K-12 Materials Selection Committee

Meeting
October 7, 2026

WELCOME!

BEAVERTON SCHOOL DISTRICT

Content Area Breakout Rooms

- Science - Klamath 1-3
- Social Science - Wallowa Lake
- Health - Crater Lake

Social Science

Wallowa

Please get into Student, Staff, and Family Groups

BEAVERTON SCHOOL DISTRICT

Tonight's Agenda

4:45 - 5:00

Welcome, Agenda Overview, Equity Lens, Community Agreements, Future Meeting Updates, Survey Updates

5:00-6:00

HQIM and IMET Tool

6:00 - 6:30

Quantitative Data Review

6:30-6:45

Closing

Meeting Minutes, Webpage

- Science
- Social Science
- Health

Next Meeting: October 28, 2026

*3-hour meeting with dinner provided

Future Meeting Updates

October 28th and November 18th Meetings

4:45-7:45pm (+1 hour)

*Dinner will be provided

Start in content groups

Review Qualitative Data from surveys and perspective interviews

Qualitative Data Updates

- Student, staff, and family surveys have been sent! Thanks for your feedback!
- Survey window: October 7-16, 2026
- Student Perspective Interviews Underway
- All data will be reviewed at the October 28, 2026 Committee Meeting.

Please take the survey and encourage others to take it!

Equity Lens

Equity Lens

In the Beaverton School District, we apply the equity lens to all that we do. When **making decisions or taking action**, we utilize the following questions:

- ☐ **Whose voice** is and isn't represented in this decision?
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- ☐ Is this decision in alignment with the **BSD Equity Policy** ?
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Additional considerations:

- ☐ What **systemic barriers** might be at play in this situation?
- ☐ What **other possibilities** were explored?
- ☐ Is the decision/outcome **sustainable** ?



BEAVERTON SCHOOL DISTRICT

Community Agreements

BEAVERTON SCHOOL DISTRICT

Material Selection Committee
Community Agreements 2026-27

1. Focus on equity for ALL students
2. Equity of Voice-Opportunity for all to voice their opinions and ideas (Use WAIT—Why am I talking?), encourage others to share, and active listening.
3. Honest and respectful dialogue
4. Challenge to think outside the box and be open to change–reach beyond the status quo
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6. Be solution oriented, but be okay with multiple solutions
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9. Honor team member's schedules. Start and end meetings on time
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Additions to Community Agreements

- Ensuring broad participation from all members.
- Preventing discussions from being dominated by a single voice.
- Creating space for diverse perspectives and experiences.
- Identifying revisions, additions, and omissions to strengthen the agreements.
- Continuing refinement of the agreements at future meetings.
- Ensuring everyone has an equal opportunity to contribute by actively listening, encouraging others to speak, self-monitoring airtime (using "WAIT" — *Why Am I Talking?*), and considering perspectives that are missing from the conversation.

Learning Outcomes

- Review HQIM best practices and IMET tool as a base and foundation
- Review quantitative data for social science

To inform future development of district priorities and rubrics!

High-Quality Instructional Materials (HQIM) - SUMMARY

BEAVERTON SCHOOL DISTRICT

Protocol

- Get into HQIM article review groups: students, staff, and family
- Review key ideas from the article(s) that were reviewed relative to HQIM
- Document those key ideas on the slides
- Select one person to share out key ideas for the group

High-Quality Instructional Materials - SOCIAL SCIENCE

HQIM Articles

- Curriculum Research What we Know and Where We Need to Go
- How States Can Support The Adoption & Effective Use of High-Quality Standards Aligned Instructional Materials:What the Research Says
- What the Research Says- Achieve

State and National Social Science Frameworks

- Oregon's Vision for Social Science
- The C3 Framework for Social Science Standards, National Council for the Social Studies - NCSS



BEAVERTON SCHOOL DISTRICT

Student Group

- What key ideas stood out to you from the article(s)?

