoption committee an opportunity to examine publisher programs, keeping in mind the priorities established in Step One (Define). The list of prospective publishers will be pared down to the most promising options as a result of the committee's work in this section. The tasks in Step Two ( Select) include a broad look at each program using guiding statements and questions, followed by a standards trace to help districts determine which programs will move forward in the adoption process. The timeline will vary for this section according to how many program types, publisher programs, and grade levels the district is reviewing.

### OVERVIEW OF DEPARTMENTS INVOLVED IN THE SELECTION PROCESS

#### INSTRUCTIONAL RESOURCE CENTER (IRC)

IRC supports resource logistics once IRP orders resources. The process includes the following steps:

- Receive ordered resources in warehouse unless arranged for school dropship
- Warehouse will process kits and hardback resources for school distribution
- Distribute to schools -with guidance from OTL
  - a. Must have a detailed distribution list from adoption lead including timeline
- Collaborate with warehouse on delivery and storage
- Refresh all adoption resources after initial year – contract states the life of the adoption
  - o Each year a survey will go out to each school on what is needed
  - o If supplements or print resources are involved they will also be included on the refresh list.
- Remove old adoption resources planning

**Important Note:** The Select stage of the adoption process is done in close partnership with Instructional Resource Procurement (IRP). IRP will work with you to solicit vendors, set up vendor interviews, vendor selection, negotiate field test contracts and ultimately negotiate procurement of the selected vendor. Prior to speaking with vendors, please contact IRP.

### SELECTION PROCESS ACTIONS

**Guiding Question: What aspects of the selection process do I need to go through in order to properly vet the vendor/instruction resource?**

There are 7 primary steps to the selection process- vendor solicitation, vendor interviews, field test vendor selections, field test professional development, field test, engagement and final vendor selection. Depending on the scope of your adoption (refer back to [Action 1.5](#)), you may go through all aspects of the Selection Process or only some. Below are a series of questions that will help to determine what parts of the selection process you should go through.

SELECTION PROCESS ACTIONS	
1	Vendor Solicitation
2	Vendor Interviews/Field Test Vendor Selection
3	Ordering/Contracting with Vendor (s)
4	Instructional Resource Curation
5	Field Test Teacher Recruitment/Selection
6	Field Test Professional Development
7	Field Test
8	Observations
9	Engagement
10	Final Vendor Selection

**SAMPLE Selection Process Based on Adoption Type-** Although the steps you will take during the selection process will vary greatly depending on what instructional resources you are looking to adopt, below are sample selection processes based on your adoption scope ([see Action 1.5: Adoption Scope](#))

FULL ADOPTION	INTERNAL CURRICULUM DEVELOPMENT	SUPPLEMENTAL RESOURCE ADOPTION
Vendor Solicitation	Instructional Resources Curation	Vendor Solicitation
Vendor Interviews/Field Test Vendor Selection	Field Test Teacher Recruitment/Selection	Vendor Interviews/Field Test Vendor Selection
Ordering/Contracting with Vendor (s)	Field Test	Ordering/Contracting with Vendor (s)
Field Test Professional Development	Observations	Field Test Professional Development
Field Test Teacher Recruitment/Selection	Engagement	Field Test Teacher Recruitment/Selection
Field Test	Instructional Resources Curation (update Instructional Resources based on feedback and data from Field Test, Observations, Engagement)	Field Test
Observations		Engagement
Engagement		Evaluation (Material Selection)
Evaluation (Material Selection)	Evaluation (Material Selection)	Vendor Selection/Approval
Vendor Selection/Approval	Vendor Selection/Approval	

TRUNCATED ADOPTION PROCESS	RENEWAL	SUPPLEMENTAL RESOURCE PURCHASE
Ordering/Contracting with Vendor (s)	Engagement	Engagement
Field Test Professional Development	Vendor Selection/Approval	Vendor Selection/Approval
Field Test	Evaluation (Material Selection)	Evaluation (Material Selection)
Observations		
Engagement		
Evaluation (Material Selection)		
Vendor Selection/Approval		

Portland Public Schools values vendor/publisher partnerships offering deep thought and collaboration between teams, clear equitable communication and high integrity on how to accomplish OTL goals on purchasing resource content.

**Selection Process Action 1 | Vendor Solicitation/Initial Evaluation**

**RESJ Lens:** Evaluating vendors, with the rubric(s) developed in [Action 1.8](#), will allow you to screen materials for bias and begin the process of ensuring that materials meet and reflect the diversity of our student body.

**Estimated Timeframe:**

- Vendor Solicitation: 6-8 Weeks
- Initial Review of Vendors/Instructional Resources: 6 Weeks

**Recommended Participants:** Adoption Leads, Adoption Teams and select AIR Committee Members.

**Steps:**

1. Reach out to Instructional Resource Procurement (IRP). IRP has relationships with vendors and will facilitate this process, please involve IRP, prior to reaching out to any vendors.
2. IRP will help to submit an RFP to vendors as well as [NW Textbooks Depository form](#).
3. Content leads may also connect IRP with other vendors to be considered, not just those that are received from NW Textbooks Depository.
4. Note that any materials that are going to be considered need to meet the following criteria:
  - a. Curricula being considered needs to have Tier 1 and Tier 2 Interventions built in.
  - b. Curricula being considered needs to have built in formative assessments.
  - c. Curricula needs to be ranked in the top tier in [EdReports](#) (if applicable).
  - d. Curricula that is available in Spanish as well as English is preferred.
5. Big Picture review of materials to established criteria.
  - a. You may not have the time or interest in having your adoption committee review all the instructional resources that are available in your content area. You can narrow what you move forward by doing a big Picture review to criteria that you have established for your content area.
    - i. Please refer to the evaluations you developed in [Action 1.8](#) to guide this work.

- ii. Example of ELA/ELP Big Picture Review.
  - iii. Example of ELA/ELP Guiding Question Evaluation with Evidence
  - b. IRP will send vendor IT Survey to any vendors that the adoption committee is planning to interview.
6. Narrow down vendors to 3-4 for interviews, or select a vendor based on review of proposals and pricing. This is dependent on the type of adoption you are looking to do, availability of vendors and type of instructional resources, IRP can help guide on what will be the best fit for your adoption.
- a. If the decision is made to select a vendor based on proposals alone, contract negotiations will begin: Contracts are strategic and negotiated by IRP, from the first contact with vendors/publishers IRP builds relationships and offers support to the OTL adoption teams. Confidentiality is required so district terms and requirements are best negotiated on the final adoption contract agreement. This also ensures that committee work can stay focused on resource criteria and instruction, without regard to cost and savings.

## Selection Process Action 2 | VENDOR INTERVIEWS/FIELD TEST VENDOR SELECTION

**Purpose:** Vendor interviews will allow you and your committee to thoroughly evaluate the instructional resources you are looking to adopt. These interviews will not only serve as a time for you and your committee to learn more about the instructional resource(s), but will also allow you time to ask questions of the vendor.

**RESJ Lens:** Vendor interviews will allow you and your committee members to ask questions about the instructional resources and how they reflect PPS' RESJ Lens.

**Estimated Timeframe:** 1-2 Weeks

**Recommended Participants:** Adoption Leads, Adoption Teams and AIR Committee Members.

### Steps:

1. Schedule a date/time for presentation
  - a. IRP will communicate to publishers the date/time and specifics on the presentation.
  - b. Communicate to committee members date/time protocol for review
2. Prepare for Interviews:
  - a. Once the vendor has filled out the IT survey, IRP will set up a meeting with the vendor, App Development and the adoption lead. This meeting will cover rostering and integration of new apps, in order to ensure the app is compatible with PPS' IT systems.
  - b. Other Adoption Considerations
    - i. What is the lifespan of the selected resource? 6 years
    - ii. If a subscription, how long will the contract last? (for bond purposes, this needs to be 2+ years)
    - iii. Sustainability on resource "refresh" each year
    - iv. What will be the continuing costs of the resources? Are there funds to sustain it?
    - v. Digital evolution – how long are the current resources appropriate and available
    - vi. What languages are the resources offered in?
    - vii. PPS Departmental support – SPED, DUAL, ESL, etc
3. Plan for Publisher Presentations – 1-2 HOUR SLOT
  - a. 30 minutes to 1 hour presentation and 30 minutes to 1 hour opportunity to explore resources (asynch or synch)
  - b. 15 to 30 min Q and A - lead by adoption administrator
  - c. (It is important that every presenter follows this agenda based on the presentation criteria given to each presenting group) If a presenter would like additional assistance with their presentation we encourage them to customize on their own without PPS guidance.
  - d. Be sure to have vendors address the following questions:

- i. What are the interventions offered with your curriculum?
    - ii. What are the formative assessments offered with your curriculum?
    - iii. What languages is your curriculum offered in?
  - e. Create list of Instructional material links, Including strengths and weakness of the instructional materials (from Ed reports or initial TOSA review) - external use with review committee
    - i. [Example](#)
  - f. Provide guidance for publisher presentations. This guidance should be aligned to your evaluation rubric and to the high priority qualities you are looking for.
    - i. [Example](#) - Science
    - ii. [Example](#) - ELP
  - g. Presentation protocols include no vendor questions to the committee, no marketing or sales, and follow up will be with IRP and the adoption lead exclusively. No committee contact.
  - h. Train reviewers on how to use instructional material evaluation rubric. Set clear expectations on timelines for submission of completed rubrics.
    - i. Refer to the evaluation rubric you developed in [Action 1.8](#)
    - ii. Committee Disclosure required ([Confidentiality Form](#)) including the commitment to attend every committee meeting and presentation.
4. Hold Publisher Event
- a. Use the evaluation rubric you have constructed to evaluate materials.
  - b. Consolidate reviews and rank materials to determine top 2-3 choices for Field test.
  - c. Contact publishers you will not continue with
    - i. [Sample email](#)
  - d. Lynette will contact publishers you wish to move forward with with Field test

### Selection Process Action 3 | FIELD TEST CONTRACTING

**Estimated Timeframe:** 4 Weeks

**Required Participant:** Instructional Resource Procurement

**Please connect with Instructional Resource Procurement to begin the contracting process.**

Field test material purchase/professional development contract will be facilitated by IRP. If there are costs associated with this, these will be covered under the Adoption General Funds. Please see the [funding matrix here](#).

In some cases, materials may need to be returned at the conclusion of the field test, please take note of this. [Here](#) is a link to the spreadsheet depicting those.

Rostering for field tests may be necessary, if this is the case, please request support for this through [this link](#).

### Selection Process Action 4 | INSTRUCTIONAL MATERIAL CURATION

**Purpose:** For some adoptions instructional resources may not be available and/or may not meet the curricular needs of the content area. If this is the case, instructional resources may need to be curated internally with teachers/administrators, with or without the support of an external curriculum consultant.

**RESJ Lens:** By creating instructional resources internally, this will allow content areas to ensure their materials are developed through an RESJ lens and reflect the needs of our students and teachers. Materials will be reflective of our student population in a culturally relevant and responsive manner.

**Estimated Timeframe:** Highly variable depending on the needs of the content area (1 month to multiple years)

**Recommended Participants:** Adoption Leads, Adoption Teams and AIR Committee Members.

**Steps:**

1. Determine the scope of resource curation needs.
  - a. Are these instructional resources intended to supplement existing curriculum or are they curriculum?
  - b. Are these new resources to be developed or are they based off of existing resources?
  - c. If you are curating curriculum, are you writing a few units to be integrated into existing curriculum, or are you developing curriculum for an entire course/courses?
2. Once scope is determined, examine capacity and expertise of teachers and staff to develop curriculum.
  - a. Do you or anyone on the adoption team have the experience and expertise to develop curriculum? If not, you may want to consider hiring a curriculum consultant to support this work.
  - b. Do your teachers/staff have the capacity to do the work in full? If not, you may want to consider hiring a curriculum consultant to support this work.
3. Set a schedule, engage educators and begin curation. Please discuss with the Adoption Manager on what funding source will be used to pay for teacher participation, please be prepared with a project plan and anticipated hours.

