Independent Adoption of Instructional Materials

This table outlines the requirements for performing an independent adoption of instructional materials.

OREGON
DEPARTMENT OF EDUCATION

Independent Adoptions of Instructional Materials

School districts may choose to select materials from ODE's list of approved instructional materials. Adopted materials list by content area can be found on ODE's Adopted Instructional Materials webpage.

If a district chooses to select materials that are *not* on the ODE approved list, they must conduct an independent adoption, as outlined in OAR 581-022-2350, using the adoption criteria for the content area under consideration.

Adoption criteria, scoring rubrics, and an optional Local Independent Adoption Form are available from ODE upon request.

If you have questions or would like to request additional resources, please contact ODE's instructional materials coordinator Aujalee Moore.

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Requirements of an Independent Adoption (OAR 581-022-2350)

Without prior notice to the State Board of Education, the district school board of any school district, **with the assistance of teachers and administrators of the district**, may adopt independently instructional materials for use in place of or in addition to those adopted by the Board, provided they **meet the guidelines and criteria established by the Board**. The **district school board shall involve parents and citizens in the process**. Such district adoptions shall be known as independent adoptions. In order to give proper notification that an independent adoption is being made, the administrative head of the district must provide the district school board, prior to placing the instructional materials into use in the local schools, the following information:

(1) The **subject, category, and grade level(s)** in which the instructional materials will be used;

(2) The **title** of the instructional materials;

(3) The **publisher** of the instructional materials;

(4) The **copyright date** of the instructional materials;

(5) The **date on which the district intends to install the instructional materials for use** in the school system; and

(6) A **statement that a completed criteria checklist showing the degree to which the instructional materials meet the criteria established by the State Board of Education** is on file in the district office. (Criteria checklists for the specific subject/category are available from the Department of Education.)

(7) A statement of assurance that the independently adopted instructional **materials will comply with the most current National Instructional Materials Accessibility Standard (NIMAS) specifications** regarding accessible instructional materials.

(8) Digital, electronic, or web-based materials must include an **accessibility conformance report for each electronic component that documents adherence to the Web Content Accessibility Guidelines (WCAG)** identified in the circular of information and technical standards required by the Federal Rehabilitation Act, Section 508.

Helpful Resources

Accessibility Resources

- **[National Center on Accessible Educational Materials](#)** (AEM Center - CAST)
  - [Vetting for Accessibility](#)
  - [Communicating Digital Accessibility Requirements](#)
    - [NIMAS in Purchase Orders & Contracts](#)
  - [Understanding the VPAT®](#)
  - [Acquiring Accessible Formats](#)

- **[National Instructional Materials Access Center](#)** (NIMAC)

- **Accessibility Tools**
  - [Louis Plus](#): Accessible Materials and APH File Repository
  - [#NoMouse Challenge](#): The #NoMouse Challenge is a global effort to raise awareness about accessible web design. This tool can be used to evaluate the usability of digital materials.
  - [ANDI (Accessible Name & Description Inspector) Accessibility Testing Tool](#): free accessibility testing tool that provides automated detection of accessibility issues and gives practical suggestions to improve accessibility.

Digital Instructional Materials

- **ODE's [Digital Instructional Materials: Requirements and Recommendations](#)**

- **Student Data Privacy**
  - [Family Educational Rights and Privacy Act (FERPA)](#)
  - [Children's Online Privacy Protection Act (COPPA)](#)
  - [Oregon Student Information Protection Act (OSIPA)](#)
  - EdSurge *[Why Student Data Security Matters](#)*

- **Algorithm/Artificial Intelligence Considerations**
  The following content draws heavily from National Education Policy Center (NEPC) publications and conversations with Faith Boninger and Alex Molnar of NEPC's Commercialism in Education Research Unit.

  - In a distance learning environment, content software may appear to offer a number of benefits, including but not limited to efficiency and personalization. However, for educators working from a strong equity stance and committed to interrupting institutional racism, such software presents a number of serious concerns. In the absence of strong evidence that concerns in this appendix have been thoughtfully and thoroughly addressed, ODE recommends that, wherever possible, districts avoid purchase and implementation of digital content that includes personalized and/or adaptive algorithms.

