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Instructional Materials Matter

INDEPENDENT ADOPTION OF INSTRUCTIONAL MATERIALS TOOL

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Independent Adoption- Background and Overview of Requirements

As outlined in ORS 337.120: Books and Instructional Materials and Chapter 581, Division 22 of Oregon Administrative Rule (OAR), all school districts in the state of Oregon are required to adopt and implement basal instructional materials for **each program/course** on the State Board of Education's adoption cycle.

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.

Districts can fulfill the requirement to adopt materials through one of two options:
a) They may select from the **State Board of Education's list of approved instructional materials**, *or*
b) They may choose to conduct an **independent adoption** of instructional materials, as outlined in OAR 581-022-2350.

Districts may also postpone adoption for up to two years and remain Division 22 compliant with the submission of an approved postponement request.

If a district chooses to independently adopt materials, they must follow the process outlined in OAR 581-022-2350: Independent Adoption of Instructional Materials (see *Figure 1: OAR 581-022-2350: Independent Adoption of Instructional Materials* below).

This resource aims to support districts in understanding each of the independent adoption requirements in further detail.

Figure 1: OAR 581-022-2350: Independent Adoption of Instructional Materials

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.

Requirement 1: Verifying that Materials Meet Oregon's Adoption Criteria

> **Big Idea:**
> ✓ Before Independently Adopting materials, districts must review them to ensure they meet the State Board-approved <u>adoption criteria</u> for that content area.

What are the adoption criteria?

As required by [ORS 337.120: Books and Instructional Materials](), each year preceding the state's adoption process, the Oregon Department of Education releases updated adoption criteria for the content area under review. The adoption criteria establish the baseline standards for what it means to be a high-quality instructional material suitable for use in Oregon classrooms.

The adoption criteria are developed annually by teams of trained educators, under the guidance of an Oregon Department of Education content specialist. These criteria are used to evaluate publishers' submissions and ensure all materials recommended for adoption by the State Board meet the established standards.

Districts that choose to independently adopt materials are responsible for verifying and documenting that their chosen materials meet the same rigorous adoption criteria as materials on the State Board of Education's approved list.

What do the adoption criteria typically assess?

The adoption criteria are designed to guarantee that instructional materials are high-quality, engaging, and promote equitable instruction. The criteria typically encompass requirements such as:

— Alignment to state standards
— Rigor and depth of learning
— Cultural responsiveness and relevancy
— Inclusion of appropriate student and teacher supports
— Integration of high-quality formative and summative assessments
— Technical usability and digital design elements

District Process for Assuring Materials Meet the Adoption Criteria:

While districts are not legally required to follow a prescribed process to verify alignment of the materials with the State Board-approved adoption criteria (beyond involving teachers, administrators, families/ caregivers, and community members), many districts choose to utilize a process that includes the following steps:

1. **Formation of a Review Committee** Typically, committees include K-12 teachers, instructional coaches, administrators, IT representatives, and district staff. Some districts also include families, caregivers, and community members in the review process to bring additional perspectives.
2. **Selection of an Evaluation Tool:** To assist in scoring, ODE develops the Oregon Instructional Materials Evaluation Tool (also known as the IMET) from the adoption criteria each year. The IMET converts the adoption criteria into a scorable rubric, with specific quality indicators for reviewers to look for as they assess materials. While use of the IMET is not mandated, many districts find it a helpful resource. Some may customize it to include additional "non-negotiables" based on local needs. Regardless of the evaluation tool used, districts must be prepared to document the extent to which the materials meet the adoption criteria.
3. **Independent Scoring of the Materials:** To mitigate bias and ensure diversity of thought, it can be helpful for each reviewer to score the materials independently, before engaging group discussions about the materials. Reviewers are encouraged to document their thoughts in writing during this process, as these notes will aid in later discussions.
4. **Group Scoring and Consensus:** After individual evaluations, the review committee may convene to compare scores, discuss differences, and share insights. Group scoring decisions should be documented in writing to serve as a record of the evaluation process.

Documenting Adherence to the Adoption Criteria

As per OAR 581-022-2350, districts are required to keep a completed criteria checklist for independently adopted materials on file in the district office. This checklist must show the degree to which the independently adopted instructional materials meet the criteria established by the State Board. This documentation must be provided to the local school board when finalizing the independent adoption. Documentation should also be kept on file at the district office for the length of the adoption period.

