
[elem_adoption_2021] Adoption Update

From : Eric Anderson <anderson_er@4j.lane.edu> Thu, Nov 04, 2021 03:33 PM
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Subject : [elem_adoption_2021] Adoption Update
To : elem adoption 2021
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Good afternoon,

I look forward to seeing you at 4:00 today. I would like to share an update our adoption leadership team sent to the 4J school board on October 22nd. The pdf attached is our IIA-AR timeline that includes presentation materials and notes for work completed to this point.

Centering Equity and Anti-Racism in LA/SS Adoption

The Elementary LA/SS Adoption Leadership Team has taken meaningful steps during each phase to ensure that the adoption process, as well as the materials eventually chosen, reflect 4J values of equity and anti-racist education. Actions we have taken to center equity in the LA/SS Adoption include:

1. Cultural Representation Criteria were included in Phase 1, in addition to the ODE non-negotiable criteria.
2. Cultural Responsiveness Criteria entirely determine the advancement of materials from Phase 2 to the Pilot Phase.
3. Adoption Team includes teachers from every elementary school. All teachers were invited initially to participate. Follow ups were made to schools that did not have representation.
4. Equity directors supported our outreach to BIPOC teachers to solicit increased participation on the team before Phase 2. Phase 1 had less BIPOC representation than our district average. We are now at district average.
5. Meeting with the Equity Team and EEA leadership in August to use the 4J Equity Tool in regard to two curricula or one.
6. Discontinuing use of The Knowledge Gap book in early September after the author's statements regarding CRT were brought to our attention.
7. Adoption Leadership Team watched and discussed a [webinar](#) regarding centering anti-racist core values while adopting language arts curriculum.
8. Anonymous feedback survey of team members at adoption events.
9. Community input meetings conducted by leadership team in both English and Spanish.
10. Consultation with, and participation from, the two Equity Directors throughout the process.

These actions are explained in greater detail below.

Whose Knowledge and the Oregon Ethnic Studies Standards

The CCSS Language Arts shifts include an increased importance of text complexity, evidence based questions, and building knowledge. The last of these priorities leads to an essential question, "Whose

knowledge are we teaching?" This question was central to our work, and explicitly stated, in our October 15 review session. To answer the question, we turned in part to the new [2021 Oregon Social Studies Standards Integrated With Ethnic Studies](#). These standards center social justice in the work of social studies, and include standards as early as first grade such as:

Historical Knowledge 1.12 "Describe how individual and group characteristics are used to divide, unite, and categorize racial, ethnic, and social groups."

And by fifth grade:

Historical Thinking 5.25 "Develop an understanding of why individuals and groups from various ethnic and religious and 13 traditionally marginalized groups during the same historical period, differed in their perspectives of events, laws/policies, or movements in the United States."

Since this is a combined adoption of both language arts and social studies, the content itself of the Oregon K-5 Social Studies standards keeps our focus on choosing materials that honor and teach from a plurality of viewpoints, carefully avoiding falling into the pattern of whitewashing history and present.

Efforts to diversify classroom reading materials have already begun. Extensive classroom library book sets for every elementary classroom, including target languages (Japanese, Spanish, French, Mandarin) have been purchased with nonfiction and fiction texts that represent the diversity of students and families (gender, race, culture, ethnicity, differently abled...) so that all students can see themselves within the materials they read.

Criteria for Evaluation of Materials

Equity is, and has been, a major aspect of the selection criteria for all three phases of the adoption process.

Phase 1 Criteria:

The Phase 1 criteria are from [ODE's Instructional Materials Evaluation Tool](#) (IMET). The IMET identifies four "Non-Negotiable" criteria, as well as six additional "Alignment Criteria." For our 4J evaluation tool, we used the four non-negotiables, and added the alignment criteria (AC5) that addresses cultural representation. We did this to ensure that cultural representation was centered as a priority from the beginning. In learning to use the criteria, we provided examples and facilitated discussion into how to identify and avoid surface or token representations, in favor of more authentic depictions, especially via Own Voices authors and illustrators.

