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Enactment Date	6/6/18 os



OAKLAND UNIFIED
SCHOOL DISTRICT

Community Schools, Thriving Students

June 6, 2018

TO: Board of Education
FROM: Kyla Johnson Trammell
Sondra Aguilera, Senior Deputy Chief
David Chambliss, Deputy Chief

SUBJECT: Approval of (a) Open Up Resources Mathematics Instructional Materials Adoption – Grades 6-8 and (b) Agreement with Open Up Resources for the Period May 23, 2018 - June 30, 2019 in an Amount Not to Exceed a Total of \$286,033.99 for the Purchase of Instructional Materials Related Thereto.

Action Requested

Approve (a) adoption of *Open Up Resources* mathematics instructional materials for grades 6-8 and (b) Agreement with Open Up Resources for the period May 23, 2018 - June 30, 2019 in an amount not to exceed a total of \$286,033.99 for the purchase of instructional materials related thereto.

Background

Development of the OUSD Core Curriculum began in 2011, when the Common Core State Standards had been the adopted standards of the state for a little more than a year and the state mathematics framework had not yet been written. The curricular materials commercially available at the time did not yet substantially align to the new standards and the shifts in learning and teaching that those standards represented. Recognizing that students and teachers needed different materials as they worked to make sense of the Standards for Mathematical Practice and changes in how and when key concepts were introduced in CCSS, Oakland embarked on a multi-year effort to develop a set of materials that would align with the CCSS-M. This work, organized by the central office math team, engaged expert advisers from beyond the district as well as a broad cross-section of Oakland middle and high school math teachers. Curriculum production work served as an important professional learning opportunity for participating teachers to unpack and understand the demands of the new standards, while also producing curricular materials that would support all teachers in the transition.

Now, a much wider array of curricular products are available from commercial vendors. In some cases materials that existed prior to 2010 have been revised and reworked to align to the new standards. Other materials have been newly created in response to the Common Core State Standards. New materials continue to come to market, and independent organizations such as EdReports have undertaken reviewing instructional materials in relation to

standards. In this context, Teaching & Learning was charged with leading an Instructional Materials Review in spring 2017 to identify curricula that will best support OUSD students in learning the standards.

Selection Process

District math leaders in the department of Teaching & Learning have concluded a 2-year process of instructional materials review and piloting with extensive participation from OUSD teachers and principals, as well as members of the community.

In the winter of 2016-17, middle grades sites were invited to investigate the Eureka Math curriculum¹ by piloting modules (units) in their classes. One site acted on the invitation; other site teams considered the materials and tried lessons intermittently, but did not undertake piloting full modules of the curriculum.

Teaching & Learning began engaging the broader Oakland middle school math community around adopting materials for middle grades math in March 2017. Working under the charge to make a curriculum recommendation to the Interim Superintendent and Board of Education in time for adoption and purchase for use starting in fall 2017, Teaching & Learning solicited applications from teachers to join a Mathematics Instructional Materials Review Committee (MIMRC) and began surveying district stakeholders about what they most wanted in an adopted primary math resource. The Mathematics Instructional Materials Review Committee narrowed a list of more than 10 different curricula to three finalists, each of which had significant strengths when evaluated against alignment to the Common Core State Standards, local criteria for instructional materials and the OUSD Vision for Mathematics. After considerable analysis, reflection, and discussion of the finalists, the committee worked to arrive at consensus that if an adoption for 2018-19 was required, then the committee voted for *Open Up Resources*, however strongly recommended that our community take on year to pilot the finalist curricula before choosing one curriculum to adopt. The committee's recommendation for piloting was approved.

In Fall 2017, all teachers were invited to participate in a curriculum pilot where they could choose to pilot at least one unit from 2 of 3 curricula: *Open Up Resources*, *CPM*, and *Math TechBook*. Teachers were only interested in piloting *Open Up Resources*. Following an October curriculum launch with the publisher and a series of professional learning sessions, 35 teachers representing 9 different schools piloted at least one unit from *Open Up Resources*, with many teachers choosing to use the curriculum all year.

In March 2017, the committee met again to analyze teacher feedback and student work from the pilot and determined that *Open Up Resources*, paired with a robust professional learning plan, is a product that will support Oakland students' learning aligned to the expectations of the Common Core State Standards and the OUSD Vision for Mathematics.

Resulting Agreement

The Agreement resulting from the District's adoption of the curriculum would begin May 23, 2018, in order to immediately place the required order(s) for materials to ensure availability to students prior to the beginning of the 2018/2019 school year, with payments not to exceed \$286,033.99 in the 2018/2019 fiscal year.

¹ *Eureka Math* is distributed by Great Minds. It was developed as *EngageNY*.

Recommendation

Approve (a) adoption of *Open Up Resources* mathematics instructional materials for grades 6-8 and (b) Agreement with Open Up Resources for the period May 23, 2018 - June 30, 2019 in an amount not to exceed a total of \$286,033.99 for the purchase of instructional materials related thereto.

Fiscal Impact

The complete purchase of *Open Up Resources* instructional materials will not exceed a total of \$286,033.99 in the 2018/2019 fiscal year. This purchase assumes continued District investment in replenishing consumable student workbooks and consumable classroom materials for the length of the adoption, approximately \$137,850 annually.

