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# H I G H - Q U A L I T Y I N S T R U C T I O N A L M A T E R I A L S

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G L O S S A R Y



# ODE High-Quality Instructional Materials Glossary

**ADOPTION**- The approval of instructional materials for use in a district's classroom. Adoption can refer to action taken by the Oregon State Board of Education and/or the local school board.

**REQUIRED INSTRUCTIONAL MATERIALS ADOPTION SCHEDULE** - Statewide adoption schedule adopted by the Oregon State Board of Education. The current schedule adopted by the School Board of Education spans 7 years with nine content areas.

**BASAL** - Basal instructional materials are the major instructional vehicle, constituting a substantial and ongoing component of instruction. Districts are required to adopt basal instructional materials in order to teach to the academic content standards. According to OAR 581-011-0050, only basal instructional programs may be adopted by the State Board of Education.

**COMMONLY REFERRED TO AS CARAVANS or DIGITAL CARAVANS** - Instructional Materials Caravans are a structured series of professional learning opportunities designed to support educators in selecting high-quality instructional materials. Caravans may be hosted by ODE, or regionally by ESDs and districts. ODE's virtual caravans provide:

- Access to curated sample materials aligned with standards and instructional goals.
- Guidance and resources to deepen understanding of the content area standards and recommended list of high-quality instructional materials.
- Webinar series with informational or professional learning
- Pre-recorded publisher presentations
- Q&A sessions or office hours held by ODE education specialists and the Instructional Materials Coordinator, to support districts in adoption.
- Technical support from ODE's education specialist for the content area under adoption.

**CURRICULUM-BASED PROFESSIONAL LEARNING (CBPL)** -Professional learning that is specific to the adopted instructional materials, connects content knowledge to the curriculum, and is job-embedded and ongoing. CBPL is an essential component of effective implementation.

**CONTENT AREA**- A subject area with adopted K-12 content standards such as English Language Arts, Mathematics, Science, Social Sciences, Health, Physical Education, The Arts, and World Languages.

**CRITERIA** -As required by ORS 337.120, each year preceding the state's adoption process, the Oregon Department of Education releases updated adoption criteria for the content area under review. Adoption criteria establish the baseline quality indicators for high-quality instructional materials that are used in Oregon classrooms.

The adoption criteria are developed annually by teams of trained educators in Instructional Materials Criteria Committees (IMCC), under the guidance of an Oregon Department of Education content specialist. The criteria are used to evaluate publishers' submissions and ensure all materials recommended for adoption by the State Board meet the established standards. Additionally, the criteria must be adhered to for districts pursuing independent adoption of instructional materials. Criteria are presented and adopted by the State Board of Education before use in districts and ODE's evaluation.

**DIVISION 22 STANDARDS-** The Division 22 Standards are the requirements that the Oregon Legislature or the State Board of Education has determined must be met in order to be a standard school district. These requirements are contained in Chapter 581, Division 22 of Oregon Administrative Rules (OARs). Compliance with the Division 22 Standards ensures every student in Oregon public schools is provided with a standard, or baseline, level of service.

**ENGLISH LANGUAGE PROFICIENCY (ELP)-** Also referred to by some as English language development (ELD).

**EVALUATION-** The process of reviewing and scoring instructional materials using the current instructional materials adoption criteria adopted by the State Board of Education. The schedule rotates content areas considered for adoption from year to year. This annual process helps to ensure that quality instructional content is being adopted regularly across all content areas. The adoption process includes clear criteria for evaluation and an independent, third-party review of potential basal materials.

**EXPLORATION -** The phase leading up to adoption, which is the process of reviewing and selecting high-quality instructional materials with relevant partners. The process may include appointing an adoption committee, establishing a common vision, evaluating, and selecting final materials for adoption.

**HIGH-QUALITY INSTRUCTIONAL MATERIALS (HQIM) -** Oregon defines HQIM as evidence-based curricular materials that help teachers effectively teach grade-level standards, and center students in the learning process.

**HQIM IMPLEMENTATION LEARNING SERIES-** The HQIM Implementation Learning Series is a structured set of professional learning opportunities designed to support educators in effectively selecting and implementing high-quality instructional materials for the content area under adoption. These sessions may be hosted by ODE and/or regionally by ESDs and districts. ODE's annual series provides:

- **Access to curated sample digital materials** aligned with standards and instructional goals.
- **Guidance and resources** to deepen understanding of content area standards and recommended high-quality instructional materials.
- **Support from ODE education specialists** for the content area under adoption.