Requirement 2: Assuring Accessibility of Materials

> **Big Idea:**
> ✓   **Districts Independently Adopting material must assure that:**
>   • All <u>printed</u> materials comply with the most current NIMAS specifications regarding accessibility
>   • All <u>digital</u> materials include an Accessibility Conformance Report for each electronic component, which documents adherence to the Web Content Accessibility Guidelines (WCAG).

As part of the state evaluation process, the Oregon Department of Education ensures that all State Board adopted instructional materials comply with federal and state requirements regarding accessible instructional materials. Districts seeking to independently adopt instructional materials are responsible for ensuring that materials meet the same federal and state accessibility standards.

Understanding Federal and State Legislation Related to Accessibility

Accessible instructional materials allow students with disabilities the opportunity to acquire the same information, engage in the same interactions, and enjoy the same learning opportunities as students without disabilities, in an equally effective and integrated manner. Accessible instructional materials are designed to "enable and encourage self-sufficiency, participation, and collaboration." [1] Below are descriptions of the laws governing the use of accessible instructional materials.

Federal Policy around Accessible Instructional Materials:

— **Americans with Disabilities Act (ADA)-** In the context of instructional materials, the Americans with Disabilities Act (ADA) requires that schools provide access to course materials and other educational resources in a way that is accessible to individuals with disabilities. This means that materials should be designed in a way that allows individuals with visual, auditory, physical, or cognitive impairments to use them effectively. This can include providing

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[1] "Advancing Digital Equity for All: Community-Based Recommendations for Developing Effective Digital Equity Plans to Close the Digital Divide and Enable Technology-Empowered Learning." n.d. https://tech.ed.gov/files/2022/09/DEER-ResourceGuide_FINAL.pdf.

alternative formats for materials, such as audio or braille versions, or using assistive technology to make materials more accessible

— **Individuals with Disabilities Act (IDEA)-** The Individuals with Disabilities Education Act (IDEA) requires public schools to provide accessible formats of print instructional materials to students with disabilities at no cost so they can receive a free and appropriate public education. Accessible Instructional Materials are alternative or specialized formats of textbooks and other instructional materials, such as Braille, large print, audio, tactile graphics, and digital text.

Oregon Policy around Accessible Instructional Materials: Districts are required by Oregon law to provide accessible Instructional Materials under OAR 581-015-2060, 581-022-2355, and 581-022-2350.

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What steps do I need to take to assure materials are accessible when conducting an independent adoption?

Assuring Accessibility for <u>Printed</u> Instructional Materials:

Requirement to Provide NIMAS Standards Assurance:

As per OAR [581-015-2060: Independent Adoption of Instructional Materials,](#) school districts must assure that independently adopted instructional materials will comply with the [National Instructional Materials Accessibility Standards](#) regarding accessible instructional materials. To this end, districts must provide a NIMAS assurance statement to their local school board when independently adopting any print instructional materials.

What does NIMAS mean?

For some students with disabilities, the text in instructional materials is a barrier to their participation in the general education curriculum. Some students may have visual disabilities that make it difficult for them to see the text. Other students may be unable to hold materials because of a physical disability. Still others may be unable to read or derive meaning from the text because of their disability-related needs. For these reasons, some students with disabilities need instructional materials that are converted into accessible formats in order to learn the same curriculum that is being taught to other students in the class.

In 2004, provisions were added to the Individuals with Disabilities Education Act (IDEA) to help improve the quality and delivery of accessible formats to students with disabilities who need such materials. Among these provisions, States were required to adopt NIMAS, which stands for the **National Instructional Materials Accessibility Standard**. NIMAS is a technical standard used by publishers to prepare "electronic files" that are used to convert instructional materials into accessible formats. The "electronic files" are known as NIMAS source files. The purpose of NIMAS is to help increase the availability and timely delivery of instructional materials in accessible formats for qualifying students in elementary and secondary schools.[2]

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[2] *Nimas & NIMAC*. AEM Center. (2021, September 16). https://aem.cast.org/nimas-nimac/nimas-nimac

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How do I Obtain a NIMAS Assurance Statement?

— Districts seeking to independently adopt instructional materials **can request a NIMAS Standards Assurance statement from the publisher** of the instructional materials they intend to adopt.

— Districts may also consider stipulating that any publisher they enter a contract with:

- Prepares and submits a NIMAS file set to the National Instructional Materials Accessibility Center (NIMAC)
- Agrees to comply with the terms and procedures set forth by NIMAC.