- The research on curriculum is related to textbooks rather than how it's implemented. I think that as we move away from textbook taught curriculum and classes, it's important to ask students on how they view the world
- How do we support new teachers in getting what they need? It is important to give training on the new curriculum
- Using a good textbook is raising student scores. This article is old I wonder how the multiple year implementation changes over time.
- How does the use of curriculum over multiple years...
- What determines what the top textbook is?
- Most teachers use materials that they develop. It's important to give teachers the opportunity to do that.
- Often new teachers are marginalized without new resources. It's important to give good training. It's important to create challenging materials for students. It's important to give teachers the chance to develop their materials and the materials needs to be changed according to what teachers have found was useful.

Student

- We need to question where the material came from or else it would be harmful. A lot of the teachers tend to not use the textbook at all and that can be harmful too.
- Using the textbook can be helpful and it keeps things aligned across the board.
- How do we do the research to make sure who's represented in the groups curriculums are created?
- Repeating theme: teaching students responsibility. Teachers are afraid on how parents might take it.
- Implement the skills we need for the present. It's very important to connect history to current society.

Student Group

- What key ideas stood out to you from the article(s)?

- Create challenging material
- Teachers have freedom on their method of delivery and what work best in their classrooms.
- There is a repeating theme of teaching responsibilities but it does say how. We learn to be a citizen, but we don't get to see how through diverse stories or empathize with current conditions.
- How will SS help us learn how relate to current times, not just history.
- Add more about the economic system based on things have changed.
- We only see the genocide, but do we learn more about margenalized communities beyond harm.Who were they? How did they take care of their world around them?
- As high school student and adults there is racial prejudice and harm, including that...during the Holocaust or civil rights there was a mass group of people that hated other people and yet it is still happening today. Ask, what am I doing to disrupt the cycle
- What am I doing to make sure the harm that happened in history doesn't happen in front of us?
- This is good opportunity to apply historical analysis and critical thinking skills (street culture, teach students how to make the connections vs. telling them what they are)

Student Group

- What key ideas stood out to you from the article(s)?

- Let's bring in home connection and how events, like the Holocaust and how they came to be. My teachers spent two week just talking about the lead up. What are common causes? What lead up to it, struggling economies, having someone to blame, believing that having power can fix that. How to speak out
- Correlation between yellow journalism and social media
- How might we study propaganda. For example as saying passed away, rather than someone died. Passed away downplay severity.
- We don't talk about what happens when a group of people are suffocated but we just talk about the fact that they were suffocated. Understanding equality how systems of power shape others experiences. More critical thinking skills applied
- When talking about discrimination, we should add a layer of empathy.
- Learning about empathy and developing should shart at a much earlier ages, starting civics in middle school is passed the developmental stage. It should be implemented as early as kindergarten, even if people think it is too grand of a topic.
-

Staff Group

- What key ideas stood out to you from the article(s)?
  “Oregon’s Vision for Social Science” and “Curriculum Research, What We Know…”

- What constitutes HQIM, and the fact that there is “no taxonomy” and “we know very little about what makes a curriculum effective” and “HQ curriculum matters most to achievement in upper grades”… What do they mean by “learning gains are far lower in lower grades”?
- Subject areas assessed are NOT social science, thus our skills such as reliable sourcing aren’t necessarily measured… Skill building AND knowledge building… Materials should contain both.
- What constitutes “curriculum” with multiple perspectives is difficult to effectively measure. Legislative requirements for Ethnic Studies in OR… Will the curriculum we see be able to effectively address that legislative requirement? How do more unique Oregon specific standards (such genocide standard) get incorporated into these resources. Current Events in high school… Standards include present day events, will the resources?
- DL … Materials are “ok” but not everything is available in Spanish and Chinese. How do we know the materials are high quality in those languages? This may require perspectives beyond U.S.
- What exactly ARE the elements of the strong materials that made them strong in research??
- Article landed on “teachers generally do their own thing”, so how can we measure the effectiveness? Will what we select have lasting power in the classroom, or will teachers decide not to use the material? Skepticism with something new may exist, how to we plan for consistency? Oregon standards explicitly state “standards equip teachers”, but that logistically means not only training, but consistent training. What happens two years from now for both new and experienced teachers?

Family/Community Group

- What key ideas stood out to you from the article(s)?