Funding Source

Lottery Funds or Base General Purpose Funds, depending on 2018-19 budget

Attachment

- Attachment A: [OUSD Middle School Math Curriculum Proposal](#)
- Attachment B: [Budget Proposal for Instructional Materials](#)
- Attachment C: [Budget Proposal for Ongoing Professional Learning](#)
- Attachment D: Agreement Between OUSD and Open Up Resources



CONTRACT JUSTIFICATION FORM

This Form Shall Be Submitted to the Board Office With *Every* Consent Agenda Contract.

Legislative File ID No. 18-0836

Department: Teaching & Learning

Vendor Name: Open Up Resources

Contract Term: Start Date: May 23, 2018 End Date: June 30, 2020

Annual Cost: \$286,033.99

Approved by: Sondra Aguilera, Senior Deputy Chief and David Chambliss, Deputy Chief

Is Vendor a local Oakland business? Yes No

Why was this Vendor selected?

District math leaders in the department of Teaching & Learning have concluded a 2-year process of instructional materials review with extensive participation from OUSD teachers and principals, as well as members of the community. In 2016-2017, an Instructional Materials Review Committee selected Open Up Resources to pilot, out of a list of 20 curricula, based on criteria determined through a survey completed by 49 teachers and 10 site administrators. In 2017-18, 35 teachers representing 9 schools piloted Open Up Resources. Feedback from the curriculum pilot shows that there is overwhelming support for OUSD to adopt Open Up Resources.

Summarize the services this Vendor will be providing.

Open Up Resources student workbooks, teacher guides, and kits of hands-on materials

Was this contract competitively bid? Yes No

If No, answer the following:

1) How did you determine the price is competitive?

Compared Open Up workbook and teacher guide costs to the cost of printing the digital materials at local print shops.

2) Please check the competitive bid exception relied upon:

- Educational Materials**
- Special Services** contracts for financial, economic, accounting, legal or administrative services
- CUPCCAA exception** (Uniform Public Construction Cost Accounting Act)
- Professional Service Agreements** of less than \$86,000 (increases a small amount on January 1 of each year)
- Construction related Professional Services** such as Architects, DSA Inspectors, Environmental Consultants and Construction Managers (require a "fair, competitive selection process)
- Energy** conservation and alternative energy supply (e.g., solar, energy conservation, co-generation and alternate energy supply sources)
- Emergency** contracts
- Technology** contracts
 - electronic data-processing systems, supporting software and/or services (including copiers/printers) over the \$86,000 bid limit, must be competitively advertised, but any one of the three lowest responsible bidders may be selected
 - contracts for computers, software, telecommunications equipment, microwave equipment, and other related electronic equipment and apparatus, including E-Rate solicitations, may be procured through an RFP process instead of a competitive, lowest price bid process
 - Western States Contracting Alliance Contracts (WSCA)
 - California Multiple Award Schedule Contracts (CMAS) [contracts are often used for the purchase of information technology and software]
- "Piggyback" Contracts** with other governmental entities
- Perishable Food**
- Sole Source**
- Change Order for Material and Supplies** if the cost agreed upon in writing does not exceed ten percent of the original contract price
- Other, please provide specific exception**

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**RESOLUTION OF THE BOARD OF EDUCATION OF
THE OAKLAND UNIFIED SCHOOL DISTRICT
RESOLUTION NO. 1718-0160**

**SELECTION AND PURCHASE OF INSTRUCTIONAL
MATERIALS (OPEN UP RESOURCES
MATHEMATICS)**

WHEREAS, pursuant to Board Policy 6161.1, the Governing Board is responsible for selecting textbooks and other instructional materials for use in District schools;

WHEREAS, the State Board of Education has approved standards for curriculum, certain curriculum frameworks, and has approved a list of basic instructional materials for use in Kindergarten through 8th grade;

WHEREAS, the Governing Board shall select instructional materials for use in grades Kindergarten through 8th grade or shall have otherwise determined which instructional materials align with the state academic content standards;

WHEREAS, the Governing Board shall select instructional materials for grades 6-8 upon determining that the materials are:

- Aligned to applicable academic content standards;
- Are provided by publishers that comply with legal requirements;
- Do not reflect adversely upon persons because of their race or ethnicity, gender, religion, disability, nationality, sexual orientation, occupation, or other characteristic listed in Education Code 220, nor contain any sectarian or denominational doctrine or propaganda contrary to law;
- Reflective of California's multicultural society, avoid stereotyping, and contribute to a positive learning environment;
- Are accurate, objective, current, and suited to the needs and comprehension of district students at their respective grade levels;
- With the exception of literature and trade books, use proper grammar and spelling;
- Do not expose students to a commercial brand name, product, or corporate or company logo unless the Board makes a specific finding that the use is appropriate;
- Support the district's adopted courses of study and curricular goals
- Contribute to a comprehensive, balanced curriculum
- Demonstrate reliable quality of scholarship as evidenced by:

- Provide for a wide range of materials at all levels of difficulty, with appeal to students of varied interests, abilities and developmental levels
- Include materials that stimulate discussion of contemporary issues and improve students' thinking and decision-making skills
- Contribute to the proper articulation of instruction through grade levels
- Have corresponding versions available in languages other than English as appropriate
- Include high-quality teacher's guides
- Meet high publishing standards in terms of the quality, durability and appearance of paper, binding, text and graphics
- Upon adoption of standards by the SBE, not exceed maximum textbook weight standards
- Meet the standards for social content that portray in a realistic manner democratic values, cultural pluralism, and the diversity of the state's population, and emphasize people in varied, positive, and contributing roles;

WHEREAS, as summarized in Attachment A, instructional review committees comprised predominantly of teachers, teacher leaders and central office content specialists, with the majority of the participants being teachers, reviewed instructional materials for potential use in District schools and found the following to meet the standards for adoption. Therefore, the following instructional materials are recommended for adoption by the Governing Board: *Open Up Resources*, by Illustrative Mathematics;

WHEREAS, expenditures, pursuant to an Agreement between the District and Open Up Resources, shall not exceed the total amount of \$286,033.99 for the period May 23, 2018 to June 30, 2019, for the purchase of grades 6-8 math instructional materials related thereto:

NOW , THEREFORE, BE IT RESOLVED that the Board of Education hereby finds that the instructional materials listed in Attachment A meet the standards for adoption and hereby selects the instructional materials listed in Attachment A for use in District schools.

BE IT FURTHER RESOLVED that the Board approves the Agreement with Open Up Resources for the period May 23, 2018 - June 30, 2019 in an amount not to exceed a total of \$286,033.99 for the purchase of instructional materials related thereto, which Agreement is attached as Attachment D. The price quote issued by Open Up Resources, as well as its pricing lists, are included collectively within Attachment B, with the stated costs of purchases of the materials pursuant to the quotes/pricing list and the Agreement as follows:

Vendor	Qty	Description	Total Price
Open Up Resources	8,000	Student Workbooks	\$180,000.00
	100	Teacher Guides	\$9,500.00
	100	Classroom Kits	\$64,000.00
Instructional Materials Subtotal			\$253,500.00

Estimated Tax and Shipping	\$32,533.99
Total for 2018/2019	\$286,033.99

Passed by the following vote:

PREFERENTIAL AYE: Student Director Quetzal
PREFERENTIAL NOE: None
PREFERENTIAL ABSTENTION: None
PREFERENTIAL RECUSE: None
AYES: James Harris, Nina Senn, Shanthi Gonzales, Roseann Torres, President Aimee Eng
NOES: None
ABSTAINED: None
RECUSE: None
ABSENT: Student Director McElvain, Jody London, Vice President Jumoke Hinton Hodge

CERTIFICATION

We hereby certify that the foregoing is a full, true and correct copy of a Resolution passed at a Regular Meeting of the Board of Education of the Oakland Unified School District, held on May 23, 2018.

OAKLAND UNIFIED SCHOOL DISTRICT

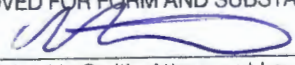
Aimee Eng

Aimee Eng
 President, Board of Education

Kyla Johnson-Trammell

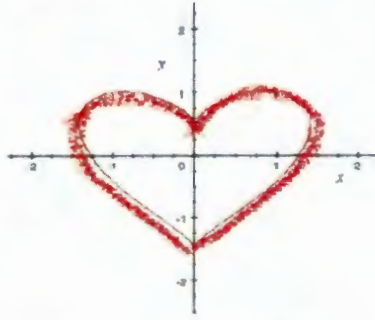
Kyla Johnson-Trammell
 Superintendent and Secretary, Board of Education

OAKLAND UNIFIED SCHOOL DISTRICT
 Office of the General Counsel
 APPROVED FOR FORM AND SUBSTANCE

By:  *5/15/18*
 Michael L. Smith, Attorney at Law

OUSD or the District verifies that the Contractor does not appear on the Excluded Parties List at <https://www.sam.gov/>

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**Attachment A:
Middle School Math
Curriculum Proposal**

Oakland Unified School District

April 2018

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Executive Summary

In Spring 2017, Teaching & Learning and the middle school math community were charged with selecting instructional materials for adoption and purchase for the 2017-18 school year. The Mathematics Instructional Materials Review Committee, a group of teachers and site-based teachers-on-special assignment, began work in late March 2017 to review and identify materials that would best support OUSD middle grades students in learning mathematics as described in the CCSS-M. The committee's review was based on evaluation of printed and online materials against local criteria, third-party analyses, and interviews with implementers in other districts. Timeline prevented implementing pilots of curricula reviewed by the committee in classrooms across the district. Within these constraints, the committee arrived at a consensus recommendation that should we need to adopt curriculum for 2018-19, the committee recommends *Open Up Resources*, by Illustrative Mathematics, however strongly recommended that the adoption process be extended through Spring 2018 to allow for classroom-based piloting of sample lessons or instructional units and for sufficient time to plan for professional learning well in advance of district-wide implementation. That recommendation was submitted to Deputy Chief of Teaching & Learning David Chambliss on May 16. At that point, it was determined that proceeding with a pilot in 2017-18 was the best next step for the district, based both on the reasons put forth by the committee and the district's budget landscape.