— **Sample Contract Language:** See this NIMAC handout for sample contract language developed by the National AEM Center. This language can be adapted for local needs to copy and paste into adoption process materials and contracts.

Assuring Accessibility for <u>Digital</u> Instructional Materials:

While NIMAS assurances are specific to printed instructional materials, Oregon law requires verification of accessibility for digital instructional materials as well. Oregon Administrative Rule [581-022-2350](#) requires districts independently adopting digital materials to submit an Accessibility Conformance Report (ACR) to the local school board prior to adoption. The Accessibility Conformance Report should document adherence to the [Web Accessibility Conformance Guidelines](#). The report must be prepared by an independent third party and be based on an audit testing a random sampling of each different type of electronic component as outlined in the circular of information (see Figure 2: "What to Include in Accessibility Conformance Report" below for more details).

How do I obtain an Accessibility Conformance Report?
— Typically, the publisher is responsible for arranging for a third party to review the materials and create an Accessibility Conformance Report. Publishers then can provide this to districts upon request. Please see Figure 1: "What to Include in Accessibility Conformance Report" below for information to provide to publishers when requesting an Accessibility Conformance Report.
— **Sample Contract Language:** The National Center for Accessible Education Materials provides [sample language](#) for digital accessibility requirements. This language can be adapted for local needs to copy and paste into adoption process materials and contracts.

Interpreting Accessibility Conformance Reports (ACRs)- Quick Look Fors:
— **Are any of the success criteria marked as "does not support"?** If so, this is an indication that the materials do not meet federal requirements and standards for accessibility. For criteria marked "does not support," ask the vendor for clarification.
— **Are any of the sections of the ACR Table blank?** If so, this is an indication that the VPAT was not properly completed and that materials might not meet federal requirements and standards for accessibility. Ask the vendor directly about any blank sections.
— **Are the results from the ACR more than 12 months old?** If so, this is an indication that it has not been updated and that materials might not meet federal requirements and standards for accessibility. Ask the vendor if they plan on providing a more recent report.

If the report is not provided by the vendor, does not look accurate on the basis of the above look-fors, or the report notes that one or more success criteria are noted as "does not support," school and district leaders are encouraged to either contact the vendor for more information or identify another curricular product.

For more information about Accessibility Conformance Reports and resources around Digital Instructional Materials, please see Oregon's Digital Instructional Materials Toolkit.

ASK VENDOR FOR ACR	ASSESS ACR	USE RUBRIC	CONSIDER INDEPENDENT AUDIT
Vendors should be able to provide an Accessibility Conformance Report. If vendor cannot provide one right away, give them a deadline for completion.	Ask District and/or ESD Accessibility Specialists to assess the ACR. There are rarely perfect ratings on an ACR. In Fact, it would be wise to exercise caution if a vendor claims that all requirements are met unconditionally.	Use the Accessibility Rubric provided to assess other factors like student participation and cost of use.	It might be difficult to have an independent assessment conducted on all of the adoption choices. However, it is highly recommended before any final purchase.

Accessibility in Digital Instructional Materials

Documenting Accessibility Assurances

It is recommended to keep all relevant documentation related to the accessibility of instructional materials on file at the district office in case of parent/ guardian complaint. This documentation must be provided to the local school board when finalizing the independent adoption.