- Ability to assess learning
- Age/grade level appropriate
- Aligning with standards and expectations
- The differentiation should be quality for all students-above, at and below
- Teacher usability and accessibility
- Professional development resources
- Textbooks and print materials available-options for students to access in different ways
- Intentional scope and sequence

HQIM Article Summary

Curriculum Research: What We Know and Where We Need to Go (Dr. David Steiner)

- Rigorous research demonstrates that choice of curriculum has a substantial, measurable impact on student academic achievement-comparable to or exceeding many other school interventions.
- Building background knowledge alongside skill development is crucial for long-term reading comprehension and analytical ability.
- The effectiveness of high-quality curriculum heavily relies on how consistently and accurately educators implement it in the classroom.
- There needs to be better industry-wide definitions and research frameworks to evaluate which specific features of a curriculum drive student success.

HQIM Article Summary

How States Can Support The Adoption & Effective Use of High-Quality Standards Aligned Instructional Materials:What the Research Says

- States influence district curriculum adoption through three primary levers: mandates, signals, and incentives.
- Centralized state reviews save local school districts significant time and financial resources by vetting materials against rigorous standards.
- Access to HQIM is most effective when paired with curriculum-based professional learning for teachers and administrators.
- Establishing teacher “ambassadors” or peer networks helps build trust and capacity across districts when transitioning to new high-quality materials.

HQIM Article Summary

What the Research Says- Achieve

- High-quality materials ensure content is strictly aligned with college and career ready standards, maintaining grade level expectation for all students.
- HQIM provides structured support and scaffolding so that diverse learners, including multilingual students and students with disabilities, can access grade level content.
- Adopting pre-vetted, coherent instructional materials reduces the time teachers spend searching for or creating unvetted materials from scratch, allowing them to focus on instruction and targeted student support.
- Beyond standards alignment, modern HQIM must be user-friendly, culturally and community responsive, and adaptable for family engagement.

Instructional Materials Evaluation Tool (IMET)

BEAVERTON SCHOOL DISTRICT

Instructional Materials Evaluation Tool (IMET)

- The Instructional Materials Evaluation Tool (IMET) is a comprehensive evaluation rubric used to determine whether a textbook series or curriculum package is truly high-quality, aligned to state standards, and equitable.
- The Oregon Department of Education (ODE) provides the Oregon-IMET (OR-IMET) to ensure school districts do not have to "reinvent the wheel" when reviewing curriculum.
- Oregon law requires adopted instructional materials to meet rigorous state criteria, accessibility standards (like NIMAS), and equity requirements.



Instructional Materials Evaluation Tool (IMET)

- The IMET sets a clear, objective standard so committees can identify non-negotiable gaps, eliminate substandard programs, and adopt materials grounded in evidence-based practices.
- Specific to **Social Science**, the OR-IMET evaluates programs based on inquiry-based learning frameworks (such as the C3 Framework)—emphasizing inquiry arcs, historical empathy, civic engagement, and critical thinking—while assessing cultural responsiveness, inclusive multi-perspective histories (including Tribal History/Shared History), and accessibility.

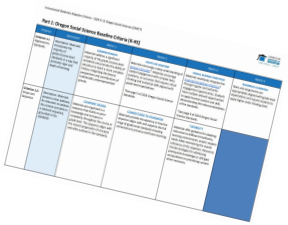


Oregon IMET Links for SOCIAL SCIENCE

- ODE Social Science IMET for Grades K-12
- Social Science Essential Skills (pages 6-8)