### Selection Process Action 5 | FIELD TEST PLANNING/TEACHER RECRUITMENT

**Purpose:** Planning your field test and recruitment of teachers early ensures that you have enough teachers to properly field test and that these teachers are properly trained on the materials.

**RESJ Lens:** Recruiting teachers that educate and work with our historically underserved populations is highly important as this will allow our HU students to engage with the instructional materials, prior to adoption, ensuring that they are effective education tools for their diverse learning needs and cultures.

**Estimated Timeframe:** 2-3 Weeks

**Recommended Participants:** Adoption Lead, Adoption Project Team, and AIR Committee

**Steps:**

1. Plan for Field test of selected materials- most of this work should already have been completed in the Project Plan development phase ([Action 1.7](#))
  - a. Minimal 2-3 months/Ideal 6 months
  - b. School selection strategy
  - c. Confidentiality is required during the field test period and can be included on the form they sign at committee acceptance. Conflict of interest policy must be discussed as well.
  - d. Training for field test teachers must be agreed upon early in the process. Outline best plan with district considerations in mind, this will be shared with possible partners early in the process.
2. Field Test Teacher Recruitment
  - a. The number of teachers in your field test will depend on the size of your adoption and the number of teachers/students that will utilize the materials.
  - b. [Here](#) are some recruitment and selection criteria to review. These are targets, not requirements.
  - c. [Additional SpEd/Multiple Pathways Involvement/Considerations \(Appendix G\)](#)
  - d. Once you have a target number of teachers, outreach will begin. Here are recommendations around recruitment:
    - i. Recruitment through Admin Connect,
    - ii. Emails/messaging sent to targeted teachers/schools- This will help to ensure equity in your work.
    - iii. Targeted outreach- If you have specific teachers you would like to recruit and/or have not gotten the number of teachers you were hoping to get, you may want to consider direct outreach.



- iv. Sample Recruitment Information: [Math K-5 Recruitment Information](#), [Math 6-12 Recruitment Information](#), [Social Emotional Learning Recruitment Email](#)
- 3. Field Test Teacher Selection
  - a. If you end up recruiting more teachers than needed, please use the [recruitment criteria](#) to make the final decisions.
  - b. [Here](#) are sample selection emails.
- 4. Field Test Teacher Spreadsheet- Please add the names of your field test teachers to [this list](#). This list contains data that will be helpful when speaking on field test results.

## Selection Process Action 6 | FIELD TEST PROFESSIONAL DEVELOPMENT

**Purpose:** Field test professional development is essential in ensuring field test teachers have the training and expertise they need to implement the curriculum.

**Estimated Timeframe:** 1-2 sessions prior to the field test and follow-up sessions throughout the field test.

**Recommended Participants:** Adoption Lead, Adoption Project Team, and Field Test Educators

### Steps:

1. Set professional development dates with field test teachers and vendors (if vendors are providing the PD)
  - a. Recommendations:
    - i. Two to three initial sessions with field test teachers, lasting 2.5-4 hours.
    - ii. Two to three additional PD sessions throughout the field test
2. On-demand support
  - a. Recommendations:
    - i. Allow for office hours/on-demand support

## Selection Process Action 7 | Implementation/Professional Development Plan

**Purpose:** Having a thorough Implementation Plan will allow you to ensure that materials are distributed efficiently, professional development occurs in a timely and thoughtful manner and on-going support is available to educators as they implement the new instructional resources. Having a plan in place will also allow you to align your work with the other adoptions that are taking place simultaneously.

**RESJ Lens:** An effective implementation plan will ensure that teachers, from all schools, are engaging with the new instructional resources prior to implementation as well as receiving on-going support as they roll out the plan. This includes support with culturally responsive pedagogy and differentiation of learning, which are highly important aspects of RESJ in education.

**Estimated Timeframe:** 2-3 Weeks

**Recommended Participants:** Adoption Lead, Senior Leadership, Adoption Project Team, and AIR Committee

**Steps:**

1. Review the Bond Compensability Checklist and Funding Matrix to begin to determine funding sources for your continued adoption work. Later, in the Selection stage, the materials you decide upon will need to be presented to the Compensability Committee (made up of members from the Office of School Modernization (OSM), Finance, Office of Technology & Information Services (OTIS) and Office of Teaching & Learning (OTL)). The Compensability Committee will review the materials to ensure they can be paid for under the Bond, if they are not compensable under the Bond, we will work to identify alternative funding sources.
2. As Adoption Leads and IRP meet with vendors to discuss contracts around professional development, here are the questions to ask vendors:
  - a. What is the vendor's approach to professional learning? What is their belief about professional learning?
  - b. What data can they share about effective professional learning implementation?
  - c. What types of professional learning do the vendors offer to districts?
    - i. What do they recommend for implementation for Years 1, 2, 3, etc.?
  - d. What ongoing support and PD can they provide?
  - e. What is their approach to preparing district coaches to provide Professional learning to teachers?
  - f. What are examples of ways the vendors have supported districts this year given the national sub shortages? How have they adjusted their plans and worked with districts to still provide professional learning?
3. When developing your implementation plan, please work backwards from when the materials need to be in schools and teachers need to receive professional development in order to allot enough time. Below are some key activities and estimated timing (these will vary depending on the size and scope of the adoption).

Key Dates	Start Date	End Date	For Reference Only
	Sample Date	Sample Date	Days Before Day 1 of Classroom Implementation
Field Test Conclusion	3/1/XX	3/5/XX	-183
Contract Negotiations/Professional Development Decisions	3/5/XX	4/20/XX	-152
Board Approval	4/20/XX	5/10/XX	-120
Communication to Teachers/Admin	5/10/XX	5/20/XX	-105
Material Ordering	5/10/XX	5/20/XX	-105
Translations Begin	5/10/XX	5/20/XX	-105
Finalize PD Schedule with Vendor/PD Provider	5/10/XX	5/31/XX	-100
Communicate with Teachers on PD Schedule/Share Implementation Schedule	5/31/XX	6/15/XX	-83
Material Arrival for Summer Institute	6/15/XX	6/20/XX	-73
Transport Materials to Training Site/Have Teachers Pick Up Materials	6/15/XX	6/20/XX	
Summer PD/Institute	6/20/XX	6/30/XX	-65
Material Pickup	7/1/XX	8/15/XX	-38
Administrator Training at Leadership	8/1/XX	8/15/XX	-27
Makeup Professional Development	8/15/XX	8/20/XX	-13

Final Material Delivery to Schools	8/15/XX	8/20/XX	-13
Day 1 of School	9/1/XX	9/1/XX	0
Additional Administrator Trainings	9/1/XX	10/31/XX	30
Other PD and Support Services			

4. [Here](#) is a link to the Adoption Implementation Plan Template. Please use this or a similar format to create your implementation plan. This implementation plan will need to be submitted with the adoption approval form, even if it is not complete.

## Selection Process Action 8 | OBSERVATIONS

**Purpose:** Field test observations will provide data around student and teacher experience related to the field tested curriculum.

**RESJ Lens:** The RESJ lens includes a focus on students. Field test observations center the student learning experience to understand students engagement and outcomes with the instructional resources.

**Estimated Timeframe:** Observe each field test teacher at least twice during the length of 1 unit. The total time for observations of all field test teachers is approximately 6 - 8 weeks. Data analysis is approximately 2-4 weeks depending on the data collected during the field test.

**Recommended Participants:** Field Test Teachers and Adoption Leads

### Steps:

1. Decide on the observation protocol, artifacts to be collected, and data to collect to inform evaluating the instructional resource effectiveness and alignment to teaching and learning goals of the department.
  - a. Recommendations:
    - i. Use a research-based student learning observation tool. If a tool is not available, design a tool that is based on research.
    - ii. Choose student artifacts to collect to demonstrate varied student demographics and experiences.
2. Select team for completing the observations.
  - a. Recommendations:
    - i. Pairs of team members need to observe the same lesson together.
3. Engage the observation team in professional development on the observation tool and protocol.
  - a. Recommendations:
    - i. Professional development includes observation scores norming opportunities.
4. Schedule observations to observe all field test teacher classrooms are observed at least twice.
  - a. Recommendations:
    - i. Allow teachers to recommend dates for observations and provide alternate options to help with scheduling.
    - ii. Pairs of team members need to observe the same lesson together.
    - iii. Ask teachers to share which lesson will be observed to familiarize yourself with the lesson prior to the observation.

## Selection Process Action 9 | COMMUNITY/FAMILY ENGAGEMENT

**Purpose:** Engagement with educators, administrators, stakeholders, families and students ensures that the instructional resources we adopt meet the needs of all students by garnering input from multiple individuals that interact with curriculum and learners on a regular basis.

**RESJ Lens:** Engagement is a highly important aspect of the Instructional Resources Adoption Process. “Cumulative evidence from decades of research indicates that strong relationships among schools, families, and community members can positively impact student achievement and social-emotional health ([panormaed.com](http://panormaed.com)).” In addition, “family involvement has been shown to benefit children from diverse ethnic and socioeconomic backgrounds. For instance: Latino youth with parents who provide encouragement and emphasize the value of education as a way out of poverty tend to have higher grades ([childtrends.com](http://childtrends.com))”

**Estimated Timeframe:** 2 months

**Recommended Participants:** Teachers, students, families, guardians, school based leadership, adoption leads, adoption manager, senior directors and communications.

### Steps:

1. Please review the communications/engagement plan in [Appendix C](#)
2. Prepare websites/venues for community and family members to engage with the instructional resource and provide feedback. Please have as many resources translated as possible.
  - a. Many times the vendor has a site(s) that can be developed and used for family/community engagement.
  - b. Post curriculum snippets from the vendors you are field testing to the Adoption website, and/or Canvas/SeeSaw. Provide directions as to how to go through the instructional resources and provide feedback.
  - c. Collect feedback on the materials.
  - d. Include contact information for those that would prefer to reach out directly.
3. Instructional Resource Engagement Evenings/Material Exploration
  - a. The Adoption Manager will work with you to plan this events. They will generally consist of one day event where families/students/educators/stakeholders will get to explore the physical materials, interact with vendors, and provide feedback on the materials. An evening event will follow where vendors present to an audience on their materials, allowing time for feedback and questions. The evening event may occur in-person, virtual or both.
    - i. [Here](#) is a sample agenda.
    - ii. [Here](#) is a checklist of needs for this event with samples of materials.
4. School Newsletter Blurb/Admin Connect for schools
  - a. Work with the Adoption Manager to prepare a school newsletter blurb (that can be shared out with parents/students), this blurb should include the following. Once this is complete, please be sure to have this translated into our partner languages using the linguist [link](#). [Here](#) is a folder of previous newsletters as examples.
    - i. What is adoption and why is it occurring?
    - ii. What step in the process you are in (the field test will be happening concurrently)?
    - iii. Need for input/opportunities for engagement:
      1. Link to website to explore materials (utilize existing resources like Seesaw or Canvas)
      2. Feedback from/site
      3. Instructional Resource Engagement Evenings
      4. Contact information

## Selection Process Action 10 | INSTRUCTIONAL RESOURCES SELECTION (Evaluation)

**Why?** A thorough evaluation of all data collected on the efficacy of instructional resources is necessary in order to ensure you are making a knowledgeable and defensible decision.