Phase 2 Criteria:

The Phase 2 criteria are entirely based on determining which of the curricula are the most culturally responsive and aligned to Oregon's ethnic studies standards. The two that best fit these criteria will be the two that advance to the pilot stage. The tools used are the [Culturally Responsive Curriculum Scorecard](#), which includes criteria such as:

- Diverse family structures (ie. single parents, adopted or foster children, same-sex parents, other relatives living with the family, etc.) are represented.
- Characters with disabilities are represented.
- Characters of color are main characters and not just sidekicks.
- Problems faced by people of color or females are not resolved through the benevolent intervention of a white person or a male.
- Curriculum highlights non-dominant populations and their strengths and assets, so that students of diverse race, class, gender, ability, and sexual orientation can relate and participate fully.
- The curriculum recognizes the validity and integrity of knowledge systems based in communities of color, collectivist cultures, matriarchal societies, and non-Christian religions.

- The authors of the teachers' materials are people of diverse identities (race/ethnicity, gender, other identities if possible).

The [second tool](#) used in Phase 2 was a [condensed version](#) of the [ODE IMET for Social Sciences materials](#). (Condensing was necessary due to the length of the document.) Our evaluation tool includes such criteria as:

- Materials focus on equity, identity, diversity, justice, civic engagement, and traits essential for democratic citizenship.
- Materials provide opportunities for students to use and refine civic awareness and to take informed action.

BIPOC team members

We set out to have a primary and an intermediate representative from each school. In schools where volunteers were in short supply, blanket requests were sent to the teaching staff in those schools to solicit participation. Our team sought to increase the diversity of voice, and discussed various solutions to accomplish this goal. We asked the equity directors to help us increase the BIPOC membership on the team, and they reached out to teachers in affinity groups. We were also conscientious about not pressuring our district's BIPOC teachers with an expectation that they must be the voice for anti-bias in every committee and situation. We were ultimately able to increase our BIPOC membership to 18%, slightly higher than our district's overall average.

Meeting with Equity Team to Use Equity Tool

After concerns were raised about the selection of one vs two or more curricula for our district, we wanted to apply the 4J Equity Tool to help guide and inform that discussion, especially regarding whether and how this would impact our most underrepresented student populations. To this end, we had a meeting with the Equity Team, the Adoption Lead Team, district Directors, and EEA leadership to apply the Equity Tool to this situation.

Concerns regarding Natalie Wexler and The Knowledge Gap

In early September, a teacher brought to our attention that the author of a book that we had been using, *The Knowledge Gap*, had made some statements that run counter to our principles of anti-bias instruction. The author, Natalie Wexler, expressed criticism of teaching young children about the pervasiveness of systemic racism, and additionally had implied (without permission) via Tweet that Zaretta Hammond (well-known anti-racist educator and author) was endorsing her work. We were very concerned upon learning this, and our leadership team took time to consider how to proceed. We decided to discontinue use of Wexler as a source.

In further investigation, using sources unconnected to Wexler, we also concluded that the bulk of the argument in her book continues to be valid, based on others' research, and aligned with our district goals and the science of reading. The essence of that argument is that schools and curricula have come to rely too heavily on teaching reading through decontextualized skills and strategies, using dry, unconnected texts. Rather, she and many others argue, we should focus on using engaging texts that build students' knowledge about a topic, thus simultaneously building their vocabulary and ability to comprehend complex texts related to that topic, and continue to teach reading skills, but not as the center of the curriculum. This argument aligns with the intent of the Oregon Language Arts standards, as well as with the goals of our adoption team.

We do not now, nor did we at any point, have any preference for either of the particular curricula that Wexler elevates in her book, nor do we intend to lead the team in the direction of either, or any other

specific curricula. Furthermore, within our adoption leadership team we have always had a variety of opinions about Wexler's book. We have had many thoughtful discussions about the general tone of the book vis-a-vis teachers and learners, as well as concerns about the author's attitude which has overtones of white saviorism. Once again, we came to the conclusion that overall, her assertions about reading instruction are valuable, and a book that provokes strong opinions and controversy is also useful as a means to spark thought and discussion. In addition, we invited all of the Adoption Team members to a voluntary meeting to air any concerns they might have regarding Wexler, her book, or any perception of a bias in the adoption process.