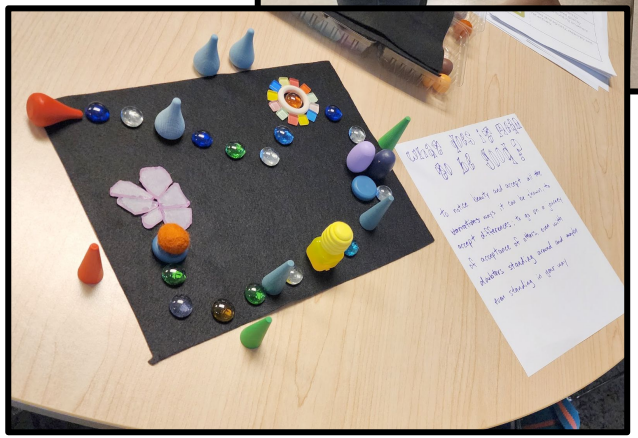
BEAVERTON SCHOOL DISTRICT

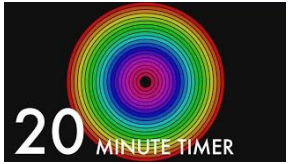
Let's build our district priorities



1. **Read** the IMET (Rubric) individually.
2. **Use** materials to represent the information on IMET into a model, including key components.
3. **Reflect and Connect** with a partner. Share what you understood from the IMET tool. Then work together to connect your ideas and materials.
4. **Share in writing:**
   - What does your model mean to you?
   - What key components stood out to you?







Share:

- What does your model mean to you?
- What key components stood out to you?



Join at
slido.com
#6934 169

Click on the QR code or here to see responses.

BEAVERTON SCHOOL DISTRICT

Quantitative Data Review

Mixed Groups

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Social Science Quantitative Data Review



BEAVERTON SCHOOL DISTRICT

- Graphs For Social Studies Materials Selection

Quantitative Data Review



- **<u>Individual</u>**: What do you notice? What questions does it raise?

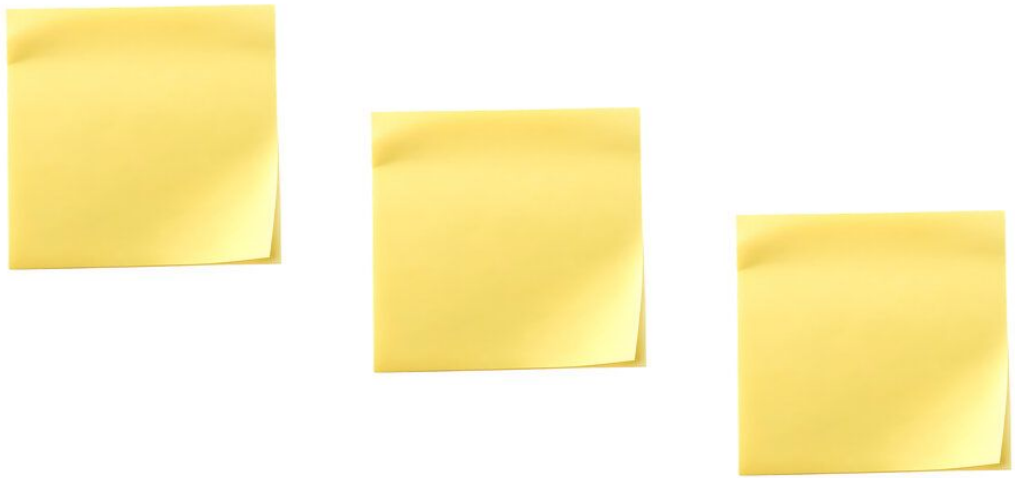
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Wonder - Questions that emerge from the data	

BEAVERTON SCHOOL DISTRICT

Quantitative Data Review



- **<u>Table:</u>** Identify 3 questions to consider as we move forward
- **<u>Whole group</u>**:
  - Share
  - Categorize
  - Label



BEAVERTON SCHOOL DISTRICT

Qualitative Data Review



BEAVERTON SCHOOL DISTRICT

***Next Meeting**

Staff Surveys

Student Surveys

Family Surveys

Student Perspective Interviews

Thank You!

- Closing
- Materials Selection Committee Websites
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BEAVERTON SCHOOL DISTRICT

Science

Klamath 1-3

BEAVERTON SCHOOL DISTRICT

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BEAVERTON SCHOOL DISTRICT

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Material Selection Committee
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Additions to Community Agreements

- **Agreement #1:** Be mindful of voices and perspectives that are not represented in the room, including newer educators.
- **Agreement #6:** Acknowledge that multiple solutions may exist and that no solution will be perfect.
- **Agreement #8:** Add language encouraging participants to ask questions.
- **Agreement #9:** Honor team members' schedules and respect responsibilities and commitments outside of committee work.

High-Quality Instructional Materials (HQIM)

BEAVERTON SCHOOL DISTRICT

Charge of Materials Selection

Oregon Department of Education expects school districts to select and provide all K-12 students with free appropriate instructional material and resources.