**RESJ Lens:** Equity and bias data will be collected throughout the adoption process and reviewed during this evaluation process.

**Estimated Timeframe:** 2-3 weeks

1. **Review and Analyze Data Collected from:** Field Test, Adoption Committee Meetings, Best practices, Student Interviews/Surveys, Teacher Interviews/Surveys, Teacher Observations, Community Engagement, etc.
2. Please review [Math K-5's work](#) as an example.

## Selection Process Action 11 | VENDOR SELECTION/APPROVAL

**Why?** This is the step in which a final decision is made on the instructional resource vendor. It is highly important to take care while going through this process as approvals need to be made up the chain of command and the due diligence of the process will be examined.

**RESJ Lens:** The work done in previous steps on ensuring equity in the adoption process and material selection will be examined thoroughly while making vendor decisions.

**Estimated Timeframe:** 4 Weeks

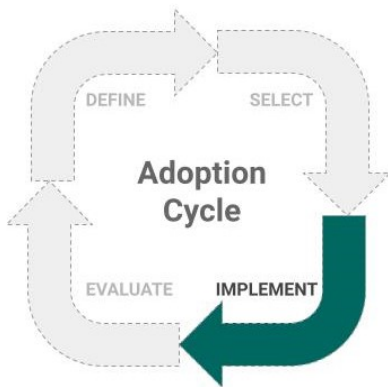
**Recommended Participants:** Adoption lead, Adoption Project Team, Administrators, AIR Committees and School Board

### Steps:

1. Meet with the Adoption Project Team and your manager to make a recommendation(s) on instructional resources to be adopted.
2. Meet with your Senior Director and Chief to discuss the recommended decision/adoption.
3. Once a recommendation has been made, make a copy of and fill out the [adoption decision form](#), which will serve as a long-term justification and documentation of all adoption decisions. [Here](#) is an example of a filled out adoption decision form. Please include your implementation plan (see [Selection Process Action 7](#)) as an attachment to the Adoption Decision Form.
4. If this is a formal adoption and/or you are advised by your Chief to do so, a recommendation will need to be brought to your Deputy Superintendent and Superintendent. This will be facilitated by your Senior Director and Chief.
5. Meet with AIR Committee/OpEN Air Committee to discuss recommendations (2 hour meeting).
6. The adoption manager will submit information to the Compensability Committee via [this form](#). The Compensability Committee will ensure that materials can be paid for through the Bond, if materials are not deemed compensable, this does not mean they cannot be purchased, but rather we will look to identify alternative funding to support the purchase.
7. Discuss final decisions with IRP/IRC and proceed with Procurement. IRP/IRC will involve you in this process, including negotiating training, quantities, timeframe, etc. [Additional SpEd/Multiple Pathways Involvement/Considerations \(Appendix G\)](#)

8. After the contract has been negotiated, this will be presented to the Board either through a Resolution or Consent Agenda item with a memo.
9. If field test materials need to be collected and returned, please coordinate with IRC to do so. [Here](#) is a link to the items that need to be returned.

## STEP 3 | IMPLEMENT



The Implement stage is the most arduous and important part of the adoption process. During this stage, the new instructional resources will be rolled out with teachers and students. This involves professional development, not only on the new resources, but also instructional pedagogy and how to use the instructional resources as a tool to support teaching and learning. Implementation generally involves multiple days/weeks of professional development prior to the start of the school year, at-the-ready support, observations and on-going professional development throughout the post selection year. In addition, on-going implementation will occur when new teachers come on board and/or switch grade levels/subject areas, and as needed to best support teachers in instructional practices.

### Action 3.1 | Initial Communication

**Why?** Once the selection of instructional resources has been approved by the Board of Directors, it will be important to share this information with all parties involved. This will help to prepare educators, schools and students for the transition as well as mitigate any issues and address concerns/questions before the rollout.

**RESJ Lens:** Communicating early and examining issues in the immediate will help to address any questions on equity as they arise, and will allow teachers to infuse culturally responsive pedagogy into their daily lesson plans built off of and with the new instructional resources.

**Estimated Timeframe:** 2-3 months after selection is made

**Recommended Participants:** Teachers, students, families, guardians, school based leadership, adoption leads, adoption manager, senior directors and communications.

#### STEPS:

1. Messaging to AIR Committee Members/Field Test Teachers- It is important to send messaging out to those teachers/administrators that were directly involved in the work and contributed to making the ultimate decision. If they weren't able to attend the meeting to discuss the recommendation in the Selection Step, please be sure to send the information shared out, and provide a space for questions and feedback.
2. Messaging to Administrators and Teachers- Information on the adoption process and how the ultimate decision was made should be shared with teachers and administrators through admin connect and teacher direct mailing lists. This should also include links to materials for teachers/administrators to explore, and any information that is available on when the resources will be available/received, and professional development sessions.
3. Messaging to Families/Students/Community Members- Families/students/community members will receive communications on instructional resource selections through school/district newsletters. Please see the Community/Engagement Plan in [Appendix C](#) for additional information.

## Action 3.2 | Materials Ordering/Receiving

**Estimated Timeframe:** 3-4 months

**Required Participants:** Instructional Resource Procurement (IRP), Instructional Resource Center (IRC), Adoption Manager, and Adoption Leads

### STEPS:

1. If you haven't done so already, once the decision has been made to purchase materials. Please set up a meeting with IRC and IRP to begin contract negotiations.
2. IRP will work with Vendor to develop a contract based on your content area's needs. If the contract is above \$150K, it will need to go to the Board of Directors and requires a lead time of at least 1 month.
3. While the contract is being executed, work with IRC to discuss the distribution of materials, and whether or not asset tagging is necessary.
  - a. Note: If you need to distribute materials over the summer (for example if there is summer Professional Development), pick up can be arranged. If you are planning to distribute materials directly to schools, this will need to occur between mid-August and June 30th. Most schools will not be open for delivery during the summer.
4. Once materials have been delivered, we can begin to process invoices on the materials. Invoices cannot be paid until the product has been received.

## Action 3.3 | Translations

**Why?** Translating materials is highly important as, in most cases, the same materials will be used in our DLI/ELL classrooms. These materials will need to be delivered at the same time as the materials written in English.

**RESJ Lens:** In order to ensure equitable access for all of our students, instructional resources need to be translated into alternative languages for those that are English Language Learners and/or those that are enrolled in our Dual Language Immersion programs.

**Estimated Timeframe:** 3-12 months (depending on the amount of materials)

**Recommended Participants:** Language Services, Adoption Leads and the Instructional Resources Center (IRC)

### STEPS:

1. Please contact IRC and let them know of the need for translations. They will help to coordinate this process.
2. Once the contract has been executed, digital copies of the instructional materials will need to be sent by the vendor for translations (please let the vendor know ahead of time, so they can begin to prepare for this step).
3. All translations of instructional resources will be covered under blanket contracts with translators in order to ensure efficiency and accuracy. Materials will need to be translated into Spanish, Mandarin, Japanese, Russian and Vietnamese. Once documents for translations have been received IRC will work with language services and translators to begin the work.

### Action 3.4 | Professional Development

**Why?** Professional development, post-adoption, is essential in not only introducing educators to new instructional resources, but also in supporting and emphasizing best practices in teacher pedagogy. With standards based education, professional development will also serve to reinforce the ties between Guaranteed and Viable Curriculum, and the instructional resources at hand.

**RESJ Lens:** Adoption professional development will serve to pair culturally responsive pedagogy with instructional resources that are culturally relevant and reflect the RESJ Lens.

**Estimated Timeframe:** On-going, throughout the life of the adoption, with a heavier emphasis on professional development in the first year. See sample implementation plan for details.

**Recommended Participants:** Teachers and school-based administrators.

#### STEPS:

1. Professional development (PD) should occur based on your Implementation Plan developed during the [Selection Stage](#).
  - a. Generally professional development is offered multiple times before the school year begins to ensure all teachers have an opportunity to participate with a make-up PD session occurring at the start of the year. The length of this PD depends on the materials adopted, vendor recommendations and the integration of culturally responsive pedagogy and other instructional techniques/supports that are included in the PS.
  - b. Professional development should also be offered to administrators through Leadership or sessions that occur before teachers return to school in the late summer.
  - c. Additional professional development sessions will occur throughout the first year of the new resource. With approval and support of school based and district based leadership, these can occur through:
    - i. All day/half day trainings (with subs)
    - ii. Trainings after work or on the weekends (with extended hours paid to teachers)
    - iii. Asynchronous training on Pepper.
    - iv. Peer Learning Groups
    - v. Staff Meetings
    - vi. Etc.
  - d. Additional PD sessions will need to occur prior to each school year to support new teachers and those that are switching grade levels, as well as new administrators.

### Action 3.5 | Community/Family Engagement

**Why?** It is important for families to engage with instructional resources in order to familiarize themselves with the materials, ask questions and support their students with learning.

**RESJ Lens:** Engagement with families around instructional resources will help to ensure all parents can support their students in their learning, and identify any potential inequities with the materials, and/or implementation of materials.

**Estimated Timeframe:** 2-6 months

**Recommended Participants:** Adoption leads and adoption committees.



**STEPS:** Similar to the Community/Family Engagement during the Field Test/Selection Process Step, there are multiple venues to share and gather information from families and community members.

1. Please review the communications/engagement plan in [Appendix C](#)
2. Please review the 20/21 Adoption Communications Calendar [here](#).
3. Prepare websites/venues for community and family members to engage with the instructional resource and provide feedback. Please have as many resources translated as possible.
  - a. Post curriculum snippets from the vendors you are field testing to the Adoption website, and/or Canvas/SeeSaw. Provide directions as to how to go through the instructional resources and provide feedback.
  - b. Develop a form for receiving feedback.
  - c. Include contact information for those that would prefer to reach out directly.
4. Instructional Resource Engagement Evenings:
  - a. The Adoption Manager will plan these evenings and will work with each adoption to select a specific engagement evening for each adoption(s).
  - b. Prepare Agenda for Engagement Evening:
    - i. Introduction to the Adoption
    - ii. Instructional presentations (15 minutes each)
    - iii. Q&A
    - iv. Wrap-up, invite families to explore the materials asynchronously. Welcome feedback on multiple platforms (see Step 2).
5. School Newsletter Blurb/Admin Connect for schools
  - a. Prepare a school newsletter blurb (that can be shared out with parents/students), this blurb should include the following. Once this is complete, the Adoption Manager will have this translated into our partner languages using a linguist [link](#). [Here](#) is a folder of previous newsletters as examples.
    - i. What is adoption and why is it occurring?
    - ii. Need for input/opportunities for engagement:
      1. Link to website to explore materials (utilize existing resources like Seesaw or Canvas)
      2. Feedback from/site
      3. Instructional Resource Engagement Evenings
      4. Contact information
  - b. Prepare an Admin Connect with more specific information on:
    - i. Bi-monthly an admin connect will go out to administrators on adoption happenings.
    - ii. The Adoption Manager will collect information for these via [this form](#).

### Action 3.6 | On-Going Support

**Why?** Throughout the life of the adoption, it is important to provide on-going support to teachers and administrators in order to ensure educators feel comfortable with the materials, feel confident in their abilities to teach to the resources, are pairing culturally responsive pedagogy with the resources, and implementing them with fidelity to the content area's standards.

**RESJ Lens:** Providing on-going support to educators, will help to ensure equitable access to the instructional resources themselves, and ensure that the materials are being and ensure that the materials are being taught with through culturally responsive pedagogy.

**Estimated Timeframe:** Continuous through the life of the adoption.

**Recommended Participants:** Adoption leads, Teachers on Special Assignment (TOSAs), Vendors, Senior Leadership, Teachers and School Based Administration.