Webinar Regarding Techniques and Considerations in Anti-Racist Curriculum Adoption

The Adoption Leadership Team watched a [webinar](#) produced by Curriculum Matters. The webinar is a panel discussion with several district leaders from diverse urban school districts around the country, which have recently adopted language arts curricula while using an equity lens. They discuss how they are implementing and adapting various curricula in order to reach their goals of anti-racist educational materials. After watching we discussed how to learn from these districts anti-bias adoption processes in planning for our own.

Feedback From Teachers on the Adoption Team

At the end of each event, we asked all participating teachers to complete an anonymous feedback survey, and considered this feedback in planning for the next steps. Here is a sampling of the teachers' responses to those surveys:

Survey Date	Prompt	Disagreed or Strongly Disagreed	Neutral	Agreed or Strongly Agreed
Aug 24	I developed a deep understanding of the programs I reviewed, identifying clear differences between the programs.	0%	27%	73%
Aug 24	I am confident that our new materials adoption will positively impact student learning in 4J.	0%	9%	91%
Oct 4	I understand the 4J English Language Arts materials adoption Phase I and Phase II process and timeline.	0%	14%	86%

Community Input Meetings

In early October we had community informational and input meetings via Zoom. The adoption lead team divided in half, and some presented a [meeting in English](#), while others presented the [same information in Spanish](#), to provide access to our Spanish speaking families and broader community. In this meeting we gave a general overview of the adoption process, including the science of reading research that is giving structure to our goal of teaching ALL our students to be skilled readers. We solicited [feedback](#) from the webinar attendees.

Collaboration and Participation of the Equity Directors

The Adoption Leadership Team has communicated with the two Directors of Equity, Inclusion, and Instruction at each stage of the process. Additionally, one or both of the Directors has been present and participated in many of our events, including helping to lead our morning on October 15 in order to center our 4J vision for anti-racism and equity in instruction.

Eric Anderson
Director of Curriculum
Eugene 4J

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263 KB

Elementary (E)LA & Social Studies Adoption

Objective: To adopt a complete K-5 literacy suite for implementation during the 2022-2023 school year. This suite of tools will be aligned to ODE ELA standards, be supportive of instructing the ODE social studies standards, as well as be aligned to research.

A suite approach will be taken, as the likelihood of finding a single curriculum that effectively teaches foundational skills, prompts content learning and comprehension, supports writing development, and is aligned to our social studies standards is highly unlikely. Many other districts nationally have looked at pairing tools or curriculum to meet the demands of ELA standards.

Dual Language and Immersion schools will ideally complete their language arts adoptions concurrently, so that time for professional learning could be aligned. It would also be supportive of these teachers to stay on the same language arts cycle as ELA, so they are not faced with a dual adoption of content areas in the future.

Team:

Leads (English): Elementary Humanities TOSA & PreK-3 Literacy TOSA

Lead (DLI): DLI TOSA

Lead Administrator: Eric Anderson

Adoption & Pilot Team: The team will be composed of two teachers per building (1 primary focused; 1 intermediate focused). In addition to classroom teachers, SPED, Title, ELD, Equity Director, TOSAs (SDS, Tech, District Librarian), and building principal representatives will also be asked to participate. The anticipated team size is 55 elementary teachers in addition to district staff.

Buildings will be encouraged to work as a staff to select the members for the adoption team, focused on having primary and intermediate grade representation for the Adoption Committee. Ideally, staff committing to the adoption process will have a strong knowledge base of language arts instruction and standards. Staff members interested will need to agree to being a part of the adoption committee as well as piloting curriculum. Additional staffing for piloting, especially for immersion, will most likely be necessary.

Timeline Clarification:

When viewing the timeline resource below, the underlined portion of the Description or Task from the AR is being described in that section if there is more than one action.