- The state establishes the cycle for adoption.
- The materials must be in accordance with the National Instructional Materials Accessibility Standards (NIMAS) - for individuals who are blind or have another disability that impairs access to printed material. This means students must have access to alternate formats.
- The materials selection process must include opportunities for community and parent involvement.

High-Quality Instructional Materials



Oregon Department of Education provides Oregon districts support to help ensure students have equitable access to high-quality instructional materials (HQIM) that are:

- **aligned to grade level standards**
- **culturally responsive**
- **reflect evidence-based practices**

In addition, HQIM should reflect: inclusive practices, support for teachers and students, embedded assessments, and account for and honor the experiences of diverse learners and educators.

Adopted instructional materials in Oregon are subject, by law, to an evaluation process and must meet established specifications and criteria in order to be approved for use in Oregon classrooms.

ODE High Quality Instructional Materials (HQIM)

High-Quality Instructional Materials - SCIENCE

- Why NGSS? by Next Generation Science Standards
- Why High-Quality Science Materials Matter by EdReports
- The State of K-12 Science Curriculum by Sam Shaw and Eric Hirsch (*State Education Standard*, NASBE, Jan 2024)



HQIM Activity

First, everyone: Watch: Why NGSS? by Next Generation Science Standards (Agree, Wonder, Questions)

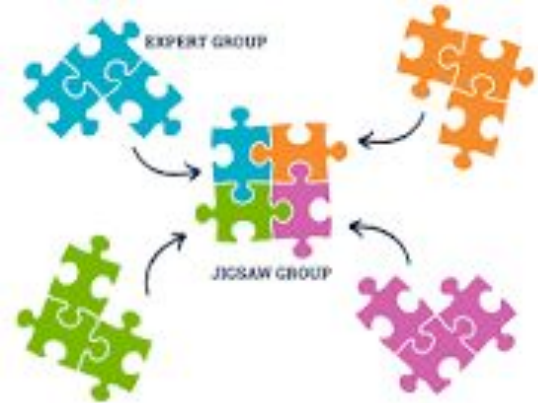
Then, read the article for your group and list 5 key ideas in your article as a table group to share out to the whole group.

Parents and Students:

Why High-Quality Science Materials Matter by EdReports

Teachers:

The State of K-12 Science Curriculum by Sam Shaw and Eric Hirsch (*State Education Standard*, NASBE, Jan 2024)



Why High-Quality Science Materials Matter



EdReports reviewer Melody Hawkins on her journey in education, what makes science curriculum high quality, and the importance of representation in materials.

"A key part of high expectations is using high-quality, grade-level materials that are aligned to college and career ready standards and that set teachers up to attend to the needs of every student.

I knew I needed high-quality materials that gave me a platform to be a curriculum facilitator instead of requiring me to be a curriculum writer.

When teachers are focused on meeting the social, emotional, and academic needs of students who might come from high trauma environments, they don't have a whole extra reserve of time and energy to create or cobble together curriculum from scratch."

BEAVERTON SCHOOL DISTRICT

The State of K-12 Science Curriculum

While the availability of aligned, high-quality materials lags what science standards demand, states can press the market for better ones.

- **Individual**: Quietly read and highlight key ideas
- **Table:** Identify 3 ideas from article to consider as we move forward
- **Whole group**:
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BEAVERTON SCHOOL DISTRICT

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- Specific to **Science**, the OR-IMET evaluates programs based on the three dimensions of the Next Generation Science Standards (NGSS)—Disciplinary Core Ideas (DCIs), Science & Engineering Practices (SEPs), and Crosscutting Concepts (CCCs)—while assessing cultural responsiveness and accessibility.