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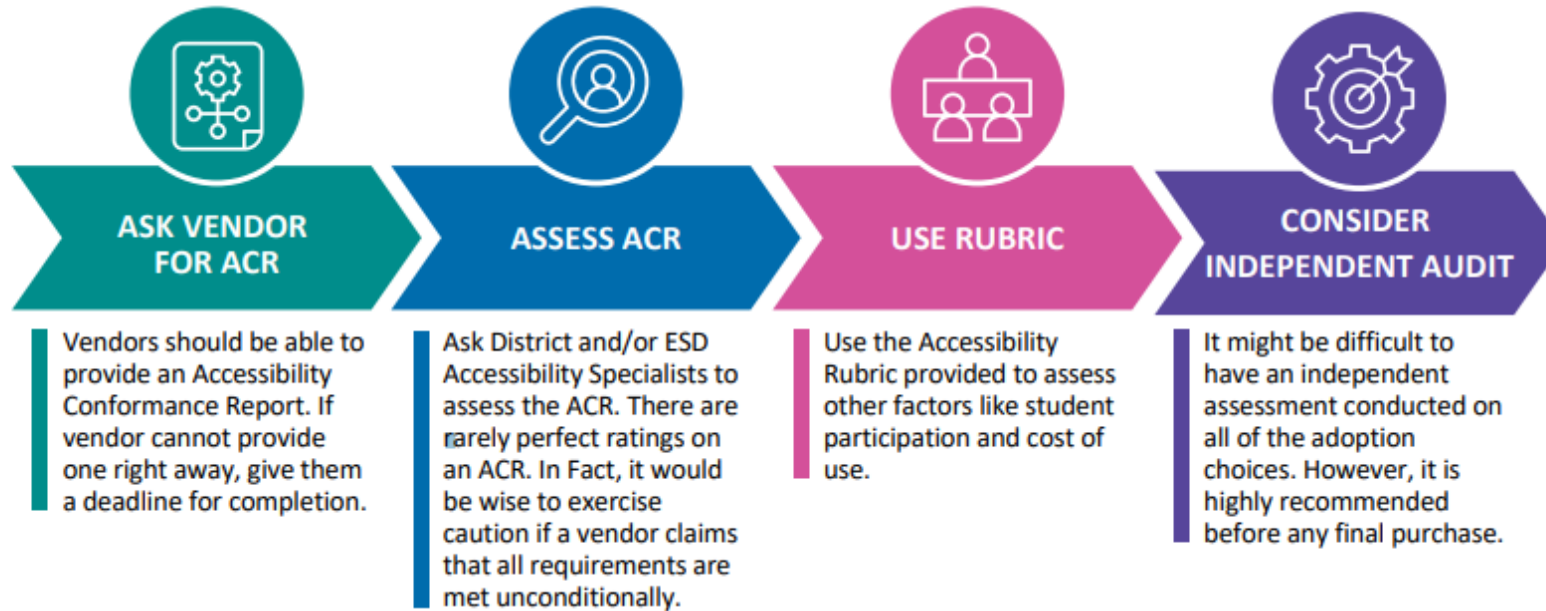**3. Involvement of Stakeholders**

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Independent Adoption Requirement 3- Involvement of Teachers, Administrators, Families/ Caregivers, and Citizens

> **Big Idea:**
>
> ✓ **Districts must involve key stakeholders in the independent adoption process, including families, caregivers, community members, teachers, and administrators.**

Under OAR 581-022-2350: Independent Adoption of Instructional Materials and OAR 581-022-2355: Instructional Materials Adoptions, districts are required to actively involve teachers, administrators, families/ caregivers, and community members from the district in the instructional materials adoption process. This collaboration not only enriches the selection process, but also helps to foster transparency and community support for the adopted instructional materials.

Suggested Opportunities for Involvement:

— **Formation of a Review Committee**:
  - Districts may establish a review committee that includes K-12 teachers, instructional coaches, administrators, and other stakeholders. This review committee may be tasked with evaluating the criteria to ensure it meets the adoption criteria, or other non-negotiables identified by the district.

— **Piloting and Feedback Process:**
  - Districts may pilot the instructional materials in classrooms to gather feedback from teachers and students on the materials.
  - It is recommended that district communicate with the families and caregivers of students who will be participating in the piloting process ahead of time. Districts may also consider collecting feedback from families as part of the piloting process.

— **Public Input and Transparent Communication**:
  - Throughout the adoption process, districts may consider seeking input from community members on the instructional materials under consideration. This may involve hosting public events, conducting surveys, or

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organizing open forums where community members can voice their opinions regarding the materials under consideration.

- o Districts should work to maintain open communication with all stakeholders throughout the adoption process. Regular updates on the progress, timelines, and key adoption decisions, along with opportunities for feedback, will help to foster ongoing community engagement and collaboration during the adoption process.
- o After thoroughly reviewing the materials and considering all feedback, districts are required to give proper notification that the adoption is being made. Districts must finalize the adoption process by presenting their recommendations to the local school board.

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Independent Adoption Requirement 4: Local School Board Notification and Approval

> **Big Idea:**
>
> - ✓ **Districts must get local school board approval prior to placing independently adopted materials in classrooms.**
> - ✓ **Once the local school board has approved the independent adoption, the process is complete.**

School Districts must give the local school board proper notification that an independent adoption is being made.