    Content delivery software automates the learning experience through a set of decision rules called "algorithms." Such software is often sold under the labels of personalized or adaptive content. The algorithms that fuel these programs are typically proprietary, and introduce bias not subject to public scrutiny and review.

    Researchers Boninger, Molnar, and Saldaña discuss the dangers of purchased online curricula:

    > "...real human beings are creating these curricula, assessments, and algorithms, and their products reflect their values, assumptions, social positions, and interests. However, the products present themselves as transmitting "truth" or "fact," seemingly independent of any perspective on the part of their creators. … The assumptions, perspectives, ideologies, and related social positions (in other words, the inescapable bias) of the creators of digital personalized learning software are concealed and thus impervious to review and critique. Significantly, the more sophisticated software becomes (i.e., the extent that it is adaptive and/or based in machine learning), the more profound and far-reaching the implications of the concealed bias become. All of these problems are compounded by a general lack of transparency with regard to the underlying assumptions and algorithms used."

    In other words, algorithms are only apparently neutral. They pay attention to what their programmers have told them to notice, and if those instructions contain bias or prejudice-- even if unintentional--then the computer will execute those instructions to the letter. This is exacerbated by the fact that algorithms can only be taught to notice information that can be sorted and stored electronically, which excludes many types of social, contextual, and environmental cues. Algorithms are programmed largely by young, white, middle class men,

posing the risk of over-valuing information deemed important by this one segment of society.

Consider how algorithms change the landscape of local judgment and educator evaluation of student progress and replace it with the use of commercial programming. Historically, if a district purchased an assessment system, the student score reports and class data were provided to the educators. Local educators could determine what additional evidence of student learning to bring in alongside the assessment results and they could make judgments about how much value or emphasis to put on the results in different contexts. Thus the impact of the assessment results were mediated by local, educator judgment.

Similarly, if a district purchased a textbook, the educators had full access to all of the content (they could see everything that was included). Local educators could determine what additional content to bring in alongside the textbook and they could make judgments about how much value or emphasis to put on different portions. Thus the impact of the textbook on course content and instruction were mediated by local, educator judgment.

Algorithms pair assessments with content directly, thereby removing local educators from applying professional judgement to support student learning. Within an adaptive learning program, educators cannot soften the use of the assessment results or thoughtfully enhance the content; the student learning experience is instead managed by a machine. Consider a parent-teacher conference within an adaptive learning program. The parent could ask the educator about content the student experienced and the teacher could be unable to see what the student saw (because it was content presented based on the algorithm). The parent could ask about how the student is doing, and the teacher could be limited to saying whatever the score report from the program said (because the rest of the details were not accessible to or observed by the teacher). The foregoing factors, combined with the assumption that computers can be teachers, threaten to diminish the role of educators in facilitating learning. Within an online content delivery software program, educator influence is typically reduced to rudimentary decision-making such as assigning (rather than creating) lessons and sharing results without a clear understanding of appropriate interpretations. This limited sphere of influence does not match what students and educators experience in typical classrooms, where teachers design learning engagements, work with students to define success criteria, support peer-to-peer interactions, provide descriptive feedback and emotional support, and ensure a sense of belonging. Additional information about the risks and functions of algorithms in educational software can be found on pages 15-18 in Asleep at the Switch: Schoolhouse Commercialism, Student Privacy, and the Failure of Policymaking.

District Adoptions: Best Practices and Resources

- **ODE's [Adoption Criteria webpage](#)**

- **[Local Independent Adoption Form (optional)](#)**

- **[Oregon Adopted Instructional Materials (OAIM) Collection Viewing Site](#)**
  Note: The OAIM Collection includes materials that are on ODE's approved list and do not require an independent adoption.
  - Hamersly Library, Western Oregon University
  - Please contact [Brianna McFadden](#) to schedule an appointment. Accommodations may be possible for those unable to make it into the library.

