

2017 OREGON INSTRUCTIONAL MATERIALS ADOPTION: PUBLISHER BRIEFING

Jeremy A. Wartz, Instructional Materials Coordinator
Suzanne Hidde, Health and Physical Education Specialist



OREGON
DEPARTMENT OF
EDUCATION

OREGON EVALUATION AND ADOPTION PROCESS

- **Chapter 337 of Oregon Revised Statute (ORS)**
 - State Board of Education shall adopt a list of instructional materials for each grade level and subject in which textbooks are required (337.050)
- **Division 11 of Oregon Administrative Rule (OAR)**
 - Only basal materials may be evaluated and adopted (581-011-0050)
 - Instructional materials to be evaluated by committees composed of teachers and other stakeholders who are knowledgeable of the grade level and subject under evaluation (581-11-0066)

OREGON EVALUATION AND ADOPTION PROCESS

- **The State Adopted List is beneficial for school districts and publishers.**
 - **School Districts have a list of high quality materials to choose from without being required to conduct an independent evaluation.**
 - **Publishers have a contract with the State to allow schools to use these as basal materials for the contracted period.**
 - **Publishers receive high quality feedback about their materials.**
 - **The State Adopted List and score sheets from all reviews will be displayed on the ODE website allowing school districts easy access to the results of all reviews.**

OREGON EVALUATION AND ADOPTION PROCESS

Annual
Notice of
Adoption

Publishers
Submit
Proposal
Form and
Bid sheets

Review
Week

Oregon
State
Board of
Education
Adopts List

Approved
Publishers
Sign
Contracts/
Bonds

TIMELINE

■ Important Dates

- 03/03/17 Proposal Form Due
- 03/16/17 First Bid Sheet Due
- 03/20/17 – 03/31/17 Bid Sheet Conversations with Jeremy
- 06/02/17 Payment Due (*submitted materials will not be reviewed if payment is not received*)
- TBD: Review Week Possible Dates
 - July 24-28, or July 31-August 4
- 09/01/17 Score Notification
- October 2017 State Board of Education Meeting- Proposed adoption
- 12/08/17 Signed Contracts and Bond Due back to Jeremy
- 01/31/18 Signed Sales Agreement with NW Textbook Depository
- 02/01/18 NIMAS File delivered to NIMAC

CATEGORIES FOR SUBMISSION

■ Health Education

- Category 1: Grades K-5
- Category 2: Grades 6-8
- Category 3: Grades 9-12

■ Physical Education

- Category 4: Grades K-5
- Category 5: Grades 6-8
- Category 6: Grades 9-12

- A submission should include all the materials needed to cover the grade level academic content standards and performance expectations within that category.
 - Categories 1 & 4 = all materials for grades K-5
 - Categories 2 & 5 = all materials for grades 6-8
 - Categories 3 & 6 = all materials for grades 9-12

OREGON STANDARDS AND ADOPTION CRITERIA

■ Oregon Health Education Standards by Grade Level

- The performance expectations will be referred to throughout the evaluation. Reviewers will be familiar with the performance expectations in their category. They were adopted by the State Board in December 2016.

■ Oregon Physical Education Standards by Grade Level

- The performance expectations will be referred to throughout the evaluation. Reviewers will be familiar with the performance expectations in their category. They were adopted by the State Board in October 2016.

■ Oregon Instructional Materials Adoption Criteria

- The evaluation of submitted instructional materials will be based on the criteria. The criteria were developed by a panel of Oregon educators and adopted by the State Board in January 2017.

■ OR-IMET for Health and Physical Education

- This is the rubric that will be used by reviewers to evaluate instructional materials for alignment to the adoption criteria.