In 2017-18, 35 teachers representing 9 of our schools participated in a pilot of *Open Up Resources*. The feedback from teachers lead the Mathematics Instructional Materials Review Committee to recommend that *Open Up Resources* is adopted as our middle school math curriculum, to be implemented district-wide starting 2018-19.

2016-17 Materials Review

Materials Piloting Proposal for 2017-18, in preparation for adoption in 2018-19

The work of the Mathematics Instructional Materials Review Committee (MIMRC) sets the stage for a focused pilot of instructional materials in 2017-18. The Committee believes that deeper investigation into the two finalist curricula — *Open Up Resources* and *CPM Core Connections* — would allow the district to gather information about implementing them in classrooms. In addition, the Committee recommends completing a review of the published materials that are part of *Math Techbook* by Discovery Education. That program has recently received the highest EdReports rating, and after initial local review shows promise for meeting district criteria. The Committee was not able to give it full consideration on the original, compressed timeline.

Building on the Committee's work reviewing print and online materials, Teaching & Learning math, in partnership with MIMRC, proposes the following:

- Invite middle school teachers to pilot the final titles under consideration, *Open Up Resources* and *CPM Core Connections*, in 2017-18.
- Review one additional title, that was not available for full consideration during the April-May 2017 review process. Based on the results of the materials review, consider adding *Math TechBook* (published by Discovery Education), to the list of materials to pilot.
- Each teacher who participates in the pilot commits to teaching one unit from each of the finalist curricula, so that s/he is equipped to provide feedback on both sets of materials and compare them.
- Complete the pilot teaching by mid-March 2018, to prepare an adoption recommendation for consideration by the Superintendent and Board of Education in early April 2018.
- Between April and June, make plans for professional learning for teachers in June and August, as well as throughout the 2018-19 school year, to support strong implementation.

Context of the spring 2017 materials review & recommendation

In 2009, Oakland Unified adopted texts for use math classrooms K-12 in the district. These texts were aligned to the then-current Mathematics Content Standards for California Public Schools, which had been adopted by the state Board of Education in 1997. The texts adopted in 2009 remain the official district-adopted math texts for Oakland middle schools today, in spite of the fact that California adopted the Common Core State Standards (California Common Core Standards) in 2010. For the last six years, Oakland Unified School District middle grades math teachers have been guided by the California Common Core Standards and the OUSD Core Curriculum as they plan learning experiences for students.

Development of the OUSD Core Curriculum began in 2011, when the Common Core State Standards had been the adopted standards of the state for a little more than a year and the state mathematics framework had not yet been written. The curricular materials commercially available at the time did not yet substantially align to the new standards and the shifts in learning and teaching that those standards represented. Recognizing that students and teachers needed different materials as they worked to make sense of the Standards for Mathematical Practice and changes in how and when key concepts were introduced in CCSS, Oakland embarked on a multi-year effort to develop a set of materials that

would align with the CCSS-M. This work, organized by the central office math team, engaged expert advisers from beyond the district as well as a broad cross-section of Oakland middle and high school math teachers. Curriculum production work served as an important professional learning opportunity for participating teachers to unpack and understand the demands of the new standards, while also producing curricular materials that would support all teachers in the transition.

Six years later, the OUSD Core Curriculum for Math6, Math7, and Math8 is a robust set of materials organized around key tasks in each unit. Materials include guidance for teachers in structuring learning experiences to engage all students in opportunities for academic discussion about mathematics and in supporting students in productive struggle. Materials also include specific guidance to engage learners with particular needs in accessing each lesson. These materials were not formally adopted by the Board of Education, however.

Now, in 2017, a much wider array of curricular products are available from commercial vendors. In some cases materials that existed prior to 2010 have been revised and reworked to align to the new standards. Other materials have been newly created in response to the Common Core State Standards. New materials continue to come to market, and independent organizations such as EdReports have undertaken reviewing instructional materials in relation to standards. In this context, Teaching & Learning was charged with leading an Instructional Materials Review in spring 2017 to identify curricula that will best support OUSD students in learning the standards.

The materials review process, leading to a recommendation:

In the winter of 2016-17, middle grades sites were invited to investigate the Eureka Math curriculum¹ by piloting modules (units) in their classes. One site acted on the invitation; other site teams considered the materials and tried lessons intermittently, but did not undertake piloting full modules of the curriculum.

Teaching & Learning began engaging the broader Oakland middle school math community around adopting materials for middle grades math in March 2017. Working under the charge to make a curriculum recommendation to the Interim Superintendent and Board of Education in time for adoption and purchase for use starting in fall 2017, Teaching & Learning solicited applications from teachers to join a Mathematics Instructional Materials Review Committee and began surveying district stakeholders about what they most wanted in an adopted primary math resource. What follows is a timeline of stakeholder engagements in this materials review process.