Prior to placing the instructional materials into use in the local schools, the administrative head of the district must provide the district school board with information about the materials (see *Figure 2: Information to provide local School Board when completing Independent Adoption*: below for information about what should be provided).

Once the local school board has approved an independent adoption, the process is complete. The district can begin implementing the materials right away. **No further reporting to ODE is necessary.**

> *Figure 2: Information to provide local School Board when completing Independent Adoption:*
>
> (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.

Other Requirements and Considerations

> **Big Idea:**
>
> ✓ **While not explicitly listed in OAR 581-022-2350: Independent Adoption of Instructional Materials, districts independently adopting instructional materials need to ensure that adopted materials comply with all Federal and State legislation related to student data privacy.**

Student Data Privacy- Federal and State Legislation

As schools and classrooms continue to evolve with their use of digital instruction and tools, student data privacy takes on added importance. Digital instructional materials platforms, like other educational technology tools, often collect and store a range of personal data about students including names, contact information, academic performance, and behavioral data. Schools are required to protect the personal information of students from being collected, used, or shared without consent.

When this information is compromised, it can have both short-term and long-term consequences. For example, compromising student data can lead to unsolicited advertising of students, identity theft, financial fraud, and cyberbullying. It also opens up schools and districts to legal consequences including lawsuits and loss of funding. **School districts seeking to independently adopt materials should establish policies that protect student data from being misused.**

Federal Policy around Student Data Privacy:

— **Family Education Rights and Privacy Act (FERPA)-** The [Family Education Rights and Privacy Act (FERPA)](#) was put into law in 1974, and was designed to protect the privacy of student educational records. FERPA was designed at a time when all curriculum was in paper form, and few could have imagined the impacts on privacy created by the internet and digital instruction. The U.S. Department of Education, [Student Privacy Policy Office](#) provides guidance and training through the Privacy Technical Assistance Center to address today's challenges including [Working with Online Educational](#) Service Providers and Applications.

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— **Children's Online Privacy and Protection Act (COPPA)**- The [Children's Online Privacy and Protection Act (COPPA)](#) went into effect in the year 2000 and provided more requirements on digital curriculum providers - specifically when students are under the age of 13. Since then, the world of instructional technology has significantly changed and continues to evolve. At the state level, Oregon provided further clarification on student data privacy in 2013 with the Oregon Student Information Protection Act (OSIPA).

Oregon Policy around Student Data Privacy:

— **Oregon Student Information Protection Act (OSIPA)**- The [Oregon Student Information Protection Act (OSIPA)](#) specifically includes prohibitions such as:

- Disclosing any covered information provided by the operator to subsequent third parties, except in furtherance of kindergarten through grade 12 school purposes of the site;
- Engaging in targeted advertising on the operator's site, service, or application; and
- Selling a student's information, including covered information.

How do I ensure that vendors comply with student data privacy laws?

— Check to see if the provider has taken the [Student Privacy Pledge.](#)
— See CoSN's section on *Security Questions to Ask of an Online Service Provider* found in their [Student Data Privacy Toolkit](#).
— The [National Data Privacy Agreement](#) from the [Student Data Privacy Consortium](#) provides model contract language for districts to use in their negotiations with digital curriculum materials providers.
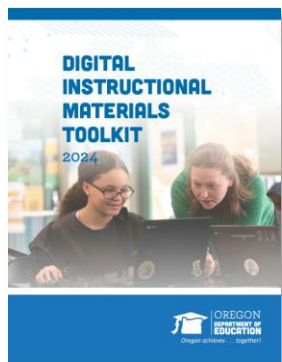
Where can I find more information about best practices and considerations related to digital instructional materials?

See **Oregon Department of Educations 's [Digital Instructional Materials (DIM) Toolkit](#)**. The DIM Toolkit is a supplemental resource to accompany a district's standard instructional materials adoption process and is tailored for school districts who are navigating the nuanced challenge of adopting high-quality digital instructional materials. This toolkit encompasses guidance and advice on critical topics such as accessibility, student data privacy, adaptability, cultural responsiveness in digital materials, centering linguistic strengths through technology, interoperability, and modularity.

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Key Terminology

ACCESSIBLE: Refers to materials that can be easily used by students with a variety of learning needs.

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.

ACCESSIBILITY CONFORMANCE REPORTS (ACR): The Accessibility Conformance Report or ACR is a completed VPAT (See below). High-quality ACRs have been completed by a third-party and include manual verification of testing.