OREGON HEALTH EDUCATION ADOPTION CRITERIA

Categories 1-3: Health Education – Grades K-12		
Health literacy is an individual's capacity to access information, resources, and services necessary to maintaining and promoting health.		
I. Alignment	II. Instructional Supports	III. Monitoring Student Progress
<p>The instructional materials align with the conceptual shifts of the health education standards and grade level outcomes:</p> <p style="text-align: center;">Focus</p> <ol style="list-style-type: none"> Materials focus on in-depth learning of health education core standards, performance indicators, and best practices: <ol style="list-style-type: none"> engages students in the development of the knowledge and skills; develops confidence to become health literate individuals; facilitates deeper understanding and application to experience healthful living. Materials provide differentiated instructional strategies and learning experiences built on researched-based and theoretical approaches that are multicultural, age-appropriate, and developmentally-appropriate. <p style="text-align: center;">Rigor</p> <ol style="list-style-type: none"> Supports and guides age-appropriate, in-depth instruction to develop health literate students (i.e., physical, mental, social, emotional, and environmental health) Materials support a conceptual understanding of health literacy through knowledge and skills including: <ol style="list-style-type: none"> health-promoting decisions; health-enhancing behaviors; advocating for personal, family, and community health. Health education materials reflect the growing body of research that emphasize: <ol style="list-style-type: none"> teaching functional knowledge and skills; recognizing individual values and beliefs that support healthy 	<p>The instructional materials support instruction and learning for all students:</p> <p>Student Engagement</p> <ol style="list-style-type: none"> Engages students in authentic and meaningful learning experiences that: <ol style="list-style-type: none"> reflect lifelong health education practices; support instruction to develop health literate students (i.e., physical, mental, social, emotional, and environmental health); provide opportunities for students to personalize and internalize learning to support health literacy; are student-centered; provide opportunities for students to relate health behaviors to life, home, school, and careers as health literate citizens; include representation of diverse people and cultures. Facilitate deeper understanding of practices, skills, and functional knowledge by building upon prior knowledge. Provides frequent opportunities for students to recognize, develop, demonstrate, apply, and exhibit their knowledge and skills. <p>Differentiated Instruction</p> <ol style="list-style-type: none"> Provides guidance for teachers to support learning activities that are culturally responsive/relevant. Supports could include: <ol style="list-style-type: none"> suggestions for how to promote equitable instruction by providing materials free of culturally-biased information and making connections to culture, home, neighborhood, and community; appropriate scaffolding, interventions, and supports including integrated and appropriate reading, writing, listening, and speaking alternatives (e.g., translations, picture support, graphic organizers, diagrams) that neither sacrifice health education content nor ignore language development for English language learners, cognitive and emotional development as well as diverse learning capabilities and learning styles; 	<p>The instructional materials support monitoring student progress:</p> <ol style="list-style-type: none"> Elicits direct, observable evidence of student understanding of health literacy as it relates to content standards. Includes customizable and aligned rubric scoring guidelines, and exemplars that provide guidance for assessing student performance to support teachers in planning instruction and providing ongoing feedback to students. Uses varied modalities of instruction and assessments that are developmentally-appropriate and reflect authentic experiences in students' lives. Provides multiple opportunities to for

