

# Division 22 Standards



April 2023 | Issue 2

# NEWS

## A LOOK INSIDE THIS ISSUE:

- [New & Noteworthy](#)  
A complete redesign of what was formerly known as the Kindergarten Assessment is now codified in OAR 581-022-2130 **Community Informed Information Gathering Process at Kindergarten**.
- [Unpack this OAR](#)  
**Instructional materials adoptions** in Oregon are governed by three different rules. We break down what compliance looks like for each one.
- [Reporting Highlights](#)  
We recognize districts with **exemplary reports** that moved "beyond the floor" by sharing detailed explanations and/or evidence with their boards and community.

## KEEPING YOU IN THE LOOP

Published biannually, ODE's Division 22 Standards Newsletter is designed to provide Oregon school leaders with just in time, up-to-date information on Oregon's Standards for Public Schools.

Over the past several months, our team has been busy reviewing district submissions and approving corrective action plans. At the start of 2023, we posted an overview of Division 22 Standards compliance data for the most recent reporting year, as well as historical comparison data. [The report](#) includes an "out of compliance" count by rule for the current reporting year, with comparison numbers from both the previous year and the 2018-19 school year (pre-pandemic numbers).

We are currently conducting outreach to provide technical assistance and support to districts. If you have questions or support needs around any one of the rules in Division 22, we encourage you to reach out.

We're here for you!

Susan Payne  
Education Standards  
and Systems Specialist

“ I think this process has a lot of merit if we are transparent and wrap it into continuous improvement efforts. ”  
an Oregon Superintendent

# New & Noteworthy



## AMENDED RULE ADOPTED BY STATE BOARD AT FEBRUARY 2023 MEETING

On February 16, 2023, the State Board of Education unanimously adopted the amended rule [OAR 581-022-2130 Community Informed Information Gathering Process at Kindergarten](#).

The updates will positively impact students and their families in Oregon. Notable changes include:

- Language shifts that intentionally frame students and families using an asset-based approach.
- Centering equity and anti-racist practices by shifting to a culturally responsive method that allows for stronger relationships to be built at the beginning of a child's K-12 career as opposed to an assessment that may ultimately serve as a barrier and create long-term impact on the connection between school and home.
- Removing the word "assessment" from the title and language in order to reinforce the new approach: Community Informed Information Gathering Process.
- Allowing for flexibility to include other future culturally responsive components that are deemed necessary through our engagement process with partners.

### [More information about the Early Learning Transition Check-In Process](#)

***Districts will not be required to report on this rule until the pilot has concluded and the new Community Informed Information Gathering Process is being implemented statewide.***

## KINDERGARTEN ASSESSMENT REIMAGINED AS EARLY LEARNING TRANSITION CHECK-IN

Oregon's Kindergarten Assessment was suspended in the 2019-20 and 2020-21 school years due to the complicated nature of the pandemic. The assessment was previously given each fall to entering kindergartners to assess three core areas of learning and development: early literacy, early math and interpersonal/self-regulation skills. Prior to the suspension, community partners shared concerns related to the implementation of the assessment as well as bias within the assessment itself. In partnership with the Early Learning Division, the Department began addressing these concerns during the 2021-22 school year.

The process to redesign Oregon's Kindergarten Assessment is called the Early Learning Transition Check-In: A Collaborative Engagement with Community (ELTC). It is informed by an advisory panel that consists of diverse partners from across Oregon and input gathered during listening sessions with families representing groups who have been historically marginalized by our school system.

The reimaged process has three distinct purposes:

- Collect a statewide snapshot of data about children and families as they begin kindergarten
- Support families in building relationships with their kindergarten educators
- Inform state-level decisions about Oregon's Early Learning System

Data collected as part of this process will also assist local and regional sectors with their decision making. The Department anticipates that the data will be used in combination with information from other sectors to inform the early learning system as a whole. Each year, Oregon public schools welcome 40,000 kindergarten students; however, we only have concrete data on about 9,000 PreK students who have attended a state funded program. To make policy recommendations, it is essential that state, regional and district level staff understand the experiences children and families are having and how agencies like Oregon's Early Learning and Care sector can support them.

ELTC recently completed its first pilot which included a family interview. Nine schools from across the state that serve diverse communities took part. Upon completion of the family interview, the Department partnered with Oregon's Kitchen Table to lead feedback sessions with over 90 families and 20 educators that participated in the pilot. The ELTC is in planning stages for its second pilot to be conducted in the fall of 2023; it will improve upon the first by including a larger number of schools in Oregon. The plan is to add more schools each year and improve the process until it is ready to be conducted statewide.