**Steps:** In addition to on-going professional development, on-going support in an on-demand setting should be established. Below are some tips on offering On-Going Support.

1. Establish a website/FAQ page on the adopted resource.
2. Establish and publish points of contact for support.
3. Ensure teachers/school based administrators know how to access direct vendor support as needed.
4. If tech support is needed, please have a process in place for receiving support.

### Action 3.7 | Material Refresh

**Why?** After materials are adopted, it is important to have a process to replenish consumable supplies, and materials that have been damaged beyond repair or have been lost.

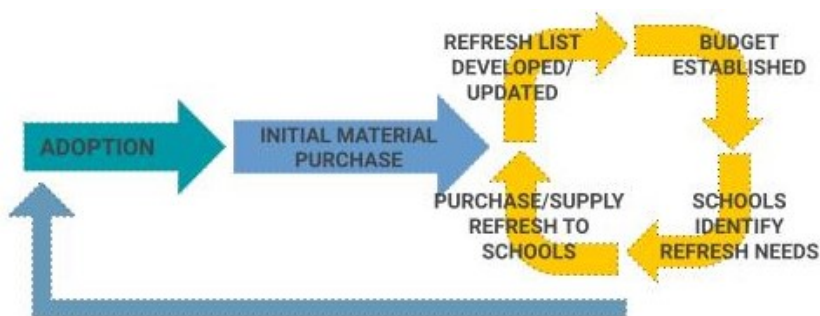
**RESJ Lens:** Schools that have financial constraints/restricted funding may not be able to purchase even the smallest of consumable supplies/replacement materials. By establishing a process for refresh, at the district level, this will ensure equity in the distribution of materials.

**Estimated Timeframe:** On-Going

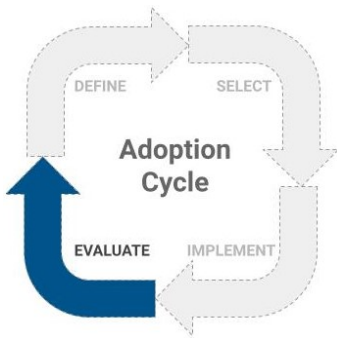
**Recommended Participants:** Instructional Resource Center (IRC), School Based Administrators, Program Administrators and Teachers.

#### STEPS:

1. Post initial adoption purchase, meet with the IRC team to discuss what consumable supplies will need to be purchased, on an ongoing basis, to support the adopted materials. IRC will then work with you to discuss what should be on the refresh list and what will need to be covered by other sources.
2. Here is a sketch of what the traditional adoption process looks like.



## STEP 4 | EVALUATE



The Evaluation step of adoptions is the longest phase of the Adoption Cycle and is not limited to post implementation, but rather evaluation is occurring throughout all phases. Evaluation is essential in determining the instructional resource needs, the materials selected and the effectiveness of the materials in meeting the needs of all of our students. Both quantitative and qualitative data will be collected for evaluation.

There are five primary stages in which evaluation will take place:

Adoption Step	Activity	Primary Audience	Ideal Timeframe
Define	Internal Program Evaluation	Adoption Committees (teachers, administrators, content leads)	12 Months Prior to Adoption
Select	Vendor Solicitation/Field Test Vendor Selection	Teachers, Administrators, School Board, Families, Students, etc.	3 - 6 Months Prior to Field Test
Select	Final Instructional Resource Selection	Teachers, Students, Families, Building Admin	6-9 Months Prior to Adoption
Evaluate	Implementation Evaluation	Teachers and Administrators	Segmented Evaluation Throughout the Life of Adoption
Evaluate	Evaluation of Instructional Resources	Teachers, Administrators, School Board, Families, Students, etc.	Segmented Evaluation Throughout the Life of Adoption

### STEP 1: DEFINE

#### Action 1.4 | EVALUATION (Internal Program Evaluation)

**Guiding Questions:** What is the current status of the program/content area? Where are the needs?

**Steps:** Please see [Define: Action 1.4](#) for details

### STEP 2: SELECT

#### Action 1 | EVALUATION (Vendor Solicitation/Field Test Vendor Selection)

**Guiding Question:** Which curriculum best serves the needs of our students and teachers based on the initial program evaluation and adoption process thus far?

**Steps:** Please see [Selection Process Step 1](#) for details

## Selection Process Step 10 | EVALUATION (Final Instructional Resource Selection)

**Guiding Question:** Which instructional resource best serves the needs of our students and teachers based on the evaluation of materials and field test results?

**Steps:** Please see [Selection Process Step 10](#) for details

## STEP 4: EVALUATE

### EVALUATION (Implementation Evaluation)

**Guiding Question(s):** How well is the curriculum being rolled out? Is it being rolled out with fidelity to the PD? What are the needs/barriers to implementation? What additional training needs to occur.

**Why?** Evaluating the implementation of instructional resources through everyday teaching and learning is important as it will help to determine the effectiveness of the curriculum by knowing to what degree teachers are implementing the materials.

**RESJ Lens:** Examining the implementation of instructional resources will inform us of what students are being exposed to the new curriculum and determine if it is being equitably implemented.

**Estimated Timeframe:** First year post-adoption.

**Steps:** As of fall 21/22 PPS is contracting with RMC Research to personalize and develop evaluation plans for each adoption.

### EVALUATION (Evaluation of Effectiveness of Instructional Resources)

**Guiding Question(s):** How are the instruction resources functioning equitably for students? How are they helping us to achieve the graduate portrait?

**Why?** It is highly important to know how students are responding to and engaging with new materials. Are the materials, coupled with effective pedagogical practices, serving to move the needle for our students?

**RESJ Lens:** This evaluation will help us to determine if the materials are equitably working for and moving the needle of all of our students.

**Estimated Timeframe:** Lifetime of adopted materials.

**Steps:** As of fall 21/22 PPS is contracting with RMC Research to personalize and develop evaluation plans for each adoption

## APPENDIX A AIR COMMITTEE RECOMMENDATIONS/REQUIREMENTS

9-12 AIR Committees		
Reference Group	Recommendation	Possible Participants
Comprehensive High Schools	<b>Recommended:</b> 40% of teachers, on the committee, come from schools with HU students of 45% or greater	High Schools >45% Underserved- Benson High School, Jefferson High School, Madison High School, Roosevelt High School
Alternative High Schools	<b>Recommended-</b> 2 teachers from Alternative High Schools	Alternative High Schools- Alliance HS @ Benson, Alliance HS @ Meek, MLC, Pioneer HS @ Benson, Pioneer HS @ Cleveland, Pioneer HS @ Wilson, Pioneer HS @ Youngson, DART, PISA
Speciality Instructors	<b>Recommended-</b> SpEd Educator(s) (1 out of every 6 teachers on your Committee should be a SpEd specialist/teacher/TOSA/administrator), and ELL Educator (s) (1 out of every 11 teachers on your Committee be an ELL specialist/teacher/TOSA/administrator)	Other possible participants- AVID, TAG, OTIS
Administrators	<b>Recommended-</b> 1 school based administrator for every 10 committee members	
Students	<b>Recommended-</b> 1 to 2 students	
Other School/District Employees	<b>Recommended-</b> Teachers on Special Assignment (TOSAs), mentors, librarians, etc.	

6-8 AIR Committees		
Reference Group	Recommendation	Possible Participants
Middle School/K-8	<b>Recommended:</b> 40% of teachers, on the committee, come from schools with HU students of 45% or greater	Middle Schools/K-8s >45% Underserved- Ockley Green, Roseway Heights MS, Harriet Tubman, Bridger K-8, Harrison Park K-8, Faubion, Lent K-8
Alternative Middle Schools	<b>Recommended-</b> 1 teachers from Alternative Middle School	Alternative Middle Schools- Access @ Lane, Odyssey Program @ East Sylvan, Pioneer 5-8 @ Youngson
Speciality Instructors	<b>Recommended-</b> DLI Educator (s) (1 out of every 8 committee member should be a DLI teacher/administrator) SpEd Educator(s) (1 out of every 6 teachers on your Committee should be a SpEd specialist/teacher/administrator), and ELL Educator (s) (1 out of every 11 teachers on your Committee be an ELL specialist/teacher/administrator)	Other possible participants: AVID, TAG, OTIS
Administrators	<b>Recommended-</b> 1 school based administrator for every 10 committee members	
Other School/District Employees	<b>Recommended-</b> Teachers on Special Assignment (TOSAs), mentors, librarians, etc.	

K-5 AIR Committees		
Reference Group	Requirement/Recommendation	Possible Participants
Elementary Schools/K-8	<b>Recommended:</b> 40% of teachers, on the committee, come from schools with HU students of 45% or greater	Elementary Schools /K-8s >45% Underserved- Beach ES, James John ES, Peninsula ES, Whitman ES, MLK, Scott ES, Sitton ES, Woodlawn, Boise-Eliot, Cesar Chavez, Rigler ES, Rosa Parks ES, Bridger K-8, Harrison Park K-8, Faubion, Lent K-8
Alternative Elementary Schools	<b>Recommended-</b> 1 teachers from Alternative Elementary School	Alternative Elementary Schools- Pioneer K-6 @ Holladay, Access @ Vestal
Speciality Instructors	<b>Recommended-</b> DLI Educator (s) (1 out of every 8 committee member should be a DLI teacher/administrator) SpEd Educator(s) (1 out of every 6 teachers on your Committee should be a SpEd specialist/teacher/administrator), and ELL Educator (s) (1 out of every 11 teachers on your Committee be an ELL specialist/teacher/administrator)	Other possible participants: AVID, TAG, OTIS
Administrators	<b>Recommended-</b> 1 school based administrator for every 10 committee members	
Other School/District Employees	<b>Recommended-</b> Teachers on Special Assignment (TOSAs), mentors, librarians, etc.	

## APPENDIX B ADOPTION COMMITTEE RECRUITMENT

### Examples of the communication for recruitment for the AIR and OpEN AIR committees.

We suggest that the recruitment letter comes from the Chief Academic Officer.

- [Example - Math](#)
- [Example - WL](#)
- [Example - VAPA](#)

### Where can you post the opportunity for participation?

- Admin and Teacher Portal - [Link](#)
  - [Link to form](#)
- PPS Social Media - [Link](#)
- PPS Pulse - PPS Pulse is our weekly electronic newsletter. We cover stories coming out of our schools and departments and showcase the great work of our students and staff. Pulse is sent to approximately 48,000 families and 7,000 staff. Contacts: **Lindsay Trapp**, Coordinator, [ltrapp@pps.net](mailto:ltrapp@pps.net) **Mike Tokito**, Editor/Staff Writer, [mtokito@pps.net](mailto:mtokito@pps.net)
- Direct Email
- Adoption Website (Link coming)
- PAPSA - meet on Tuesday
- PAT
- [Language Access Services](#) provides meaningful language access to parents by offering translated printed and digital materials, qualified language interpreters, and effective communication between the district and its multilingual communities. Language access services also supports district wide communications ensuring an equity lens is taken into account in its interactions with the public. Contact: Marifer Sager, Department Manager, ([msager@pps.net](mailto:msager@pps.net))
- Notes to think about -
  - How do we communicate with community members/parents/students (if included as part of the group)?
  - What is the time frame to do so? How is this different with community input/engagement opportunities?
  - How are we including affinity groups - linguistically diverse, cultural groups
  - How would we leverage the Strategic Partnerships Department for this?

### Google form template

Each adoption group needs to select members for their committees. A sample google form template that can be used for recruitment is provided. This template is editable. Make a copy and then choose the questions that you feel reflect the qualities and expertise that you wish to have in your working group.