ASSISTIVE TECHNOLOGY (AT): Assistive technology (AT) can help a person with a disability operate a computer. AT includes grammar checkers, alternative keyboards, hands-free interfaces, and the text-to-speech software.

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

DIGITAL INSTRUCTIONAL MATERIALS: While there is no definition of "digital instructional materials" in Oregon rule or statute, ODE is using the term as a working definition to describe learning platforms that contain scope and sequences on a single subject or on multiple subjects. Digital instructional material platforms create one central place for students to interact with materials.

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.

EVALUATION: The process of reviewing and scoring instructional materials using the current instructional materials adoption criteria adopted by the State Board of Education.

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INSTRUCTIONAL MATERIALS: For purposes of rules adopted by the State Board of Education and for policies established by the Oregon Department of Education, "instructional material" means any organized system which constitutes the major instructional vehicle for a given course of study, or any part thereof.

NIMAS STANDARDS: NIMAS is a technical standard used by publishers to prepare "electronic files" that are used to convert instructional materials into accessible formats. The "electronic files" are known as NIMAS source files. The purpose of NIMAS is to help increase the availability and timely delivery of instructional materials in accessible formats for qualifying students in elementary and secondary schools.[3]

OAR: Abbreviation which stands for "Oregon Administrative Rule." Administrative Rules are created by most agencies and some boards and commissions to implement and interpret their statutory authority.

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

STUDENT DATA: Student data is a broad descriptor which includes student-specific information. Common data fields are: first and last name; home address; telephone number; electronic mail address; discipline records; test results; special education data; grades; evaluations; biometric information; disabilities; socioeconomic information; text messages; search activity; photographs; voice recordings; and geolocation information. Some student data are considered directory information and not subject to student data privacy laws and rules.

VOLUNTARY PRODUCT ACCESSIBILITY TEMPLATE (VPAT): The VPAT is meant to help U.S. federal government agencies determine how well the products they purchase meet the Section 508 accessibility standards. It is the template that is used to complete an ACR.

WEB CONTENT ACCESSIBILITY GUIDELINES (WCAG): WCAG guidelines provide a set of standards for making digital content and platforms accessible to people with disabilities, including those with visual, auditory, motor, or cognitive impairments.

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[3] National Center on Accessible Educational Materials, https://www.nimac.us/

Independent Adoptions: Additional Resources

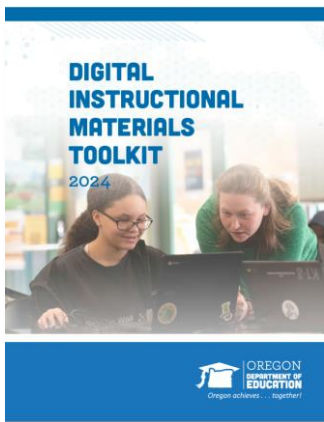| Document	Description
OREGON INSTRUCTIONAL MATERIALS TOOLKIT	**Oregon Instructional Materials Toolkit:** This page provides a collection of essential guidance documents to support districts in the process of instructional materials adoptions. These resources cover key areas such as: • Frequently Asked Questions (FAQs) • Independent Adoption Procedures • The Instructional Materials Adoption Schedule • Adoption Criteria • Digital Instructional Materials Requirements and Recommendations • The Value of High-Quality Instructional Materials
DIGITAL INSTRUCTIONAL MATERIALS TOOLKIT 2024	**Digital Instructional Materials Toolkit:** The DIM Toolkit is a supplemental resource to accompany a district's standard instructional materials adoption process and is tailored for school districts who are navigating the nuanced challenge of adopting high-quality digital instructional materials. This toolkit encompasses guidance and advice on critical topics such as accessibility, student data privacy, adaptability, cultural responsiveness in digital materials, centering linguistic strengths through technology, interoperability, and modularity.

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Adopted Materials by Content Area: The State Board of Education adopted instructional materials by content area. Here, you can find the ODE approved list of instructional materials for each subject on the State Board's adoption cycle.

Postponement Request Form: Districts can postpone adoption for up to two years and maintain Division 22 compliance with the submission of an approved postponement request form.

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ODE Standards and Instruction: Oregon's State Standards for each content area.

Oregon Adopted Instructional Materials (OAIM) Viewing Site: The official Instructional Materials viewing site in the state of Oregon, located at Hamersly Library at Western Oregon University. Please contact Brianna McFadden to schedule an appointment. Physical viewing is preferred. Accommodations may be possible for those unable to make it into the library.