Timeline:

Phase	Month	Description or Task	Notes
<p>Launch</p> <p><i>School board launches the adoption process. A team is formed that receives training, elicits input and establishes a vision with aligned criteria.</i></p>	<p><i>March-June 2021</i></p>	<p><i>(b) <u>The process facilitator will direct the adoption process and will form an adoption team.</u> Professional development will be provided for the adoption team in standards, best practices based on current research and the equity decision tool.</i></p> <ul style="list-style-type: none"> ● Proposed adoption process for Elementary Language Arts and Social Studies will be presented to Instructional Leadership Team in February ● Curriculum director and lead TOSAs will communicate with building principals and all certified staff (email) about the upcoming adoption team and call for participation. Buildings will be encouraged to select two members from their staff to participate, ideally one primary and one intermediate representative. ● In addition to building representation, stakeholders from SSD, Title, ELD, District Librarian, Equity Director, technology, and elementary building administration were invited to join the Adoption Team. ● Solidify adoption team and commitment for summer learning through the piloting in Winter 2022. Communication with dates and time requirements will be shared with participants. ● Share district vision, social studies standards, and lean into common agreements for this work/outcomes. ● Build background learning for adoption team members via e-modules, common read, and facilitated meetings. A flipped classroom module may be utilized, to build common knowledge and background for examining curricula. Anticipate one meeting in June to kick-off process, followed by a July meeting and early August Meeting. <ul style="list-style-type: none"> ○ Professional Learning Resources: <ul style="list-style-type: none"> ■ Student Achievement Partners Foundational Skills Mini-Course ■ The Knowledge Gap by Natalie Wexler ■ Social Studies and Reading Comprehension (Fordham Institute) ■ The Opportunity Myth (TNTP) ■ Teaching for Tolerance Social Justice Standards ■ Updated ODE ELA Standards ■ Updated ODE Social Science Standards ○ Presentation Slides and Handouts 	<p><i>Adoption Launch Proposed for June Delayed Until August For New School Board. The Superintendent named the Curriculum Director as process facilitator.</i></p>

	<p><i>August 2021</i></p> <p><i>August 4</i> <i>August 18</i></p>	<p><i>(a) The board will approve the initiation of the process and articulate the desired outcome. The superintendent will name a process facilitator.</i></p> <ul style="list-style-type: none"> ● Assistant Superintendent and/or Curriculum director will formally requisition adoption process to begin, with the desired outcome of an elementary literacy suite that can address ODE social studies standards (Board Meeting: 8/4; 8/18) <p>Board approved process September 1, 2021. Process facilitator named in March.</p> <p>The Instructional TOSA team will begin to pull a collection of resources for consideration for rubrics, professional learning resources, 4J and ODE criterias and guidance.</p>	
	<p><i>August 2021</i></p> <p>8/23-8/24</p>	<p><i>(c) <u>The adoption team will solicit input from applicable staff and then produce a common vision with aligned criteria, evaluation rubric and a timeline for curriculum adoption.</u> All products will be made available for public comment.</i></p> <ul style="list-style-type: none"> ● The adoption team has been designed to include a wide range of voice, opinions, and backgrounds. Team members can also support as conduits from building or department desires or needs for curriculum. <p><i>(b) The process facilitator will direct the adoption process and will form an adoption team. <u>Professional development will be provided for the adoption team in standards, best practices based on current research and the equity decision tool.</u></i></p> <ul style="list-style-type: none"> ● Team engaged in learning around the science of reading, instructional shifts and Instructional Materials Evaluation Tool criteria. <ul style="list-style-type: none"> ○ Presentation Slides and Handouts <p>In developing or selecting a high quality rubric, the team will reference the following:</p> <ul style="list-style-type: none"> ● IMET (Instructional Materials Evaluation Tool) Rubrics (Student Achievement Partners) (4J form K-2, 3-5) ● EdReports ● NYU Culturally Responsive Curriculum Scorecard ● ODE ELA Rubric for Elementary ELA Materials ● ODE Social Sciences Standards ● 4J Equity Decision Tool 	<p><i>Prior to Official Launch on September 1, Board Chair Judy Newman approved adoption team's initial viewing of (7 curricula suites)</i></p>