- [Link for Adoption Committee Application Template](#)

### Rubric for Selection

This rubric is an example of how you can quantify the qualities and expertise for committee selection. You can make a copy and edit for those qualities that you value. It is important to have a process like this in place, so that if any questions arise from those who applied to be on the committees, but were not chosen can be fairly answered in a way that shows that judgement was made to criterion.

- [Link for Adoption Committee Selection Rubric Example](#)

We recommend that you choose at least half of your committee to be from schools that have 45% or more Historically Underserved (HU) Students. [Linked](#) is a chart that shows which HU band a school would fall into and whether we already have a teacher representative on an AIR Committee from that school.

#### **Report committee members who have been selected to a shared document**

As many adoption groups will be forming in the next few years, we want to involve as many teachers and schools as we can. Please also refer to this list for schools that haven't been engaged in adoption committees for targeted recruitment. Also, consult this document as you are selecting teachers to see if the teachers who are applying have already served on another adoption group.

- [Link to Adoption Committee Member List](#)

#### **SpED Committee Members**

It is important to have SpED representation on adoption committees.

- Lauraine Allen ([lallen1@pps.net](mailto:lallen1@pps.net)) will be the point of contact for SpEd, so please reach out to her directly.



## APPENDIX C COMMUNICATION/ENGAGEMENT PLANNING

Activity	Time	Audience	Co-Creation, Information Gathering or Sharing?	Venue (s)	Data Measurement	Purpose	How does this address PPS' systemic engagement issues with our historically marginalized families? Where are we seeing equity?
Notices of Adoption Activities	Quarterly- August, November, February, May	School/District Leadership	Information Sharing	Admin Connect	# of messages going out	Information on adoption happenings, what has been achieved, what will be happening over the next term, how to get involved, etc.	All schools will receive information on adoptions that will include opportunities for engagement.
Adoption Website	On-Going	All	Information Sharing/ Gathering	Adoption Website	Website statistics	Providing an on-going opportunity for all stakeholders to view, provide input in and ask questions of the adoption process/individual adoptions (translated)	Allow open access to all families, allowing for feedback when works best for them in a comfortable environment.

ADOPTION SPECIFIC ENGAGEMENT (Adoption Lead Responsible)							
Activity	Adopti on Step	Audience	Co-Creation, Information Gathering or Sharing?	Venue (s)	Data Measurement	Purpose	How does this address PPS' systemic engagement issues with our historically marginalized families? Where are we seeing equity?
Engagement with Field Test Families/students	Select	Families/ Students	Information Sharing and Gathering	Through Field Test/classroom teachers, but information may be posted on the adoption website as well. Teachers should use whatever methodology works for them	% of Teachers who communicated to families.	-Inform parents of the field test-what it is, why is it important, how will this affect my child? -Answer/Address questions and concerns	Actively reaching out to and engaging families in school/teacher initiatives. Addressing concerns/ questions of families to help in building trust. Resources will be made available in multiple languages.
Instructional Resource Public Review	Select	All	Information Sharing and Gathering	BESC Lobby	Feedback Form	-Allow attendees to interact with physical materials, ask questions of the vendors and provide feedback on the materials.	Actively reaching out to and engaging families in school/teacher initiatives. Addressing concerns/ questions of families to help in building trust. Resources will be made available in multiple languages.
Instructional Resource Engagement Evenings	Select	All	Information Sharing and Gathering	Board Room/Zoom	Feedback Form	-Allow attendees to hear from vendors about their materials, ask questions and provide feedback.	Actively reaching out to and engaging families in school/teacher initiatives. Addressing concerns/ questions of families to help in building trust. Resources will be made available in multiple languages.
<a href="#">Website</a>	All Phases	Families, Students, Community Members and Educators	Information Sharing and Gathering	Adoption Website	Website user data		

## APPENDIX D DATA RESOURCES

### PPS Data Dashboard

The PPD data dashboard has lots of data that can be pulled to inform a program evaluation. It is available at the district, school, and teacher level. All administrators and TOSAs should be able to access the data dashboard. Data is available in graph form and by excel spreadsheet and goes back five years. Please note: Teacher level data is not appropriate for a program evaluation and should not be used for this report. In some of our smaller elementary and option schools, the school level data is also teacher level data (only one teacher teaching a particular subject at a grade level). Be wary of using school level data in these cases too.

If you do not have access, send an email request to [support@pps.net](mailto:support@pps.net) to ask to be given access. Access PPS data dashboard: <https://dashboard.pps.net/>. **Grades/Marks** for PPS courses can be pulled in the following categories:

- **Grades/Marks** for PPS courses
  - There are 5 years of data that can be retrieved (2016-2017 to 2020-2021).
  - K-5 subjects: Mathematics, Reading, Science, Social Studies
  - 6-12 Subjects: Social Sciences and History, Life and Physical Sciences, Mathematics, English Language and Literature
  - **Ethnicity Subgroups:** All Students: Asian, Black, Latino, Multiple, Native American, Pacific Islander, White
  - **Gender Subgroups:** Male, Female, X
  - **Special Population Subgroups:** 504, Academic Priority, ELL, SpEd, SPELL, TAG, AVID, non-AVID, Homeless, Migrant Education, non-Migrant Education, Indian Education, non-Indian Education, Immersion, non-Immersion, Teen Parent, Exclude District SpEd
  - **On Track to Graduation**
- **Assessment Data**
  - Smarter Balanced Math
  - Smarter Balanced ELA
- **Attendance Data**
- **SpEd Data (in Reports)**
  - SpEd Data by School
  - SpEd Risk Ratio
  - SpEd Student Monitoring

### ODE Assessment Data

Oregon state assessment data is available for ELA, Math and Science. Anyone can download data in an excel spreadsheet from the ODE website. No special permissions are required. Data is not available in graph form. Data is available in spreadsheets by state, district, and school level. This allows content areas to compare PPS state assessment data to other districts.

- State Assessment Data is available for the following parameters.
  - **Year:** 2014-2015 to 2018-2019
  - **District:** there is assessment data for every district in Oregon. You can look at PPS data and compare it to other comparable districts if you wish to.
  - **Grade Level**
    - Science: Grades 5, 8, and 111
    - Math: Grades 3, 4, 5, 6, 7, 8, and 11
    - ELA: Grades 3, 4, 5, 6, 7, 8, and 11
  - **Student Groups:** Asian, Black/African American, Economically Disadvantaged, Extended Assessment,

Female, Hispanic/Latino, American Indian/Alaskan Native, Indian Education, Male, Migrant Education, Mult-racial, Pacific Islander, SWD with Accommodations, Students with Disabilities (SWD), Talented and Gifted (TAG), Total Population (All students), White

- **School**
  - By all parameters listed above for districts.
- Compare PPS district state assessment data to other large Oregon Districts
  - PPS - 46,624 students, 43% students of color, 14.9% students with disabilities, 8% English Language Learners, 73 languages spoken
  - Beaverton School District - 40,860 students, 52% students of color, 12% students with disabilities, 36% qualify for free and reduced lunch, 12% English Language Learners, 101 languages spoken
  - Salem-Keizer - 40,438 students, 17% students with disabilities, 70% economically disadvantaged, 15% English Language Learners
  - HSD - 20,382 students, 55% students of color, 14% students with disabilities, 14% English Language Learners, 90 languages spoken
  - North Clackamas - 17,200 students, 49% students of color
  - Gresham-Barlow - 11,879 students, 11% English Language Learners, 53 languages spoken
  - You can choose to use other Metro Districts if you wish, like Park Rose, David Douglas and others.

### Successful School Survey

This school and district climate and culture survey covers four areas.

- Safety, Rules & Norms: Including physical safety and social and emotional security.
- Teaching & Learning: Support for social and civic learning.
- Interpersonal Relationships: Respect for diversity; social support for students; social support for adults.
- Institutional Environment: Physical surroundings, school connectedness/engagement.

Data is gathered through anonymous surveys provided to students (5th, 7th, 10th), PPS Staff, and families, and is available in English, Chinese, Somali, Spanish, Russian and Vietnamese. The Successful Schools Survey was first administered in 2018-19. This established baseline data. 2020-21 marks the third year of the survey and the collective data provide a clearer picture of concrete information essential for school planning.ort for adults.

### Other Data Sources to Consider

- Course Pathway Data- What are the course taking patterns in your content area? Do you want to address inequities in course taking patterns as part of your adoption process? Consider, who has access to advanced courses and can demographic factors like ethnicity predict who is enrolled in those courses?
  - AP/IB enrollment
- ACT - All juniors at PPS take the ACT test.
- MAP - Data is available for ELA and Math K-8. Link to [PPS MAP Portal](#) and [pps-admin.mapnwea.org](https://pps-admin.mapnwea.org)
- Teacher surveys-You can use teacher responses from the Successful Schools Survey or you can create your own researched-based teacher survey.
  - The math adoption group has created a [teacher survey](#) around teaching math beliefs. It was built from [this larger list](#) of questions. The reference for the survey was Built from [Principles to Action: Ensuring Mathematical Success for All](#). Complete with committee members as well as the teams piloting the resource. What can we measure? What do we need to know? What are areas of strengths? Add beliefs about inclusion to the survey.
- [PPS System Planning and Performance website](#) has a number of reports that might be helpful for program evaluations
  - [Evaluation Reports and Studies](#)
  - [Student Achievement Results](#)
    - [Smarter Balanced Achievement by Schools](#)
  - [School Profiles](#)

- [Discipline and Behavior](#)
- [Enrollment Projections](#)
- [Cohort Graduation Rate](#)
- [ESL Enrollment Report](#)
- Special Education - This is the mission of SpEd, as a department, we are committed to reversing the trend of isolation and segregation of students with disabilities by ensuring all students have access to high quality instruction responsive to their needs and delivered by effective and culturally responsive educators within the Least Restrictive Environment. Our primary focus is to build capacity and to support staff members district wide to ensure effective instruction is the predictor of student outcomes.
  - SpEds focus on inclusive practices: As we focus on inclusive practices within general education, we know that this will take small steps over time. This includes having an active role in district decision making to ensure students experiencing disabilities are considered and supported in all aspects of the educational systems.
  - Difference between UDL & Differentiation that would help define inclusive practices for PPS
- Funded program data
- Student engagement in the adoption process
- [PPS Quality Assessment Framework](#)
- EEE Framework for Technology
  - [EEE Evaluation Framework for Educational Applications](#)
  - [EEE Evaluation Framework for Lesson Design](#)
  - [Triple E Printable Rubric](#)

## APPENDIX E SWOT ANALYSIS

1. Prior to your next AIR Committee meeting, regroup your Strengths, Weaknesses, Opportunities and Threats into overarching themes. Try to stick with only 3-5 themes.

Example:

Technology	Professional Development
<p>Strengths:</p> <ul style="list-style-type: none"> <li>● Access to digital supports</li> <li>● Highly adaptable curriculum</li> </ul> <p>Weaknesses:</p> <ul style="list-style-type: none"> <li>● Instruction, delivered virtually, does not work well for all students.</li> </ul> <p>Opportunities:</p> <ul style="list-style-type: none"> <li>● Expand digital offerings</li> </ul> <p>Threats:</p> <ul style="list-style-type: none"> <li>● All technology learnings will be forgotten once we move into in-person instruction</li> </ul>	<p>Strengths:</p> <ul style="list-style-type: none"> <li>● Amount of PD offerings available</li> </ul> <p>Weaknesses:</p> <ul style="list-style-type: none"> <li>● Time allotted for PD</li> </ul> <p>Opportunities:</p> <ul style="list-style-type: none"> <li>● Expand digital PD offerings, allowing for more time for PD by cutting down on commuting and prep</li> </ul> <p>Threats:</p> <ul style="list-style-type: none"> <li>● More PD offerings that I'm unable to attend because of the number of adoptions</li> </ul>

2. During a 1.5-2 hour AIR Meeting:
  - a. Review the themed groupings and ask for feedback/shifts in groupings (15 minutes)
  - b. Divide up into small groups, with each group focusing on one theme. Have each of the groups develop a Goal statement around their theme. (30 minutes). Students should be at the center of each goal.