Brianna McFadden
Acquisitions & Archives Librarian
503-838-8883

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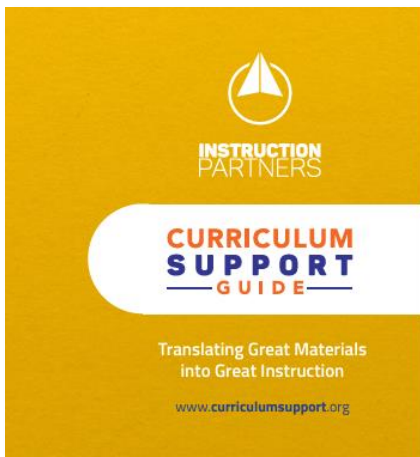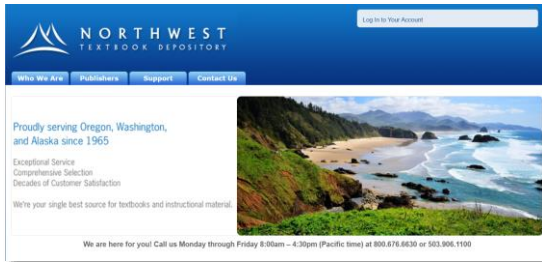
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Northwest Textbook Depository website: Northwest Textbook Depository is a sales and distribution agent for publisher partners. Northwest Textbook Depository eliminates the need to contact each individual publisher directly, which saves our customers time, reduces their freight costs, and simplifies their purchasing procedures.

For more information about NW Textbook Depository, please contact Mark Hansen at mark.hansen@nwtd.com.

The Curriculum Support Guide: This website is a collection of insight, resources, and lessons from districts who have gone through the process of selecting, preparing for, and supporting the implementation of instructional materials. Includes a planning workbook, adoption/ implementation resources, and suggestions for best practices when adopting instructional materials.

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OR-IMET by Content Area

Document	**Description**

EdReports: A non-profit organization designed to increase the capacity of teachers, administrators, and leaders to seek, identify, and demand the highest-quality instructional materials. Some helpful resources:

- **Selecting Materials:**
  - *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*

- **Designing an 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

Seeds for Change Consensus Tools: Consensus is a way of reaching agreement in a group that is creative and co-operative. Seeds for Change's Consensus Guide covers the values and principles of consensus, a common process for reaching consensus decisions, and tips for making it work. Also includes sections on core skills, using consensus in large groups and ideas for tackling common challenges.

- **Consensus Decision Making:**
  - Short guide - Web page | PDF - 1.7Mb | Audio mp3 - 74Mb
  - Long guide - Web page | PDF - 4.1Mb
  - Consensus Flowchart

Background & Overview

1. Verifying Criteria is Met

2. Assuring Accessibility

3. Involvement of Stakeholders

4. Local School Board Approval

Other Considerations

Key Terms & Resources

OR-IMET by Content Area

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

The Oregon Instructional Materials Evaluation Tool (IMET) takes the instructional materials scoring criteria and transforms them into a rubric that evaluators can use during their review. Below is the IMET for each content area that has been adopted by the State Board since 2017.

Content Area/ Adoption Period	IMET
English Language Arts & Literacy (2021-2027)	— Category 1 ELA OR-IMET — Category 2 ELA OR-IMET — Category 3 ELA OR-IMET — Category 4 ELA OR-IMET
English Language Proficiency (2021-2028)	— Category 1 ELP OR-IMET — Category 2 ELP OR-IMET — Category 3 ELP OR-IMET
Health (2024-2031)	— K-12 OR-IMET Health Education
Mathematics (2022-2029)	— K-5 Oregon Instructional Materials Evaluation Tool (OR-IMET) — Category 3 Oregon Instructional Materials Evaluation Tool — Category 4 Oregon Instructional Materials Evaluation Tool — Category 5 Oregon Instructional Materials Evaluation Tool
Physical Education (2017-2026)	— K-12 OR-IMET Physical Education
Science (2023-2030)	— K-12 Science Oregon Instructional Materials Evaluation Tool (OR-IMET) - PDF version and Excel version
Social Sciences (2018-2025)	— Updated OR-IMET COMING 2025
World Languages (2020-2026)	— Category 1 IMET — Category 2 IMET — Category 3 IMET

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Contact Us

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