		<ul style="list-style-type: none"> • 4J Technology Compatibility • UDL Components • 4J Confidence rating <p>Edreports is a non-profit that scores curricula on text quality, building knowledge, alignment rating, and usability rating. Seven programs scored all green on EdReports. The seven programs are American Reading Company (ARC), Core Knowledge Language Arts (CKLA), Expeditionary Learning (EL), IntoReading, myView, Wit and Wisdom (with Geodes and Foundations), and Wonders. The goal of <i>Phase 1</i> was to narrow down the selection from 7 programs to 3 or 4 for <i>Phase 2</i>.</p>	
	<p><i>October 2021</i></p>	<p><i>(c) The adoption team will solicit input from applicable staff and then produce a common vision with aligned criteria, evaluation rubric and a timeline for curriculum adoption. <u>All products will be made available for public comment.</u></i></p> <ul style="list-style-type: none"> • October 4: Community presentation and feedback provided on 10/4/21 in English and Spanish. English Video and Spanish Video recorded and linked on 4J website. Feedback form and responses <p><i>(a) From Pilot of AR: The adoption team will review available curricula and develop a list of materials to consider. Selected materials will be evaluated using the evaluation rubric including the district's equity tool.</i></p> <ul style="list-style-type: none"> • October 7: On-board new members to the adoption team and share which programs moved to Phase 2 of the evaluation process <ul style="list-style-type: none"> ○ Presentation Slides and Handouts • October 12: Curriculum Publisher presentations will take place prior to the team evaluating the four programs in Phase 2. Recording • October 15: Review Materials & Score using rubrics below. Each team member will evaluate 2-3 programs, of the available 4. <ul style="list-style-type: none"> ○ NYC Culturally Responsive Scorecard ○ Social Studies Standards Alignment ○ Presentation Slides • October 28: Discuss and reflect on Phase 2 evaluations to make final confidence rating for programs to pilot • November 4: Announce 2 programs to pilot 	<p><i>The adoption team recommends this be moved to Launch for future adoptions. We are unable to that we have not selected.</i></p>
	<p><i>Monthly</i></p>	<p><i>(d) The adoption team will report progress to the instructional leadership team and receive</i></p>	

		<p>feedback.</p> <ul style="list-style-type: none"> Curriculum Director and TOSA(s) will provide updates on progress to the Instructional Leadership Team, at least 1-time per month. <ul style="list-style-type: none"> Updates will be provided either in-person or via written report 	
<p>Remaining phases in DRAFT form and will be updated</p> <p><i>*Links to come as they are agreed upon and used with the team</i></p>			
<p>Pilot</p> <p><i>Materials are piloted and examined using established criteria and data collected.</i></p>	<p>November 2021- February 2022</p>	<p>(a) <i>The adoption team will review available curricula and develop a list of materials to consider. Selected materials will be evaluated using the evaluation rubric including the district's equity tool.</i></p> <ul style="list-style-type: none"> The adoption team recommends this be moved to Launch for future adoptions. We are unable to pilot what we have not selected. (See above) 	
	<p>November-December 2021</p>	<p>(b) <i>Pilot teachers will receive professional development prior to piloting. The pilot team will evaluate units from the recommended curricula. All members of the pilot team will pilot more than one curriculum. The adoption team may observe pilot classrooms.</i></p> <ul style="list-style-type: none"> In-depth Curriculum Publisher presentations will be held in preparation for the pilot. Adoption team members and pilot teachers will be trained in curriculum implementation. The team, along with recommendations from publishers, will determine which units to pilot. <p>(c) <i>The adoption team will collect data from the pilot team and will inform and receive input from parents, teachers and administrators.</i></p> <ul style="list-style-type: none"> We will hold an in-person COVID safe Community Night for parents, teachers, administrators, and community members to preview the (2) curricula suites that will be piloted. Staff will collect input from participants. 	
	<p>January-March 2022</p>	<p>(b) <i>Pilot teachers will receive professional development prior to piloting. The pilot team will evaluate units from the recommended curricula. All members of the pilot team will pilot more than one curriculum. The adoption team may observe pilot classrooms.</i></p> <ul style="list-style-type: none"> Pilot teachers will evaluate curricula, using standardized rubrics. Teachers will each teach at least two curricula and be provided at least 12 hours of extended contract for the additional time accrued by piloting. 	
	<p>January-March 2022</p>	<p>(b) <i>Pilot teachers will receive professional development prior to piloting. The pilot team will evaluate units from the recommended curricula. All members of the pilot team will pilot more than one curriculum. The adoption team may observe pilot classrooms.</i></p> <ul style="list-style-type: none"> Curriculum Director, TOSA team, and adoption team members will be provided time 	