Date	Activity
Winter 2016	Middle grades sites were invited to investigate the Eureka Math curriculum by piloting modules (units) in their classes. One site acted on the invitation; other site teams considered the materials and tried lessons intermittently, but did not undertake piloting full modules of the curriculum.
March 2017	Teaching & Learning began engaging the broader Oakland middle school math community around adopting materials for middle grades math in March 2017. Teaching & Learning

¹ *Eureka Math* is distributed by Great Minds. It was developed as *EngageNY*.

	solicited applications from teachers to join a Mathematics Instructional Materials Review Committee and began surveying district stakeholders about what they most wanted in an adopted primary math resource.
March 15, 2017	Begin identifying materials for review: Contact publishers to get review copies of materials
March 20-26, 2017	<ul style="list-style-type: none"> Recruit members for Math Instructional Materials Review Committee (MIMRC)
March 27, 2017 <i>Due April 10</i>	Solicit input on Instructional Materials Review Criteria via survey from teachers, Teacher Leaders, site administrators, central office leaders
March 28, 2017	Notify Committee members of acceptance Teaching & Learning received 13 applications from teachers to be on the Mathematics Instructional Materials Review Committee (MIMRC). All applicants were accepted who could attend at least four of the six scheduled meetings. The final decisions of the committee represented the consensus of 10 individuals.
March 29, 2017	Math Instructional Materials Review Committee Meeting #1 <ul style="list-style-type: none"> Review process and responsibilities Review of Ratios & Proportions content progression
March 30, 2017	Open communication with ELLMA Office about process
April 3-7, 2017	<ul style="list-style-type: none"> T&L Math Team continues research into materials to share with MIMRC. [Spring Break for teachers]
April 12, 2017	MIMRC Meeting #2 <ul style="list-style-type: none"> Finalize criteria for evaluation Evaluate curriculum #1 (Eureka Math)
April 13, 2017	Communicate with ELLMA about short list of materials; solicit input
April 19, 2017	MIMRC Meeting #3 <ul style="list-style-type: none"> Narrow list of curricula for consideration (from a list of 18 curricula to 5 for a deep dive) Finalize local criteria Evaluate curriculum #2 & #3 (Agile Mind, Open Up Resources)
April 25, 2017	MIMRC Meeting #4 <ul style="list-style-type: none"> Evaluate curriculum #4 & #5 (Connected Mathematics Project 3, CPM Core Connections)
May 3, 8 & 10, 2017	<ul style="list-style-type: none"> "Open House" for any MS Math teacher or site leader to view materials and MIMRC analysis
May 3, 2017	MIMRC Meeting #5 <ul style="list-style-type: none"> Identify strengths and weaknesses of each curriculum evaluated in relation to criteria Determine finalist curricula (Open Up, CPM, CMP3, Math Techbook)
May 4, 2017	Middle Grades Principal Engagement (Middle School and Elevation Networks)
May 9, 2017	MIMRC Meeting #6 <ul style="list-style-type: none"> Review stakeholder input Finalize recommendations from committee: If we need to pick one curriculum to adopt, we vote for Open Up, however our strong recommendation is to engage in a curriculum pilot for 2017-18

Teaching & Learning received 13 applications from teachers to be on the Mathematics Instructional Materials Review Committee (MIMRC). All applicants were accepted who could attend at least four of the six scheduled meetings. The eleven-member committee² included:

- Teachers from seven different schools, including one K-12 school and one 6th-12th grade school
- Three teachers currently teaching 6th grade
- Four teachers currently teaching 7th grade
- Six teachers currently teaching 8th grade
- Four individuals who spend at least part of their day coaching
- Three individuals with between 3-5 years of teaching experience
- Four individuals with 6-8 years of experience
- Four individuals with more than 8 years of experience
- Teachers with experience teaching students with special needs, English Language Learners, newcomers and students identified as GATE in their classes.
- Individuals with experiencing integrating technology into their teaching practice
- Individuals with expertise in assessment
- Individuals with experience supporting new teachers.

Given the short timeline for the committee to work together towards a recommendation, Teaching & Learning structured the process to focus on a review of printed and online materials, rather than on information gathered through a classroom pilot. To help to bring additional perspectives into the review, Teaching & Learning also gathered and shared published reviews from EdReports.org, interviews with individuals in districts that had adopted the specific materials under consideration about classroom experiences, and interviews with colleagues in districts that partner with OUSD through Math in Common, CORE, and Urban Math Leadership Network about their recent experiences with materials reviews. The Committee focused its examination of materials first on content supporting the Ratios & Proportions conceptual category in the 6th and 7th grade standards, and the related 8th grade standards in the Functions domain, so that similar content and lessons could be compared across the curricula being examined.

To establish criteria against which to evaluate materials, the Committee drew from a survey of teachers, site and central office leaders about the features they valued in instructional materials as well as from the review tools published in the CCSS Mathematics Curriculum Analysis Project supported by the Council of Chief State School Officers. 49 teachers and 10 site or central administrators responded to the survey. The final categories for evaluation included:

- Common Core Aligned Rigorous Tasks
- Lesson & Unit Design
- Differentiation
- Usability
- Additional Considerations

Each category included specific criteria for evaluation. The first category, Common Core Aligned Rigorous Tasks, included alignment to content standards and Standards for Mathematical Practice, and carried the most weight. Lesson & Unit Design included considerations about whether the materials

² The committee began its work with 11 members. One member encountered unanticipated conflicts with scheduled meetings, resulting in the final decision reflecting the consensus of 10 individuals.

would support learning experiences aligned to the OUSD Vision for Mathematics, including students engaged in academic discourse and active sense-making about mathematics. Differentiation and Usability were equally weighted.