## Questions about the Early Learning Transition Check-In?

Contact ODE's K 2 Balanced Assessment Specialist  
[Sody.Fearn@ode.oregon.gov](mailto:Sody.Fearn@ode.oregon.gov)

**UNPACK  
THIS  
OAR**



# Instructional Materials Rules

## THE BIG PICTURE

Access to high-quality instructional materials is critical to delivering effective instruction, and decisions around instructional materials have a significant impact on students' experiences in the classroom.

Division 22 contains three rules that pertain to instructional materials adoptions. The intention of the Division 22 standards related to instructional materials is to ensure that all students in Oregon K-12 public schools have timely access to high-quality, standards-aligned instructional materials. The table below is a tool to assist districts in understanding the requirements of each rule in order to remain compliant with Division 22 standards related to instructional materials.

### Compliance with Division 22 Standards for Instructional Materials Adoption

| Oregon Administrative Rule (OAR)   | Purpose of the OAR   | Districts are COMPLIANT with this rule if they:   | Districts are NOT COMPLIANT with this rule if they:  |
|--|--|---|--|
| <a href="#">581-022-2355 Instructional Materials Adoption</a>                                  | This rule requires districts to adopt accessible instructional materials on the cycle established by the State Board of Education. The purpose of the rule is to provide students with free appropriate instructional and resource materials that contribute to the attainment of district, program, and course or grade level goals and that reflect recent knowledge, trends, and technology in the field. | Have adopted and implemented materials on the cycle required by the State Board of Education<br><br>OR<br><br>Have an approved postponement in place.   | Have not adopted and implemented instructional materials on the cycle   required by the State Board of Education<br><br>AND<br><br>Do not have an approved postponement of instructional materials adoption in place (where applicable). |
| <a href="#">581-022-2350 Independent Adoptions of Instructional Materials</a>                  | This rule allows districts to evaluate and adopt instructional materials that have not been evaluated by ODE and approved by the State Board of Education.   | Have completed an independent adoption as outlined in <a href="#">OAR 581-022-2350</a> (e.g. involve parents/citizens, complete criteria checklist, etc.)<br><br>OR<br><br>Have adopted and implemented materials from the State Board of Education's approved list, in which case this rule is not applicable. | Have adopted and implemented instructional materials that were not approved by the State Board of Education<br><br>AND<br><br>Have not completed the requirements of an independent adoption as outlined in sections 1-7 of the rule.    |
| <a href="#">581-022-2360 Postponement of Purchase of State-Adopted Instructional Materials</a> | This rule allows districts to postpone adoption of instructional materials by up to two years from the beginning of the school year following the state adoption. The intention of the rule is to allow districts flexibility and additional time to complete local adoptions of instructional materials.  | Have requested a postponement of instructional materials adoption and it was approved by ODE;<br><br>OR<br><br>Have adopted and implemented instructional materials on the cycle required by the State Board of Education (postponement is not applicable).   | Have not adopted and implemented instructional materials on the cycle required by the State Board of Education<br><br>AND<br><br>Have not requested a postponement of instructional materials adoption.                                  |

## Questions about Instructional Materials?

Contact ODE's Instructional Materials Coordinator  
[Aujalee.Moore@ode.oregon.gov](mailto:Aujalee.Moore@ode.oregon.gov)



# Instructional Materials Rules, continued

## WHAT'S THE DIFFERENCE BETWEEN THE INSTRUCTIONAL MATERIALS RULES AND THE DISTRICT CURRICULUM RULE?

For purposes of rules adopted by the State Board of Education and for policies established by the Oregon Department of Education, **"instructional materials"** are any organized system which constitutes the major instructional vehicle for a given course of study, or any part thereof. A major instructional vehicle may include such instructional materials as hardbound or softbound books, sets or kits of print and non-print materials, and digital or web-based materials.

**"Curriculum,"** on the other hand, refers to the expectations for what will be taught and what students will learn as a result of their educational experience, defined by the state as the essential skills and the adopted content area standards.

According to [OAR 581-022-2355 Instructional Materials Adoption](#), adoption of basal instructional materials is required for the content areas included on the State Board of Education's [Instructional Materials Adoption Cycle](#). Under [OAR 581-022-2030 District Curriculum](#), each school district shall provide a planned K-12 instructional program as outlined in the rule language.

## UPDATED INSTRUCTIONAL MATERIALS ADOPTION POSTPONEMENT FORM (OAR 581-022-2360)

The Oregon Department of Education (ODE) is pleased to announce that an updated version of the [Request for Approval to Postpone Selection and Use of Adopted Instructional Materials](#) form is now available! The purpose of the revision was to simplify the process of requesting a postponement for districts by streamlining and digitizing the form.

The form can be found on ODE's [Adopted Instructional Materials webpage](#).