Oregon IMET Links for SCIENCE

- Science iMet Rubric
- ODE High-Quality Instructional Materials (HQIM) Toolkit Main Page

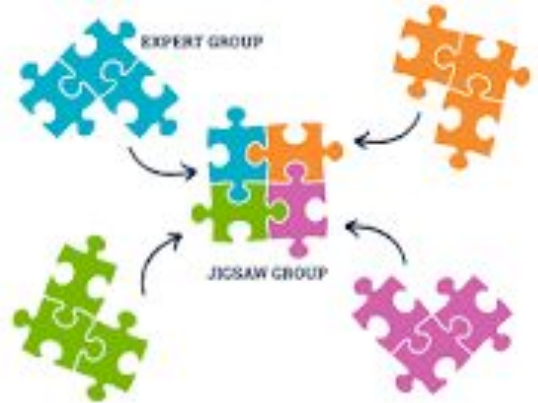
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IMET Activity

As a table group, read and highlight the iMet:

Science iMet

Share key takeaways: what are we looking for in the curricula we evaluate?



Science Quantitative Data Review



BEAVERTON SCHOOL DISTRICT

Click here for a digital copy of the Science Data sets:

- Grades distributions
- 2025-26 “N” Grades by student program
- OSAS

Quantitative Data Review



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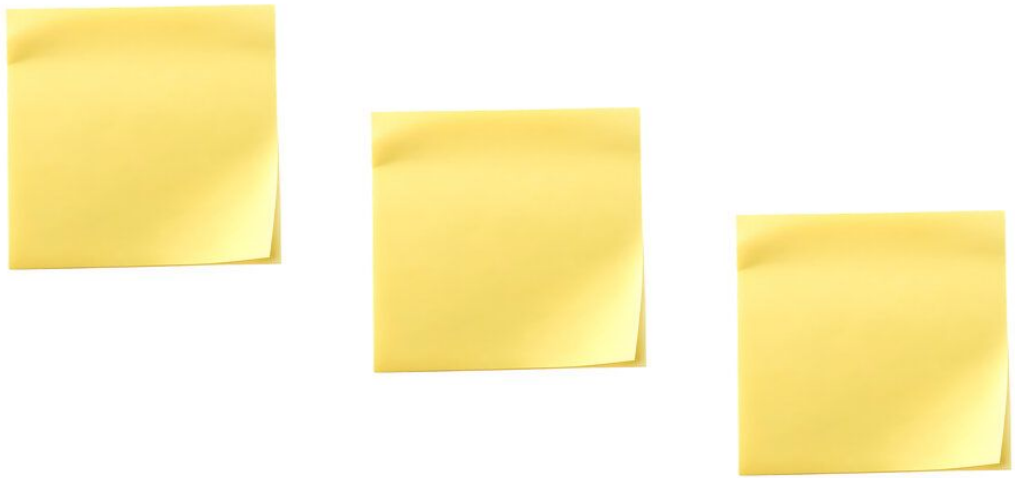
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BEAVERTON SCHOOL DISTRICT

Qualitative Data Review



BEAVERTON SCHOOL DISTRICT

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ODE High Quality Instructional Materials (HQIM)

Oregon Criteria for Health HQIM

Oregon's review process evaluates health materials against strict state mandates. For a program to be considered high quality in Oregon, it must satisfy several specific requirements:

Inquiry & Skill-Based Focus: Aligned with SHAPE America / National Health Standards, emphasizing decision-making, interpersonal communication, and risk reduction over passive reading.

Oregon Statutory Requirements: Materials must meet state mandates covering:

- Synthetic opioid and fentanyl overdose prevention (e.g., Senate Bill 1045 mandates).
- Mental, social, and emotional health integration.
- Comprehensive sexuality education (age-appropriate, medically accurate, inclusive, and culturally responsive).
- Substance abuse, suicide prevention, and violence/trafficking prevention.

Accessibility & Inclusive Design: Under Oregon law (OARs), materials must be NIMAS-compliant for students with disabilities and reflect diverse backgrounds and identities.

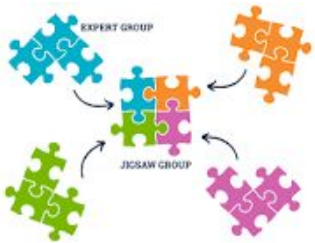
HQIM Activity

As a table group, read your article or watch the video and share 5 key ideas with the group.