Evaluation of Materials

The Committee began with an initial list of 20 curricula, identified through EdReports.org, the California Department of Education's list of State Board adopted materials, and materials in use in nearby and partner districts. The MIMRC eliminated a number of curricula for not adequately meeting the criteria identified through the community survey. From the initial list, the MIMRC selected several sets of materials for deeper examination based on their alignment to local criteria. Among those were several that had important strengths, but which after greater scrutiny the committee determined were not strong matches for OUSD. Those curricula included:

Agile Mind Middle School Math materials
Big Ideas Mathematics, published by Houghton-Mifflin Harcourt
Go Math!, published by Houghton-Mifflin Harcourt

Another three programs were identified as the most strongly aligned to the CCSS-M, local criteria, and the OUSD Vision for Mathematics among the materials reviewed. Those materials: *Connected Mathematics 3* (CMP3), *College Preparatory Mathematics Core Connections* (CPM), and *Open Up Resources*, along with *Eureka Math*, were identified as a short list of materials to share with a broader community. *Eureka Math* was added to the short list because of the interest various segments of the community (some teachers, site and district level administrators) had shown in the program as the materials review process began. Although the Committee did not see the *Eureka* materials aligning as strongly with the evaluation criteria as the other three titles, those materials were presented for community review alongside the others. Additional information about the Committee's analysis is included below.

Teaching & Learning held four Open House events to gather community input about the materials. A total of 13 teachers participated in providing feedback at the events. Participants were asked to rate each set of materials they reviewed as follows:

- Highly Recommend
- Recommend
- Recommend with reservations
- Do Not Recommend

Not all attendees at the Open House events were able to review or rate each product. Because of the limited participation, the rating data is not useful for comparative purposes. Summaries of the written feedback provided about each product is included below.

Eureka Math

Eureka Math, formerly *EngageNY*, was suggested to the Committee for review by teachers as well as site and district administrators. The materials are an Open Educational Resource, and as such were one of the early sets of materials that was written to align to the Common Core State Standards and which was also widely available. *Eureka* materials were reviewed by EdReports in 2015, and until May 2017 were the only middle school curriculum that met the EdReports alignment criteria at 6th, 7th, and 8th grades.

While the Committee recognized in the materials the strong alignment to content standards identified in the EdReports evaluations, some of the areas that EdReports identified as weaknesses in the program raised significant concerns for the group. A summary of the strengths and weakness identified by the Committee appear here:

Eureka Math Strengths	Eureka Math Weaknesses
<ol style="list-style-type: none"> 1. Strong alignment to content standards <ol style="list-style-type: none"> a. Problem Set lessons are directly aligned to content standards, skill by skill, and support students to build procedural fluency. b. Lessons have focus standards. 2. Consistent communication of mathematics objectives of lessons <ol style="list-style-type: none"> a. Lessons include exit ticket resources (formative assessment tool) 3. Extensive, specific guidance for enacting lessons. <ol style="list-style-type: none"> a. Detailed notes include scripted teacher questions and a suggested student response b. Models (i.e., double number lines, tape diagrams) are explicitly explained in the teacher materials. 	<ol style="list-style-type: none"> 1. Weak alignment to Standards for Mathematical Practice and OUSD Vision for Mathematics <ol style="list-style-type: none"> a. Lessons are teacher-centered. b. A majority of lessons are Problem Set Lessons and guide students to specific solution strategies or models. c. Models and representations of a single concept are separated into different lessons, rather than connected. 2. Lesson scripts are highly detailed <ol style="list-style-type: none"> a. Scripts assume a specific flow of discussion; there is little guidance should students not produce the anticipated response. b. While questions are suggested, few elicit student thinking by asking, "Why?" or "How?" c. Scripts include limited opportunities for student discussion that leads to building arguments and critiquing reasoning. Limited variety of student talk structures. 3. Problems or lessons point to specific solving strategies, models, or solution paths <ol style="list-style-type: none"> a. Few opportunities in lessons for student decision-making about what path to follow; these opportunities appear primarily in assessments b. Guidance limits opportunities to develop mathematical reasoning 4. Limited supports for differentiation <ol style="list-style-type: none"> a. Lesson-embedded supports are non-specific and surface level

Feedback gathered from the OUSD school that piloted units starting in February 2017, as well as the teachers who submitted feedback at the open house events, included:

Strengths	Weaknesses
<ul style="list-style-type: none"> ● Appreciation for the exit slips and review questions included in curriculum ● Curriculum includes multiple ways to solve a problem ● Printables are straightforward 	<ul style="list-style-type: none"> ● Lessons are very teacher led, and require teachers to actively be in charge of guiding the learning through the full lesson ● Too much content in each module; impossible to pace to complete all lessons

- Teachers need to use outside resources to support problem solving.