The thumbnail shows the top portion of a form. At the top right is the Oregon Department of Education logo. Below it, the title "Request for Approval to Postpone Selection and Use of Adopted Instructional Materials" is centered. Underneath the title, the form number "Form 581-4548-P (Revised 8/22)" and the rule numbers "OAR 581-022-1650, ORS 337.120" are listed. The form has two input fields: "District Name \*" and "Contact Person Name \*", both with asterisks indicating they are required fields.

## Questions about Instructional Materials?

Contact ODE's Instructional Materials Coordinator  
[Aujalee.Moore@ode.oregon.gov](mailto:Aujalee.Moore@ode.oregon.gov)

# MOVING BEYOND THE MINIMUM

## Providing Evidence of Compliance

ODE would like to recognize the efforts of district leaders who shared reports with their boards and communities that go beyond the minimum requirements by including evidence and explanations for compliance on some or all of the standards.

Kudos to:

- **Gervais SD** included detailed explanations and evidence for compliance on all of the standards.
- **Coos Bay SD** and **Phoenix-Talent SD** included links to policies and other documents to provide evidence of compliance.
- **Falls City School District, Imbler SD, Jefferson SD, Morrow County SD,** and **North Powder SD** included evidence and/or links to policy for most rules.
- In addition to providing evidence in the report, **Medford SD** also provides its Board with an Executive Summary that includes a detailed update on corrective action completed in the previous year.
- **Willamina SD** Superintendent Carrie Zimbrick compiles an annual comprehensive report that is shared with the school community and incorporates the standard Division 22 report template.
- **Mapleton SD** Superintendent Sue Wilson highlights strengths and opportunities for improvement even on rules for which the minimum standard is met.

## Building Understanding

Providing context for the report by posting the slides from the board presentation is another step in the right direction to build understanding of what the standards are and why they are important. Some districts also posted the video of their board presentation. Shout out to **Centennial SD, David Douglas SD, Forest Grove SD, and North Marion SD**, with a special tip of the hat to **McMinnville SD** for also posting a public notice on the District News Feed.

All district reports are linked from the ODE Division 22 webpage, along with a video that provides an explanation of the Division 22 Standards, the Assurance process, and information about how to interpret the reports. (If your report is not linked, it means we don't have it; please send it to us!)

## Including Speakers of Other Languages

**Beaverton SD** gets a special shout out for posting a copy of their report in six different languages. The following districts posted a copy of their report in Spanish:

- **Bend-La Pine SD**
- **Hermiston SD**
- **Medford SD**
- **Milton-Freewater SD**
- **Monroe SD**
- **Redmond SD**
- **Tigard-Tualatin SD**
- **Tillamook SD**
- **Woodburn SD (also Russian)**

# Reporting Highlights



## Questions about Division 22?

Contact ODE's Education Standards & Systems Specialist  
[Susan.Payne@ode.oregon.gov](mailto:Susan.Payne@ode.oregon.gov)





## PERSONALIZED LEARNING GUIDANCE

ODE's [Personalized Learning Webpage](#) has been renovated and refreshed to better serve Oregon's districts!

The Oregon diploma's Personalized Learning graduation requirement includes three components:



- The **Education Plan and Profile** documents an individual learner's academic and career goals, planning, achievements and related experiences, including the Career-Related Learning Experiences and the Extended Application.
- The **Career-Related Learning Experiences** are structured experiences that connect learning to the world beyond the classroom.
- The **Extended Application** project is a bridge between a student's high school learning experience and their personal interests, goals, and future career plans.



These three elements provide schools and districts with structures to support students in aligning their academic and postsecondary planning with their personal interests and life goals.

The new website includes a detailed description of each of the three components, as well as how they work together to help students plan clear pathways to career and college. The webpage also includes resources such as guidance documents and other tools, examples from Oregon districts, and the relevant Division 22 Oregon Administrative Rules.

## NEW MEDIA PROGRAMS TOOL: STRONG SCHOOL LIBRARY RUBRIC



The Oregon Association of School Libraries has published a new resource that we hope you will explore, utilize, and share: the [Strong School Library Rubric](#). The rubric is designed to help decision makers, including district and school-level administrators, understand the components and value of a strong school library program. In addition, it may be useful as a tool for any school library staff who are advocating to expand or improve their library program.

The rubric is divided into five major sections – Instruction and Programming, Resource Management, Administration, Environment, and Leadership and Communication – and each is linked to a corresponding section of supporting resources in a separate document. The supporting resources document is a work in progress.



## Questions about these resources?

Contact ODE's Education Standards & Systems Specialist  
[Susan.Payne@ode.oregon.gov](mailto:Susan.Payne@ode.oregon.gov)