OREGON PHYSICAL EDUCATION ADOPTION CRITERIA

Categories 4-6: Physical Education – Grades K-12		
Physical literacy is the ability to move with competence and confidence in a wide variety of physical activities in multiple environments that benefit the healthy development of the whole person.		
I. Alignment	II. Instructional Supports	III. Monitoring Student Progress
<p>The instructional materials align with the conceptual shifts of the physical education standards and grade level outcomes:</p> <p style="text-align: center;">Focus</p> <ol style="list-style-type: none"> Materials focus on a variety of in-depth learning of physical education concepts while engaging students in development of knowledge, skills, and confidence to become physically literate individuals. Materials are planned and sequential to develop motor skills, knowledge, and behaviors for active living, physical fitness, sportsmanship, self-efficacy, social and emotional intelligence. (Physical, cognitive, and social learning). <p style="text-align: center;">Rigor</p> <ol style="list-style-type: none"> Materials support and guide a variety of in-depth instruction in students' physical, cognitive, and social skills. Materials support the development of self-management, attitudes, and competence needed to maintain physical activity outside of school and throughout their lives. Materials support a diverse and authentic content appropriate learning experiences. <p style="text-align: center;">Coherence</p> <ol style="list-style-type: none"> Materials form a coherent, planned, and sequential learning progression building upon ideas, practices, and concepts developed in prior learning experiences. Instructional sequence consistently provides multiple opportunities and adequate time for student learning. 	<p>The instructional materials support instruction and learning for all students:</p> <p>Student Engagement</p> <ol style="list-style-type: none"> Engages students in authentic and meaningful learning experiences that reflect real-world and lifelong physical education practices. Engages students in learning and skill based activities maximizing practice opportunities that are relevant and integrated into appropriate cross-curricular concepts. Materials provide frequent opportunities for students to recognize, demonstrate, and apply their knowledge, skills and confidence, while responding to peer and teacher feedback. Materials stress and model strategies in all units for beginning classes with initial physical activity and warm up, meeting the goal of at least 50% Moderate to Vigorous Physical Activity (MVPA). Provides differentiated, developmentally, and age appropriate instruction, activities and skills per grade level. <p>Differentiated Instruction</p> <ol style="list-style-type: none"> Provides guidance for teachers to support differentiated and culturally responsive teaching and learning by representing: <ol style="list-style-type: none"> Diverse cultures Linguistic backgrounds Learning styles Interests Materials promote equitable instruction by making connections to culture, home, neighborhood and communities as appropriate Materials provide for adaptations and modifications to be made for students of all abilities. Appropriate scaffolding, interventions, and supports are evident and do not sacrifice 	<p>The instructional materials support monitoring student progress:</p> <ol style="list-style-type: none"> Student assessment is aligned with Oregon state physical education standards and established grade-level outcomes. Includes editable and aligned rubrics, scoring guidelines, and exemplars that provide guidance for analyzing student performance to support teachers in; <ol style="list-style-type: none"> Planning instruction Providing ongoing feedback to students Reporting out to guardian/parents. Uses a variety of assessment types (pre/post, formative, summative, peer, self, etc.) that measures student progress

SCORING

- Health Education

	Key Criteria (#1-10) Scores 0-4	Key Criteria (#14-16) Scores 0-2	Supporting Criteria (#11-13) and (#17-37) Scores 0-2
Exemplary	100% = 3 or 4	100% = 1 or 2	100% = 1 or 2
Meets Standards	>80% = 3 or 4	>80% = 1 or 2	>50% = 1 or 2
Does Not Meet Standards	<80% = 3 or 4	<80% = 1 or 2	<50% = 1 or 2

- Submissions will be put into a category based on the committee's score.
 - Meets Standards – Exemplary (receiving a score of 3 or 4 on all criteria)
 - Does Not Meet Standards
- Score sheets and summary comments from the evaluation committee will be posted on the ODE website for all submissions reviewed.
 - Publishers will have the opportunity to submit a response to their score which will be posted alongside their score sheet.

SCORING

- Physical Education

	Key Criteria (#1-12) Scores 0-4	Key Criteria (#17-21) Scores 0-2	Supporting Criteria (#13-16) and (#22-38) Scores 0-2
Exemplary	100% = 3 or 4	100% = 1 or 2	100% = 1 or 2
Meets Standards	>80% = 3 or 4	>80% = 1 or 2	>50% = 1 or 2
Does Not Meet Standards	<80% = 3 or 4	<80% = 1 or 2	<50% = 1 or 2

- Submissions will be put into a category based on the committee's score.
 - Meets Standards – Exemplary (receiving a score of 3 or 4 on all criteria)
 - Does Not Meet Standards
- Score sheets and summary comments from the evaluation committee will be posted on the ODE website for all submissions reviewed.
 - Publishers will have the opportunity to submit a response to their score which will be posted alongside their score sheet.

MORE INFORMATION

- [ODE Instructional Materials Webpage](#)
 - This is the site where you will find the adoption criteria, adopted instructional materials list, and laws and rules pertaining to instructional materials in Oregon.
- [Announcements & Notices Webpage](#)
 - This will be the site where you will find all announcements and documents needed for this year's adoption.

CONTACT

- Jeremy A. Wartz
(503) 947-5736
jeremy.wartz@state.or.us

- Suzanne Hidde
(503) 947-5960
suzanne.hidde@state.or.us