In addition, two colleagues in the ELLMA office reviewed finalist curricula to provide feedback on the language supports that in each program, looking to see specifically 1) how language supports were situated in each text (integrated into lessons, or separated), and 2) whether they were aligned with practices Oakland has identified as effective. They noted that the *Eureka* materials seemed based in current research about language learning, but that scaffolds in specific lessons were often non-specific or seemed that they would not support language development alongside content understanding. Scaffolding notes also did not appear frequently in the modules that they examined.

We also interviewed the STEM Manager of Shelby Public Schools in Memphis, Tennessee, a location that our Great Minds materials representative identified as having strong implementation. *Eureka Math* materials were used in middle schools across Shelby Public Schools for the first time in the 2016-17 school year. The STEM manager reported that the district appreciated the opportunities that were structured into the materials for students to build conceptual understanding, and also emphasized that significant professional development support was required in that district to help teachers make sense of how to engage students in that kind of thinking and learning. Given Oakland's district context of students entering middle school without having solidified skills and understandings from the elementary grades, as well as a growing population of students who are newcomers and long-term English Learners, we asked specific questions about how the materials support teachers in differentiating instruction to support all students to meet grade level standards. Shelby Public Schools are primarily supporting students to address skill gaps through separate Response to Intervention blocks using an online product, rather than through the *Eureka* materials. The district does not have a significant English Language Learner population. The additional challenge that the STEM manager identified in this initial implementation year was pacing; teachers are moving very slowly through the modules, and students may not fully experience the final units of their courses.

Connected Mathematics 3

Connected Mathematics 3 (CMP3) is a curriculum that was first developed as part of an NSF-funded curriculum project at the University of Michigan more than 20 years ago. Revised over time, it is an inquiry-based curriculum organized into investigations through which students develop deep conceptual understanding. One of the final three curricula under consideration by the Committee, CMP3 had some considerable strengths when evaluated against local criteria:

CMP 3 Strengths	CMP 3 Weaknesses
<p>1. Investigation structure supports conceptual understanding and application</p> <ul style="list-style-type: none"> a. Investigations create meaningful contexts for engaging in productive struggle and developing the mathematical practices b. Problems require multiple modalities of learning, including many opportunities for 	<p>1. Limited opportunity to build procedural fluency through investigations</p> <ul style="list-style-type: none"> a. Homework resource provides additional practice with conceptual and application, but limited support for fluency. MathXL, an online resource, provides additional skills practice. b. There is little connection between units within

<p>hands-on work, using multiple representations, and providing varied access points.</p> <p>2. Thorough “Implementation Guide” to support teachers understanding unit development and facilitating lessons</p> <ol style="list-style-type: none"> Significant explanation of the mathematics of a unit (also available to families and students) Text provides “backpocket questions” to support facilitating student interaction with the mathematics <p>3. Materials support the OUSD Vision for Mathematics.</p> <ol style="list-style-type: none"> Task-based curriculum supports students to be owners of the mathematics 	<p>a course, although there is connection between related content across courses.</p> <p>2. Mathematical focus is not quickly presented in teacher written materials</p> <ol style="list-style-type: none"> Thorough materials require thorough reading. Aspects may be lost because materials are dense. The specific mathematical point of an investigation is not always immediately apparent, in particular when a variety of strategies are used. Teachers will need to prepare carefully to insure that the grade-level content emerges as the investigation is synthesized. <p>3. Online interface is not currently fully available.</p> <ol style="list-style-type: none"> Materials are transitioning between platforms, which limits ability to see exactly what they look like. Printed materials do not appear durable
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Oakland teachers offered this feedback based on their review at the open house events:

Strengths	Weaknesses
<ul style="list-style-type: none"> Launch, Explore, Summarize lesson structure Units incorporate projects detailed teacher’s guide 	<ul style="list-style-type: none"> difficult to navigate online interface visually and in construction, written materials are reminiscent of older textbooks teacher’s edition presented information in several different parts, and the volume of information was overwhelming.

Within the timeline of the process, we were not able to reach other districts using CMP3 to interview. However, Denver Public Schools did undergo a materials adoption in 2015-16, and selected CMP3 as the new materials for use in its middle schools. Denver had previously been using CMP materials, and was familiar with the structure and organization of materials and lessons.

College Preparatory Mathematics Core Connections

College Preparatory Mathematics is a nonprofit educational consortium that offers a mathematics program for middle and high school courses (6th grade through Calculus). CPM began more than 25 years ago as a grant-funded mathematics project bringing together middle and high school teachers and university professors to write textbooks to help students understand mathematics. The CPM *Core Connections* series is grounded in three principles:

- Students should engage in problem-based lessons structured around a core idea
- Guided by teacher, student should interact in groups to foster math discourse
- Practice with concepts and procedures should be spaced over time; mastery comes over time.