Example:

Technology	Professional Development
<p>Goal Statement: XXX Department will ensure all teachers and students have access to digital instructional resources that align with the GVC, reflect culturally diverse instruction and are adaptable to meet the needs of all students.</p>	<p>Goal Statement: All teachers will engage in professional development on culturally responsive pedagogy/instructional practices and on how the adopted instructional resources can be used to enhance these instructional practices and student learning..</p>

- c. If time allows, have a quick share out on Goal Statements (10 minutes)
- d. Move back into the same small group and have them develop Guiding Actions (no more than 8-10) that will help to achieve that Goal (based on the SWOT analysis results). (30 minutes)

Technology	Professional Development
<ol style="list-style-type: none"> <li>1. Continually evaluate existing digital resources for usage, bias, teacher satisfaction and student impact.</li> <li>2. Organize digital resources based on intentional usage.</li> <li>3. Research best practices in technology/digital resources, as it pertains to the content area.</li> </ol>	<ol style="list-style-type: none"> <li>1. Develop a suite of PD offerings for Pepper that allow teachers access at any time or day.</li> <li>2. Host professional development sessions on culturally responsive pedagogy.</li> </ol>

- e. Come back together as a large group and host a gallery walk of the Goal Statements/Guiding Actions, requesting feedback from everyone on all goals (20 minutes).
- f. Adjourn

3. Between meetings, refine goal statements and guiding principles.
  - a. Formulate a position paper using [this template](#).
  - b. Prior to the next AIR Committee meeting, send out the position paper for feedback and spend a few minutes at the beginning of the meeting reviewing this. The position paper is one of many aspects of the Define process, and will be a living document, so perfection is not needed in the first go-around.

## APPENDIX F FIELD TEST TEACHER RECRUITMENT

### Cluster Snapshot

Clusters	Total Enrollment	% District Total	# of K-5 Schools	# of K-5 Schools with HU>45%	#6-8 Schools	# of 6-8 Schools with HU>45%	#9-12 Schools	# of 9-12 Schools with HU>45%
Alternative Programs	921	2.13%	2	0	2	0	3	1
Cleveland	6351	14.69%	9	1	2	0	1	0
Franklin	8004	18.52%	11	2	8	2	1	0
Grant	6052	14.00%	5	0	5	1	1	0
Ida B Wells	4992	11.55%	6	0	2	0	1	0
Jefferson	4076	9.43%	7	5	2	2	1	1
Lincoln	4218	9.76%	5	0	3	0	1	0
McDaniel	4588	10.61%	7	4	4	3	1	1
Roosevelt	3818	8.83%	6	5	2	1	1	1
Special Services	209	0.48%	1	1	1	1	1	1
<b>Total:</b>	<b>43229</b>		<b>59</b>	<b>18</b>	<b>31</b>	<b>10</b>	<b>12</b>	<b>5</b>

### K-5 Recruitment

#### Target K-5 Recommendations:

##### Field Test of 50 Teachers:

- 8 Teachers per grade level, with at least one coming from our Alternative Programs and one coming from Special Services.
- Minimum of 16 teachers coming from schools with HU% > 45% (multiple teachers can come from the same school)
- 4 DLI Spanish Teachers (multiple teachers can come from the same school)
- The rest of the teachers recruited will be weighted based on Cluster enrollment, with larger clusters having more representation (multiple teachers can come from the same school).

##### Cluster Recruitment Needs K-5

K-5 Field Test Recruitment Needs				
Cluster	HU >45%	Spanish DLI Teacher Recruitment	General Teacher Recruitment	Total Teacher Recruitment
Cleveland	1 Teacher (Whitman ES)		6 Teachers	7 Teachers
Franklin	2 Teachers-Bridger K-8 and Lent K-8	1 Teacher- Atkinson,Bridger and Lent (if HU teacher is also DLI, that would count for both)	6-7 Teachers	9 Teachers
Grant	N/A		5 Teachers	5 Teachers
Ida B Wells	N/A		5 Teachers	5 Teachers
Jefferson	4 Teachers(Faubion, Boise-Eliot, MLK, Woodlawn and Beach)		2 Teachers	5 Teachers
Lincoln	N/A	1 Teacher- Ainsworth	4 Teachers	5 Teachers
McDaniel	3-4 Teachers- Harrison Park, Lee, Rigler and Scott	1 Teacher- Rigler and Scott (if HU teacher is also DLI, that would count for both)	2 Teachers	6 Teachers
Roosevelt	4-5 Teachers (Peninsula, James John, Sitton, Cesar Chavez, Rosa Parks)	1 Teacher- Beach, Cesar Chavez, James John and Sitton (if HU teacher(s) is also DLI, that would count for both)	1 Teacher	6 Teachers
Special Services			1 Teacher	1 Teacher
Alternative Programs			1 Teacher	1 Teacher

### 6-8 Recruitment

#### Target 6-8 Recommendations:

The number of teachers recruited will vary based on the subject area, so I have included recommendations based on Math (120 Teachers for 6-8) and 3 grade levels. Field test size will be 25.

- Minimum of 8 teachers coming from schools with HU% > 45% (multiple teachers can come from the same school)
- 4 DLI Spanish Teachers (multiple teachers can come from the same school)
- The rest of the teachers recruited will be weighted based on Cluster enrollment, with larger clusters having more representation (multiple teachers can come from the same school)



## 6-8 Field Test Recruitment Needs

Cluster	HU >45%	Spanish DLI Teacher Recruitment	General Teacher Recruitment	Total Teacher Recruitment
Cleveland	N/A	N/A	3 Teachers	3 Teachers
Franklin	2 Teachers-Bridger K-8 and Lent K-8	1 Teacher- Kellogg and Mt Tabor(if HU teacher is also DLI, that would count for both)	1-2 Teachers	4 Teachers
Grant	1 Teacher- Tubman		2 Teachers	3 Teachers
Ida B Wells	N/A		3 Teachers	3 Teachers
Jefferson	2 Teachers(Ockley Green, and Faubion)		1 Teacher	3 Teachers
Lincoln	N/A	0-1Teacher(s)- West Sylvan	2-3 Teachers	3 Teachers
McDaniel	2 Teachers- Roseway Heights, Harrison Park and Lee	0-1 Teacher- Roseway Heights and Beaumont (if HU teacher is also DLI, that would count for both)	0-1 Teacher (s)	3 Teachers
Roosevelt	1 Teacher- George MS	1 Teacher- George MS, (if HU teacher is also DLI, that would count for both)	0-1 Teacher	2 Teachers
Special Services			0-1 Teacher	1 Teacher
Alternative Programs			0-1 Teacher	1 Teacher

## 9-12 Recruitment

### Target 9-12 Recommendations:

The number of teachers recruited will vary based on the subject area, so I have included recommendations based on Math (130 Teachers for 9-12) and 3 Classes- Algebra  $\frac{1}{2}$ , Algebra  $\frac{3}{4}$  and Geometry. Field test size will be 25.

- 3 DLI Spanish Teachers
- The rest of the teachers recruited will be weighted based on HU Representation and Cluster enrollment.

### 9-12 Field Test Recruitment Needs

Cluster	Spanish DLI Teacher Recruitment	General Teacher Recruitment	Total Teacher Recruitment
Cleveland		3 Teachers (preferably one per class)	3 Teachers
Franklin	1 Teacher	3 Teachers (preferably one per class)	4 Teachers
Grant		3 Teachers (preferably one per class)	3 Teachers
Ida B Wells		3 Teachers (preferably one per class)	3 Teachers
Jefferson		3 Teacher (preferably one per class)	3 Teachers
Lincoln		2 Teachers (preferably one per class)	2 Teachers
McDaniel	1 Teacher	2 Teachers (preferably one per class)	3 Teachers
Roosevelt	1 Teacher	2 Teachers (preferably one per class)	3 Teachers
Special Services		0-1 Teacher	1 Teacher
Alternative Programs		0-1 Teacher	1 Teacher

## APPENDIX G SPECIAL EDUCATION/ALTERNATIVE SCHOOLS CONSIDERATIONS

### SPECIAL EDUCATION

Overview: Special Education and the Office of Teaching and Learning have developed mutually agreed upon expectations for instructional resource purchases that support our Special Education students and educators. Below is the outline of support by school setting.

General Education Classrooms <sup>1</sup>				
	Resource	Needs/Requirements	Budget Holder	SpEd/OTL Partnership
Core Curriculum	Core Curriculum	Contains resources for tier 1 and 2 interventions.	OTL	Adoption committees will contain at least one representative from Special Education.

Learning Centers <sup>2</sup>				
	Resource	Needs/Requirements	Budget Holder	SpEd/OTL Partnership
Core Curriculum	Core Curriculum	Teacher resources (as part of the core curriculum) need to be purchased for Learning Center specialists. This can be digital or physical.	OTL	Adoption committees will contain at least one representative from Special Education.
	Materials for Learning Centers (Multi-year kits, tier 3 interventions, etc.)	If core curriculum vendors offer instructional resources that could better support learning centers, such as multi-year kits, etc. These should be explored and potentially purchased for learning centers.	OTL	SpEd will work directly with adoption leaders to discuss materials and make recommendations.
	Professional Development	Learning center specialists should be included in any professional development on core curriculum (if applicable)	OTL	OTL will invite and pay for SpEd instructional specialists to participate in training.
	Manipulatives and	Equipment/supplies tied to core	OTL	SpEd leadership will evaluate

<sup>1</sup> General Education Classrooms- Classrooms for the general school population.

<sup>2</sup> Learning Centers- Learning centers provide special tier 3 support for SpEd students, learning center specialists may also push into classrooms.

	Equipment	curriculum need to be evaluated by SpEd leadership.		the needs.
SpEd Instructional Resources	SpEd Specific Instructional Resources/ Curriculum	Materials that are specific to SpEd and do not include core curriculum.	SpEd	SpEd will consult with OTL on curricular materials that align with the core.

### Focus Classrooms<sup>3</sup>

	Resource	Needs/Requirements	Budget Holder	SpEd/OTL Partnership
Core Curriculum	Core Curriculum	Core curriculum will be purchased for Focus Classrooms for multiple years to best support students at all levels (multiyear kits may be purchased in place of this if they are a better fit)	OTL	Adoption committees will contain at least one representative from Special Education.
	Materials for Learning Centers (Multi-year kits, tier 3 interventions, etc.)	If core curriculum vendors offer instructional resources that could better support learning centers, such as multi-year kits, etc. These should be explored and potentially purchased for focused classrooms.	OTL	SpEd will work directly with adoption leaders to discuss materials and make recommendations.
	Professional Development	Focus classroom educators should be included in any professional development on core curriculum (if applicable)	OTL	OTL will invite and pay for SpEd instructional specialists to participate in training.
	Manipulatives and Equipment	Equipment/supplies tied to core curriculum will be purchased for Focus Classrooms.	OTL	Adoption committees will contain at least one representative from Special Education.
SpEd Instructional Resources	SpEd Specific Instructional Resources/ Curriculum	Materials that are specific to SpEd and do not include core curriculum.	SpEd	SpEd will consult with OTL on curricular materials that align with the core.

<sup>3</sup> Focus Classrooms- Classrooms that are self-contained with SpEd students.