**IMPLEMENTATION -** Implementation of adopted instructional materials occurs at the district, school, and classroom levels, and is usually a multi-year process impacting a variety of roles across the system. Implementation often requires a distinct shift in instructional delivery and practice, and incorporates all system levels simultaneously. Successful implementation may include an ongoing combination of Curriculum-Based

Professional Learning, collaborative learning, and coaching. In Oregon, Instructional materials must be adopted by the local school board prior to implementation for required adoptions.

**INDEPENDENT ADOPTION** - According to OAR 581-022-2350 any “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 State Board of Education.” School Districts must give proper notification that an independent adoption is being made and complete all requirements listed in OAR 581-022-2350 before use in classrooms.

**INSTRUCTIONAL MATERIALS (IM)**- According to OAR 581-011-0050 (The Oregon Administrative Rule which provides general guidance about Textbook Adoption), “instructional material” means any organized system, which constitutes the major instructional vehicle for a given course of study. Instructional materials may be supplemented with other resources. Adopted instructional materials refer to the core component of instruction in the classroom.

**RECOMMENDED HQIM- EVALUATION OF CONTENT AREAS** - For some content areas, districts may have the flexibility to adopt and implement updated instructional materials based on local priorities and needs. These content areas provide opportunities for districts to exercise local control and customize instructional materials beyond the Division 22 requirements. While districts maintain local control in determining timing and approach, ODE recommends regular review and adoption of updated instructional materials in these content areas to ensure alignment with best practices. To support this vision, ODE may review and recommend HQIM for [term] .

**NORTHWEST TEXTBOOK DEPOSITORY (NWTD)** - As outlined in ORS 337.090, the Oregon Department of Education (ODE) collaborates with the Northwest Textbook Depository (NWTD) to ensure timely, cost-effective distribution of adopted instructional materials to Oregon districts. This partnership provides Oregon districts with a streamlined, efficient process for managing instructional materials. NWTD works closely with districts to understand specific requirements and customize services accordingly.

**OREGON ADOPTED INSTRUCTIONAL MATERIALS (OAIM) COLLECTION** - Oregon Adopted Instructional Materials Collection, at Hamersley Library, Western Oregon University. The OAIM viewing site at Hamersly Library provides district administrators and educators with a centralized location to review instructional materials approved by the Oregon State Board of Education. Its purpose is to ensure transparency, support informed decision-making, and help districts evaluate content quality, accessibility, and alignment with state standards before adoption. Physical materials are available at the viewing site for the length of the contract period.

**OREGON ADMINISTRATIVE RULE (OAR)**- Administrative Rules are created by most agencies and some boards and commissions to implement and interpret their statutory authority.

**OREGON DEPARTMENT OF EDUCATION (ODE)** - The Oregon Department of Education (ODE) oversees the education of over 560,000 students in Oregon’s public K-12 education system. The Oregon Department of

Education's Mission is to foster equity and excellence for every learner through collaboration with educators, partners, and communities.

**OER**- Abbreviation for Open Educational Resource. OER are teaching and learning materials that you may freely use and reuse at no cost, and without needing to ask permission.

**ORS**- Abbreviation which stands for "Oregon Revised Statute." The Oregon Revised Statutes are the codified laws of the State of Oregon.

**POSTPONEMENT** - According to ORS 337.120, in the event that a district is unable to adopt and implement basal instructional materials according to the state board of education's adoption schedule, the district may request for a postponement, and remain Division 22 compliant with an ODE approved postponement request. The school district school board must authorize the postponement prior to the request submission.

**POSTPONEMENT PERIOD / WINDOW** - School Districts can postpone adoption for no more than two years from the required implementation date.

**REQUIRED ADOPTION** - According to ORS 337.120, all school districts in the state of Oregon are responsible for adopting and implementing basal instructional materials for each required program/course on the State Board of Education's adoption cycle. Oregon requires all public school districts to select and adopt high-quality, research-based materials for instruction. School districts adopt from the State Board of Education Adopted Materials list, or conduct an "Independent Adoption" process to choose the instructional materials program. In alignment with the Oregon Department of Education's Equity Stance, districts must ensure that all students have access to high-quality, culturally responsive instructional materials that reflect the diverse needs of their communities.

**SBE** - Abbreviation for the Oregon State Board of Education.

**SUPPLEMENTAL** - Supplemental Materials are used in conjunction with the basal instructional materials of a course. They contain resources to supplement, enhance, or differentiate core instruction. Supplemental materials may not be adopted by the state board of education, or adopted by districts as the primary instructional materials program for required content area adoptions. Supplemental materials are included under local control, meaning that each district is responsible for the policies and processes related to selecting and implementing supplemental materials.