- **[Curriculum Support Guide](#)**
  - [District Adoption Resources](#)
  - [Workbook](#)

- **[EdReports](#)**
  - *[3 Best Practices for Engaging Publishers When Selecting New Curricula](#)*
  - *[Compare Materials: 3 Tips for Instructional Materials Adoption Committees](#)*
  - *[Selecting for Quality: 6 Key Adoption Steps](#)*

- **[Northwest Textbook Depository](#) (NWTD)**
  - [Oregon Adoption Information](#)

Instructional Vision
- EdReports' *[How to Articulate an Instructional Vision During a Materials Adoption](#)*
- EdReports' *[Designing an Instructional Vision - Adopting Materials Through an Equity-Focused Lens](#)* webinar
- EdReports' *[Sample Instructional Vision Statements](#) PDF*

Contact & Mailing List
- [ODE.InstructionalMaterials@ode.oregon.gov](#)

- Curriculum & Instruction mailing list [subscription link](#)

Adoption Criteria by Content Area

A committee is typically convened to develop the Adoption Criteria in the year prior to the statewide evaluation of instructional materials for each content area. The first date in the parentheticals below indicate when the criteria document was approved by the Oregon State Board of Education. The second date in the parentheticals below specify when it is anticipated that a revised criteria document will be available.

If you have questions about the adoption criteria development process or timeline, please contact ODE's Instructional Materials Coordinator Aujalee Moore.

English Language Arts (January 2020-January 2027)

- K- 2 Category
- 3 - 5 Category
- 6 - 8 Category
- 9 - 12 Category

English Language Proficiency (March 2021-January 2028)

- K-12 Oregon Criteria for Review and Adoption of English Language Proficiency Instructional Materials

Health (January 2024-January 2031)

- K-12 Criteria for Review and Adoption of Instructional Materials in Health Ed

Physical Education (January 2017-January 2026)

- K-12 Criteria for the Review and Adoption of Instruction Materials in Physical Education

Mathematics (January 2022- January 2029)

- K-12 Mathematics

Science (January 2023-January 2030)

- K-12 Science

Social Sciences (January 2018-January 2025)

- Category 1 - K-5 Social Sciences Criteria
- Category 2 - 6-8 Social Sciences Criteria
- Category 3 - Social Sciences 9-12 Civics and Government Criteria
- Category 4 - Social Sciences 9-12 Economics and Financial Literacy Criteria
- Category 5 - Social Sciences 9-12 Geography Criteria
- Category 6 - 9-12 Social Sciences History Criteria

World Languages (February 2020-January 2026)

- Level 1-2 World Languages Adoption Criteria
- Level 3-4 World Languages Adoption Criteria
- Level 5+ World Languages Adoption Criteria

Oregon Instructional Materials Evaluation Tool (OR-IMET) by Content Area

English Language Arts (January 2021- January 2027)

- [Category 1 ELA OR-IMET](#)
- [Category 2 ELA OR-IMET](#)
- [Category 3 ELA OR-IMET](#)
- [Category 4 ELA OR-IMET](#)

English Language Proficiency (March 2021-January 2028)

- [Category 1 ELP OR-IMET](#)
- [Category 2 ELP OR-IMET](#)
- [Category 3 ELP OR-IMET](#)

Health & Physical Education (January 2017-January 2024)

- [K-12 OR-IMET Health Education](#)
- [K-12 OR-IMET Physical Education](#)

Mathematics (January 2022-January 2029)

- [K-5 Oregon Instructional Materials Evaluation Tool (OR-IMET)](#)
- [Category 3 Oregon Instructional Materials Evaluation Tool (OR-IMET)](#)
- [Category 4 Oregon Instructional Materials Evaluation Tool (OR-IMET)](#)
- [Category 5 Oregon Instructional Materials Evaluation Tool (OR-IMET)](#)

Science (January 2023-January 2030)

- K-12 Science Oregon Instructional Materials Evaluation Tool (OR-IMET) - [PDF version](#) and [Excel version](#)

Social Sciences (January 2018-January 2025)

- [K-5 Social Sciences IMET](#)
- [6-8 Social Sciences IMET](#)
- [9-12 Social Sciences Civics and Government IMET](#)
- [9-12 Social Sciences Economics and Financial Literacy IMET](#)
- [9-12 Social Sciences Geography IMET](#)
- [9-12 Social Sciences History IMET](#)

World Languages (January 2020-January 2026)

- [Category 1 IMET](#)
- [Category 2 IMET](#)
- [Category 3 IMET](#)