## MULTIPLE PATHWAYS TO GRADUATION

Overview: Multiple Pathways to Graduation and the Office of Teaching and Learning have developed mutually agreed upon expectations for instructional resource purchases that support our Multiple Pathways students and educators. Below is the outline of support by school setting.

Core Curriculum Support				
School Type	Core Curriculum Offered	Needs/Requirements	Budget Holder	Multiple Pathways/OTL Partnership
Alternative Programs*	Yes	Core Curriculum will be offered to alternative programs. Our alternative schools will have a chance to review the curriculum in bi-monthly meetings (or be part of the adoption committee/field test), and opt in or out accordingly. Digital Toolkit items will also be offered.	OTL	Alternative Programs will be invited to participate on adoption committees/field tests. They will also be given the opportunity to review existing and new instructional resources for potential adoption.
Contracted Alternative Schools (aka CBOs)**	Yes	Core Curriculum will be offered to our CBOs. Our CBOs will have a chance to review the curriculum in bi-monthly meetings (or be part of the adoption committee/field test), and opt in or out accordingly. Digital Toolkit items will also be offered.	OTL	CBOs will be invited to participate on adoption committees/field tests. They will also be given the opportunity to review existing and new instructional resources for potential adoption.
Special Services***	No			
Public Charter Schools****	No			

Multiple Pathways Schools			
Alternative Programs*	Contracted Alternative Schools (CBO's) **	Special Services***	Public Charter Schools****
Access Alliance Head Start/Early Childhood Education Metropolitan Learning Center Online Learning Academy	FORA Health NAYA Many Nations Academy Mt. Scott Learning Center PCC Gateway to College & YES to College Rosemary Anderson HS & MS Portland Youth Builders Youth Progress Association Helensview OPEN School	CTC Northeast CTC Southeast DART Programs PPS Pioneer Programs Providence Hospital Serendipity Teen Parent Services Victory Academy	Arthur Academy Emerson School Kairos PDX Le Monde Portland Village School

## APPENDIX H GLOSSARY OF TERMS

### GLOSSARY OF TERMS- INSTRUCTIONAL RESOURCE ADOPTION

#### SECTION 1: INSTRUCTION, CURRICULUM & ASSESSMENT DEFINITIONS

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>→ <a href="#">Assessment</a></li> <li>→ <a href="#">Content Standards</a></li> <li>→ <a href="#">Culturally Responsive Curriculum</a></li> <li>→ <a href="#">Culturally Responsive Teaching</a></li> <li>→ <a href="#">Culturally Sustaining Pedagogy</a></li> <li>→ <a href="#">Curriculum</a></li> <li>→ <a href="#">Differentiated Instruction</a></li> <li>→ <a href="#">Differentiated Instructional Materials</a></li> <li>→ <a href="#">Dual Language Immersion</a></li> <li>→ <a href="#">Essential Skills</a></li> <li>→ <a href="#">High Quality Instructional Programs</a></li> <li>→ <a href="#">Inquiry-Based Learning</a></li> <li>→ <a href="#">Instructional Resources</a></li> </ul> | <ul style="list-style-type: none"> <li>→ <a href="#">Interdisciplinary Approach</a></li> <li>→ <a href="#">Integrated English Language Development (ELD)</a></li> <li>→ <a href="#">Multidisciplinary Approach</a></li> <li>→ <a href="#">Multilingual Education</a></li> <li>→ <a href="#">Proficiency</a></li> <li>→ <a href="#">Program Evaluation</a></li> <li>→ <a href="#">Project-based Learning</a></li> <li>→ <a href="#">Quality Curriculum Cycle</a></li> <li>→ <a href="#">Rigor</a></li> <li>→ <a href="#">Rigorous curriculum</a></li> <li>→ <a href="#">Scope and Sequence</a></li> <li>→ <a href="#">Transdisciplinary Approach</a></li> <li>→ <a href="#">Universal Design for Learning (UDL)</a></li> </ul> |
|--|---|

#### SECTION 2: STUDENT LEARNER DEFINITIONS

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>→ <a href="#">BIPOC Learners</a></li> <li>→ <a href="#">Early Learners</a></li> <li>→ <a href="#">Emergent Bilingual</a></li> <li>→ <a href="#">LGBTQ+ Learners</a></li> <li>→ <a href="#">Long Term English Learner</a></li> </ul> | <ul style="list-style-type: none"> <li>→ <a href="#">Dual Language Learners</a></li> <li>→ <a href="#">Newcomer Learners</a></li> <li>→ <a href="#">Special Education Students</a></li> <li>→ <a href="#">Students with Interrupted Education</a></li> </ul> |
|--|--|

#### SECTION 3: RACIAL EQUITY & SOCIAL JUSTICE DEFINITIONS

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>→ <a href="#">Diversity</a></li> <li>→ <a href="#">Educational Equity</a></li> <li>→ <a href="#">Equity</a></li> <li>→ <a href="#">Inclusion</a></li> </ul> | <ul style="list-style-type: none"> <li>→ <a href="#">Racial Equity and Social Justice Lens (RESJ)</a></li> <li>→ <a href="#">Social Justice</a></li> <li>→ <a href="#">Underserved Students</a></li> </ul> |
|--|--|

#### SECTION 4: ADOPTION PROCESS DEFINITIONS

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>→ <a href="#">Adoption Committee</a></li> <li>→ <a href="#">Bond Accountability Committee</a></li> <li>→ <a href="#">GAP Analysis</a></li> </ul> | <ul style="list-style-type: none"> <li>→ <a href="#">Instructional Resource Adoption</a> <ul style="list-style-type: none"> <li>◆ <a href="#">Formal Adoption</a></li> <li>◆ <a href="#">Information Adoption</a></li> <li>◆ <a href="#">Supplemental Materials</a></li> <li>◆ <a href="#">Digital Toolkit</a></li> <li>◆ <a href="#">Refresh</a></li> </ul> </li> </ul> |
|---|--|

#### SECTION 5: DEPARTMENT NAMES

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>→ <a href="#">Office of Teaching and Learning (OTL)</a></li> </ul> | <ul style="list-style-type: none"> <li>→ <a href="#">Office of Student Support Services (OSSS)</a></li> </ul> |
|---|---|

<ul style="list-style-type: none"> <li>◆ <a href="#">Instructional Resources Purchasing (IRP)</a></li> <li>◆ <a href="#">Instructional Resources Center (IRC)</a></li> </ul>	<ul style="list-style-type: none"> <li>◆ <a href="#">Multi-Tiered System of Support (MTSS)</a></li> <li>◆ <a href="#">Special Education (SpEd)</a></li> <li>→ <a href="#">Office of Technology &amp; Information Services (OTIS)</a></li> <li>→ <a href="#">Systems Planning and Performance (SPP)</a></li> </ul>
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### Instruction, Curriculum & Assessment Definitions

**Assessment** - Assessment in a curriculum is the ongoing process of gathering information about a student's learning. This includes a variety of ways to document what the student knows, understands, and can do with their knowledge and skills. Information from assessment is used to make decisions about instructional approaches, teaching materials, and academic supports needed to enhance opportunities for the student and to guide future instruction.

**Content Standards** - Specifications of what all learners are expected to know and be able to do within a particular field of study, discipline or subject at different grade levels, ages, or other criteria. These standards should be clear, detailed, and complete; reasonable in scope; rigorous and scientifically correct; and they should be built around a conceptual framework that reflects sound models of student learning. They should also describe examples of performance expectations for learners in clear and specific terms so that all concerned will know what is expected of them. (Source: Wilson & Bertenthal 2005).

**Culturally Responsive Curriculum** - A curriculum that respects learners' cultures and prior experiences. It acknowledges and values the legitimacy of different cultures, not just the dominant culture of a society, and encourages intercultural understanding. It incorporates cultural aspects into the curriculum, rather than adding them on as an extra or separate module or course.

**Culturally Responsive Teaching** - Using cultural knowledge, prior experiences, frames of reference, and performance styles of ethnically diverse students to make learning encounters more relevant and effective for them. It teaches *to and through* the strengths of these students. Culturally responsive teaching is the behavioral expression of knowledge, beliefs, and values that recognize the importance of racial and cultural diversity in learning. It is contingent on a set of racial and cultural competencies amply summarized by Teel and Obidah (2008) (2). They include

- Seeing cultural differences as assets
- Creating caring learning communities where cultural different individuals and heritages are valued
- Using cultural knowledge of ethnically diverse cultures, families, and communities to guide curriculum development, classroom climates, instructional strategies, and relationships with students
- Challenging racial and cultural stereotypes, prejudices, racism, and other forms of intolerance, injustice, and oppression
- Being change agents for social justice and academic equity
- Mediating power imbalances in classrooms based on race, culture, ethnicity, and class
- And accepting cultural responsiveness as endemic to educational effectiveness in all areas of learning for students from all ethnic groups.

**Culturally Sustaining Pedagogy** - Culturally Sustaining Pedagogy affirms and respects the key components of the Asset-Based Pedagogies that preceded it, but also takes them to the next level. Instead of just accepting or affirming the backgrounds of students of color as seen in Culturally Relevant Pedagogy; or connecting to students' cultural knowledge, prior experiences, and frames of reference as we see in Culturally Responsive Pedagogy; Culturally Sustaining Pedagogy views schools as places where the cultural ways of being in communities of color are sustained, rather than eradicated. Culturally Sustaining Pedagogy promotes equality across racial and ethnic communities and seeks to ensure access and opportunity. Culturally Sustaining Pedagogy also supports students to critique and question dominant power structures in societies.

**Curriculum** - Curriculum is the knowledge and skills that ALL students are expected to learn as they progress through our school system. It is composed of intentionally aligned components, including clear learning objectives with matching assessments, engaging learning experiences, and instructional strategies—organized into sequenced units of study and rooted in cultural relevance. Curriculum serves as a road map for instruction that educators need to be able to interpret and feel ownership of, allowing them to differentiate learning for all students.

**Differentiated Instruction** - An approach to teaching that involves offering several different learning experiences and proactively addressing students' varied needs to maximize learning opportunities for each student in the classroom. It requires teachers to be flexible in their approach and adjust the curriculum and presentation of information to learners of different abilities.

**Differentiated Instructional Materials** - A collection of resources that help classroom teachers adjust their teaching process to their learners needs.

- Special education for children with disabilities. School districts and public charter schools must provide services for students who experience disability in accordance with IDEA and applicable Oregon Administrative Rules.
- Emergent bilinguals. School districts and public charter schools must provide students identified as English learners English language development and grade-level content area instruction.
- Talented and gifted. School districts must serve students identified as talented and gifted by accommodating assessed levels of learning and accelerated rates of learning.
- Equal educational opportunities. School districts and public charter schools must provide equity, opportunity and access for all students as required by OAR 581-021-0045 and 581-021-0046.

**Dual Language Immersion** - Two-way or developmental bilingual programs for students to develop language proficiency in two languages by receiving instruction in English and another language in a classroom usually composed of half native English speakers and half native speakers of the other language.

**Essential Skills** - Process skills that cross academic disciplines and are embedded in the content standards. The skills are not content specific and can be applied in a variety of courses, subjects, and settings. The essential skills include: Read and comprehend a variety of text; Write clearly and accurately; Listen actively and speak clearly and coherently; Apply mathematics in a variety of settings; Think critically and analytically; Use technology to learn, live, and work; Demonstrate civic and community engagement; Demonstrate global literacy; and Demonstrate personal management and teamwork skills.

**High Quality Instructional Programs** - teachers teach knowledge and skills through the use of an appropriate variety of instructional strategies reflecting best practice and based on state/national standards and assessments that effectively measure what the standards require. Such instruction is not universal but is situational based on instructional context.