		<p>to observe pilot material in action.</p> <ul style="list-style-type: none"> ○ The Curriculum Director and TOSA team will see all piloted curriculum taught at every grade level. ○ If possible, Adoption Team Members will have the option to observe, but will not be required. 	
	March 2022	<p><i>(c) The adoption team will collect data from the pilot team and will inform and receive input from parents, teachers and administrators.</i></p> <ul style="list-style-type: none"> ● Pilot team teachers will gather data throughout the course of the pilot. This data will be analyzed by the adoption team. ● Curriculum Open House will be scheduled for parents and community stakeholders to provide feedback as well as learn about the pilot process. <ul style="list-style-type: none"> ○ Open House: March 2022 	
<p>Evaluate & Report</p> <p><i>Data is evaluated, materials are ranked and a report is submitted.</i></p>	March 2022	<p><i>(a) Using all data gathered, the adoption team ranks curricula, applying the equity decision tool and will report its findings to the instructional advisory council.</i></p> <ul style="list-style-type: none"> ● Adoption team will compile data from all sources and rank curricula ● The adoption team will utilize a consensus protocol to determine the team's final recommendations for adoption ● The Curriculum Director and TOSA team will develop a presentation and accompanying documentation to present to the instructional advisory council. <p><i>(b) The instructional advisory council will review the findings and ensure the adoption process has been followed. The instructional advisory council will provide feedback to the instructional leadership team.</i></p> <ul style="list-style-type: none"> ● Materials and all findings will be prepared for the instructional advisory council. 	
	April 2022	<p><i>(c) The instructional leadership team will review the rankings and instructional advisory council feedback and make a recommendation to the superintendent.</i></p> <ul style="list-style-type: none"> ● Materials and all findings will be prepared for the instructional leadership team. 	
<p>Adopt</p> <p><i>Superintendent makes an adoption recommendation to the school board.</i></p>	April 2022	<p><i>(a) The superintendent will make a formal recommendation to the Board to adopt a Curriculum.</i></p> <ul style="list-style-type: none"> ● <p><i>(b) The decision of the Board is final.</i></p> <ul style="list-style-type: none"> ● The goal is to have a Board decision by mid to late April to be able to order new materials to arrive in a timely manner for teachers' learning and preparation. 	

Implement <i>Schools will implement with professional development and evaluation opportunities.</i>	May 2022	<i>(a) Once the Board makes a decision, the adoption team will develop an implementation plan including professional development for affected teachers and evaluation of materials.</i> <ul style="list-style-type: none"> ● Implementation plan will be drafted early, as a tentative scope regardless of curriculum decided upon. This plan will be finalized once the Board makes a final decision. <ul style="list-style-type: none"> ○ The goal will be to start professional learning and implementation in May 2022. 	
	June 2022	<i>(a) Once the Board makes a decision, the adoption team will develop an implementation plan including professional development for affected teachers and evaluation of materials.</i> <ul style="list-style-type: none"> ● The goal will be to continue providing teachers with professional development opportunities at the end of the school year so as to maximize our time together when we return for more professional development in August. 	
	August 2022	<i>(a) Once the Board makes a decision, the adoption team will develop an implementation plan including professional development for affected teachers and evaluation of materials.</i> <ul style="list-style-type: none"> ● The Instruction Department staff will provide teachers with robust professional development to ensure that teachers are informed and comfortable with the new curriculum components, instructional strategies, scope and sequence, and implementation plan. 	
	September 2022	<i>(b) Schools will begin using the new curriculum according to the implementation plan.</i> <ul style="list-style-type: none"> ● All schools; grades K-5 will begin using the new curriculum according to the implementation plan. ● Teachers will receive ongoing support and training from the Instruction Department staff. 	
	March-May 2023	<i>(c) After a designated implementation period, the instructional leadership team will assess strengths and areas for improvement, including equity impacts, to inform any needed supplementation to the current adoption as well as future adoption cycles. This process will include input from affected teachers, parents and administrators.</i>	