Staff: National Health Education Standards by SHAPE America

Family/Community: Characteristics of an Effective Health Education Curriculum by CDC

Students: Health Education Curriculum Analysis Tool (HECAT) by CDC



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Oregon HQIM Toolkit Link for HEALTH

- ODE High-Quality Instructional Materials (HQIM) Toolkit Main Page

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Instructional Materials Evaluation Tool (IMET)

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Instructional Materials Evaluation Tool (IMET)

- The Instructional Materials Evaluation Tool (IMET) is a comprehensive evaluation rubric used to determine whether a textbook series or curriculum package is truly high-quality, aligned to state standards, and equitable.
- The Oregon Department of Education (ODE) provides the Oregon-IMET (OR-IMET) to ensure school districts do not have to "reinvent the wheel" when reviewing curriculum.
- Oregon law requires adopted instructional materials to meet rigorous state criteria, accessibility standards (like NIMAS), and equity requirements.



Instructional Materials Evaluation Tool (IMET)

- The IMET sets a clear, objective standard so committees can identify non-negotiable gaps, eliminate substandard programs, and adopt materials grounded in evidence-based practices.
- Specific to **Health**, the OR-IMET evaluates programs based on skill-based learning models aligned with national and state health standards—emphasizing ***decision-making***, ***interpersonal communication***, ***risk reduction***, and ***self-advocacy over passive reading***—while assessing compliance with Oregon statutory mandates (including comprehensive sexuality education, synthetic opioid/fentanyl prevention, mental health, and suicide prevention), cultural responsiveness, and accessibility.



IMET Review Activity

As a table group read and highlight the iMet Rubric

K-12 Health Rubric

Share key takeaways: what are we looking for in the curricula we evaluate?



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Oregon K-12 IMET Link for HEALTH

- ODE Health IMET for Grades K-12 (short version)
- ODE Health IMET for Grades K-12 (long version)

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Quantitative Data Review

Mixed Groups

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Health Quantitative Data Review



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Quantitative Data Review



- **<u>Individual</u>**: What do you notice? What questions does it raise?

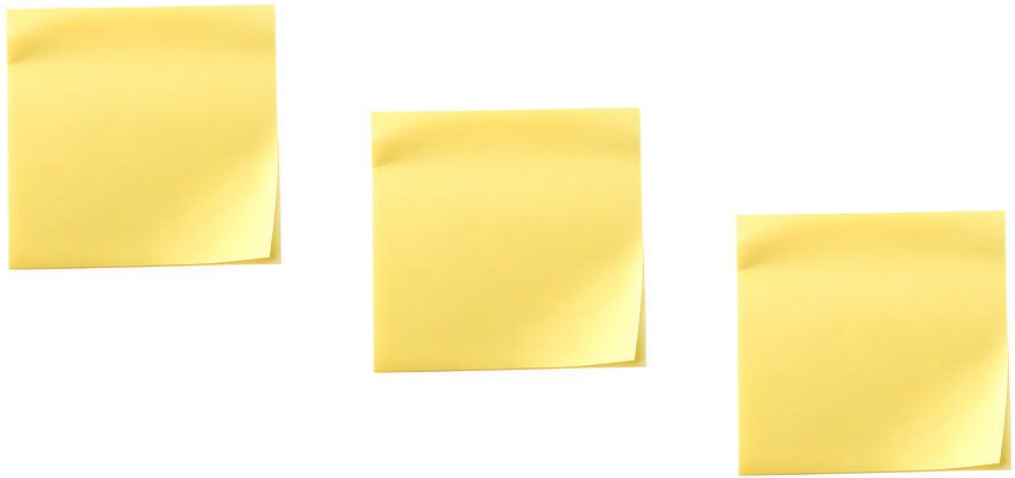
Notice (Strengths)	Notice (Opportunities)
Wonder - Questions that emerge from the data	

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Quantitative Data Review



- **<u>Table:</u>** Identify 3 questions to consider as we move forward
- **<u>Whole group</u>**:
  - Share
  - Categorize
  - Label



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Qualitative Data Review



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***Next Meeting**

Staff Surveys

Student Surveys

Family Surveys

Student Perspective Interviews

Thank You!

- Closing
- Materials Selection Committee Websites
  - Meeting Notes, Documents and More
  - Health Minutes
- Next Meeting: October 28, 2026, 4:45-7:45pm, Dinner Provided

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