**Inquiry-based learning** - A process that provides opportunities for learners to construct their own understanding of the complexity of the natural and human world around them. Many models of inquiry-based learning share some common features such as: investigation into a relevant issue, problem or concept; a learner-centred approach; the discovery and examination of the complexity of understanding and the involvement of thinking and reflection in the learning process. A curriculum adopting this approach implies that learners work with new and challenging content and concepts, connect new information to former knowledge, select thinking and learning strategies deliberately and plan, monitor, and evaluate their own thinking processes. (Adapted from: Seel 2012).

**Instructional Resources**- Any organized system which constitutes the major instructional vehicle for a given course of study, or any part thereof. Instructional Material may include digital content or software in a format such as electronic and internet or web-based materials or media.

**Instructional Resource Adoption** - For each program and course in grades K-12, each school district, on a cycle established by the State Board of Education, shall select and provide students with free appropriate instructional and resource materials produced in accordance with the National Instructional Materials Accessibility Standard (NIMAS). These materials shall contribute to the attainment of district, program, and course or grade level goals and reflect recent knowledge, trends, and technology in the field. The school district process for selecting and adapting instructional materials shall include opportunities for citizen and parent involvement.

**Interdisciplinary Approach** - An approach to curriculum integration that generates an understanding of themes and ideas that cut across disciplines and of the connections between different disciplines and their relationship to the real world. It normally emphasizes process and meaning rather than product and content by combining contents, theories, methodologies and perspectives from two or more disciplines.



**Integrated English Language Development (ELD)**- Instruction In integrated ELD during both in person & distance learning, all educators use grade-level educational standards, including ELP standards to plan for, deliver, support, and monitor progress toward language proficiency. Integrated instruction refers to core academic courses that occur during the school day, in all content areas, inclusive of Multilingual learners & English learners practicing alongside their proficient peers. (In PPS, all EBs, including newcomers, access integrated Instruction through Science & ELA/SS).

**Multidisciplinary Approach** - An approach to curriculum integration which focuses primarily on the different disciplines and the diverse perspectives they bring to illustrate a topic, theme or issue. A multidisciplinary curriculum is one in which the same topic is studied from the viewpoint of more than one discipline. Frequently multidisciplinary and cross disciplinary are used as synonyms describing the aim to cross boundaries between disciplines

**Multilingual Education** - According to UNESCO, the term refers to the use of at least three languages, for example, the mother tongue, a regional or national language and an international language in education. The 1999 Resolution of UNESCO's General Conference supported the view that the requirements of global and national participation and the specific needs of culturally and linguistically distinct communities can only be addressed by multilingual education. UNESCO supports bilingual and/or multilingual education at all levels of education as a means of promoting both social and gender equality and as a key element of linguistically diverse societies. (Source: UNESCO 2003).

**Proficiency** - Demonstrated knowledge and skills which meet or exceed defined levels of performance.

**Program Evaluation** - A process for making judgments about the philosophy, goals, methods, materials and outcomes of a program to guide program improvement.

**Project-based Learning** - A process that fosters learners' engagement in studying authentic problems or issues centred on a particular project, theme, or idea. Often the term 'project-based' is used interchangeably with 'problembased', especially when classroom projects focus on solving authentic problems. The nexus for the project may be suggested by a teacher, but the planning and execution of contingent activities are predominantly conducted by learners working individually and cooperatively over many days, weeks, or even months. This process is inquiry-based, outcome-oriented, and associated with conducting the curriculum in real-world contexts rather than focusing on a curriculum that is relegated to textbooks or rote learning and memorization. Assessment is commonly performance based, flexible, varied, and continuous. (Adapted from: Kridel 2010).

**Quality Curriculum Cycle** - The Quality Curriculum Cycle (QCC) provides a systematic means for making decisions about curriculum review, revision, development, and adoption of practices and instructional resources in Mathematics, Science, World Languages, Social Studies, Fine Arts, English Language Arts, English Language Development, Physical Education and Health.

**Rigor** - A level of difficulty and the ways in which students apply their knowledge through higher-order thinking skills; the reaching for a higher level of quality in both effort and outcome; the intentional inclusion of and alignment between all necessary attributes or components of a rigorous curriculum.

**Rigorous curriculum** - An inclusive set of intentionally aligned components - clear learning outcomes with matching assessments, engaging learning experiences, and instructional strategies - organized into sequenced units of study that serve both as the detailed road map and the high-quality delivery system for ensuring that all students achieve the desired end: the attainment of their designated grade - or course-specific standards within a particular content area..

**Scope and Sequence (in curriculum)**- Interrelated concepts that refer to the overall organization of the curriculum in order to ensure its coherence and continuity. Scope refers to the breadth and depth of content and skills to be covered. Sequence refers to how these skills and content are ordered and presented to learners over time.

**Social and Emotional Learning** - Social and emotional learning (SEL) is the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain. positive relationships, and make responsible decisions

**Transdisciplinary Approach** - An approach to curriculum integration which dissolves the boundaries between the conventional disciplines and organizes teaching and learning around the construction of meaning in the context of real-world problems or themes.

**Universal Design for Learning (UDL)**- This is a set of principles for curriculum development that give all individuals equal opportunities to learn. UDL involves the use of effective teaching practices and the intentional differentiation of instruction from the outset to meet the needs of the full continuum of learners

### Student Learner Definitions

**BIPOC Learners** - Students that identify as Black, Indigenous, people of color.

**Early Learners** - Students enrolled in PPS Pre-K and Kindergarten programs.

**Emergent Bilingual (English Learner)** - Students who qualify for additional support in school in acquiring academic English proficiency.

**LGBTQ+ Learners** - Students that identify as Lesbian, Gay, Bisexual, Transexual and Queer and related communities.

**Long Term English Learners**- Students who have been Emergent Bilinguals their majority of their schooling.

**Dual Language Learners**- Students who participate in dual language immersion (DLI) and receive instruction in two languages to become bilingual, bi-literate and develop the cultural competency to succeed in a global society.

**Newcomer Learners (Recent Arriver)**- Students who are recent immigrants to the U.S. who have little or no English proficiency and who may have had limited formal education in their native countries.

**Special Education Students**- Students that have a disability and a unique learning need(s) that cannot be met through general education with appropriate accommodations and modifications, and must require special education services to meet his/her unique learning need(s).

**Students with Interrupted Education (SIFE)**- Students with Interrupted Formal Education are those who come from a home where a language other than English is spoken and enter a school in the US after grade 2; are immigrant students who enter a school in the United States after grade 2. These students may have had at least two years less schooling than their peers; and, function at least two years below expected grade level in reading and in Mathematics; and, may be pre-literate in their native language.

### Racial Equity & Social Justice Definitions

**Diversity** - Any and all differences between and among people.

**Educational Equity** - Raising the achievement of all students while (1) narrowing the gaps between the lowest and highest performing students and (2) eliminating the racial predictability and disproportionality of which student groups occupy the highest and lowest achievement categories.

**Equity** - The state, quality or ideal of being just, impartial and fair. The concept of equity is synonymous with fairness and justice. It is helpful to think of equity as not simply a desired state or lofty value. To be achieved and sustained, equity needs to be thought of as a structural and system concept

**Inclusion** - The action or state of including or of being included within a group or structure. Inclusion involves authentic and empowered participation and a true sense of belonging.

**Racial Equity and Social Justice (RESJ) Lens** - The PPS RESJ Lens is a critical thinking tool which will be applied to the internal systems, processes, resources and programs of PPS to create increased opportunities for all students by evaluating burdens, benefits and outcomes to underserved communities. Through consistent utilization of the RESJ Lens, we intend to strengthen our strategies and approaches toward more equitable outcomes for every student.

**Social Justice**- Elimination of performance variability between student groups and accelerated achievement for

underserved populations.

**Underserved Students** - Students for whom systems have placed at risk because of their race, ethnicity, English language proficiency, socioeconomic status, gender, sexual orientation, differently abled, and geographic location. Many students are not served well in our education system because of the conscious and unconscious bias, stereotyping, and racism that is embedded within our current inequitable education system.

### Adoption Process Definitions

**Adoption Committee**- (filled in based on definition produced by the Adoption Planning Committee)

**Bond Accountability Committee** - The Bond Accountability Committee (BAC) is composed of seven community members and serves to monitor the planning and progress of Bond funded projects relative to voter-approved work scope, schedule and budget objectives.

**Gap Analysis** - A gap analysis takes the list of standards or topics to be taught and assessed, compares it to what has been aligned to resources and tools and provides a list of the standards or topics that have not been aligned. The goal of the gap analysis is to fill in the holes.

**Instructional Resource Adoption** - Scale of adoption can vary

- **Formal Adoption**- A formal adoption refers to an instructional resource adoption that goes through all aspects of the adoption process, and traditionally is a year long process or more. This includes- forming an adoption committee, soliciting and interviewing vendors, field testing resources, engagement, selection, board approval, purchase of materials and professional development. See adoption timeline in Adoption Guidelines - steps outlined are required for this process including board approval and ongoing support through annual IRC refresh.
- **Informal Adoption**- An informal adoption refers to an instructional resource adoption that may run through all aspects of a formal adoption, but at a lesser scale, and/or only run through some aspects of a formal adoption. A typical informal adoption includes a shortened timeline, a small committee and a review of materials, rather than a full field test.
- **Supplemental Materials**- Resources that support the core, do not require review/field testing and are not in refresh unless OTL approved.
- **Digital Toolkit** - Annual review of district wide digital tools will take place in the spring before the school year. Apps and platforms will be discussed and decided on where the funds and ordering will be placed.
- **Refresh**- Resources/materials that are purchased on a regular basis through resource dedicated funding. These materials generally have to be vetted through a formal adoption process in order to qualify.

### Departments Names

**Office of Teaching and Learning (OTL)** The Office of Teaching and Learning will ensure that all educators provide rigorous, authentic, and personalized experiences for all students, particularly our historically underserved populations. OTL Consistes

- **Instructional Resource Purchasing (IRP)**- The IRC oversees the purchasing of Instructional Resources and Materials for the district.
- **Instructional Resources Center (IRC)** - The IRC is a central resource for currently adopted curriculum and other instructional materials, including Textbooks, K-8 Science Kits, Novel Sets, DVDs, and Digital Streaming Media

**Office of Student Support Services (OSSS)**- OSSS' mission is to foster empowered living for every student, family, and staff member by collaborating with them to provide student-centered responsive services and programs. These systems of support will enhance academic and social-emotional learning while also being inclusive of all abilities and cultures.

- **Multi-Tiered System of Support (MTSS)** is a framework focused on prevention and problem solving for all students using decision making based on data. MTSS uses evidence-based instruction, intervention and assessment practices to ensure that every student receives the appropriate level of support based on their level of need. Attention is focused on creating and sustaining Tier I support (universal), Tier II intervention (targeted group), and Tier III intervention (individual) systems to help eliminate barriers to learning and enable every student to successfully reach their full potential.

- **Special Education (SpEd)**- Special Education is committed to reversing the trend of isolation and segregation of students with disabilities by ensuring all students have access to high quality instruction responsive to their needs and delivered by effective and culturally responsive educators within the Least Restrictive Environment. SpEd's primary focus is to build capacity and to support staff members district wide to ensure effective instruction is the predictor of student outcomes.

**Office of Technology & Information Services (OTIS)**- The Office of Technology & Information Services (OTIS) supports academic and operational excellence by empowering people and processes with transformative technology that ensures student success regardless of race, class, or identity.

**Systems Planning & Performance (SPP)**- embed the systematic use of data in planning and decision making at all levels of the district; ensure strategic initiatives are moving forward as planned and are having the desired impact; administer district wide testing programs in a secure and efficient manner.