CPM is currently a supplementary instructional material in OUSD middle grades and Algebra 1 classrooms; select lessons are integrated into the OUSD Core Curriculum, and teachers have access

to class sets of books as well as the Teacher’s Edition. CPM lessons are often organized for students to interact with peers in study teams to complete problems. The committee identified specific strengths of the program, leading it to be one of the two finalists under consideration:

CPM Strengths	CPM Weaknesses
<p>1. Student reflection and formative assessment component</p> <ul style="list-style-type: none"> a. “Learning Log” prompts at the conclusion of many lessons prompt students to summarize understanding and record learning b. Chapter Closure includes opportunities for students to self-assess on key content, and directs students to specific problems and lessons for additional explanation or practice. <p>2. Integration of Technology</p> <ul style="list-style-type: none"> a. Desmos and other technology applets are integrated into problems to support deeper investigation of math ideas. b. Teachers can use tech tools to create customized assignments. c. Tech tools are accessible through the student ebook or the CPM website (without login) for classes using the printed text. <p>3. Guidance in teacher materials for supporting students in group work</p> <ul style="list-style-type: none"> a. Integrated “study team strategies” b. Lesson-specific notes for supporting student interaction c. Group assessment tasks <p>4. Content is spiraled through homework and classwork, building proficiency over time.</p> <ul style="list-style-type: none"> a. Parent guide includes examples and skills practice 	<p>1. Text-heavy materials</p> <ul style="list-style-type: none"> a. Current users modify problems to address students’ reading challenges b. Additional instructional strategies will be required to increase accessibility for English Learners <p>2. Procedural fluency built through classwork as well as Review & Preview (homework).</p> <ul style="list-style-type: none"> a. Spiral nature of content means that procedural fluency is built over time; if program is not implemented to include using the homework sections, procedural fluency may not be achieved.

At the Open House events, a number of teachers voiced that they felt familiar with the *Core Connections* texts because they are currently using them with the OUSD Core Curriculum, and so they prioritized spending time examining materials that were new to them. However, some did offer feedback on the *Core Connections* materials:

Strengths	Weaknesses
<ul style="list-style-type: none"> ● materials build student collaboration and discourse (i.e., incorporate team roles) ● college-prep curriculum that spirals content ● teacher guide states mathematical practices linked to each lesson 	<ul style="list-style-type: none"> ● would require teacher training to implement ● text is dense, language-heavy ● heavy emphasis on groupwork, which may bore students.

In their review of language supports in the CPM text, the ELLMA office identified that overall the language supports in the program were not robust, and the guidance for supporting English Learners in

the front matter of the Teacher's Edition is dated. The supports outlined in that section are also most appropriate to students who are newcomers, rather than long-term English learners. While there were some effective strategies embedded in lessons, they did not see specific language supports such as language stems embedded into lesson descriptions. However, they did identify that the focus on interaction and discourse in the program overall means that language supports would not be separated from mathematics learning.

Although teachers in the district have some experience with individual lessons and series of lessons from using *Core Connections* as a supplementary text, we sought additional information from local districts who are using CPM *Core Connections* as their primary instructional materials. Albany Unified School District adopted CPM two years ago. The Assistant Superintendent for Educational Services there identified that with CPM, all students “experience a richer, deeper instructional program that provides exercises in critical thinking, writing, cooperative engagement, and problem-solving. Math is no longer focused solely on computation.” He also called out that with this program no students were denied access to their grade level standards, which had been an issue with the previously-adopted program that tracked some students into lower level “intervention” courses. A lead math teacher in Cabrillo Unified School District (Half Moon Bay) and a Teacher on Special Assignment in San Mateo Foster City School District each called out how the CPM program supports students in talking and working together about mathematics. Both noted that the professional development supports provided by CPM were very high quality, and were critical in supporting teachers as they engaged students in collaborative work. The lead math teacher from Cabrillo said, “What CPM provides is all the tools to be successful with students working in groups -- which is not easy.” She connected student collaboration in her school with students engaging with the Mathematical Practices called out in the standards. She also noted that in the past, even when students were accelerated into an advanced track, there were parents who complained that students were bored. In Cabrillo's first full year of implementation (after a pilot year), the school is no longer accelerating students and they have had no parent complaints about boredom. She reported that students find the CPM problems engaging, and the problems provide the opportunity for more depth.

We also specifically inquired about the supports for English learners; one interviewee noted that their Spanish-speaking students do access the Spanish-language textbook as a support. All three individuals we interviewed noted that the materials are language rich. San Mateo Foster City is supporting teachers with the Universal Access framework alongside CPM materials to help teachers understand the types of language present in the text, and how to support students with different types of language. They are not finding those supports built into the curriculum.

Additional challenges these districts encountered include wrestling with pacing, and the shift in the nature of mathematics instruction. One interviewee noted that the materials are most effective when students are working collaboratively, but fall flat when students are left to work independently.

Open Up Resources

Open Up Resources was created through a partnership between the K-12 OER Collaborative and Illustrative Mathematics. The K-12 OER Collaborative is an organization dedicated to increasing the quality and effectiveness of K–12 instructional materials while substantially reducing their cost to school districts. Illustrative Mathematics, founded by mathematician and CCSS-M author William McCallum, is

a non-profit that provides tasks, lesson plans, and resources to teachers, assessment writers, and curriculum developers. Through a competitive RFP process, Illustrative Mathematics was selected to create 6th-8th grade math materials for the K-12 OER Collaborative that will be openly licensed for use by educators. The materials are just completing a year of field testing; final versions are anticipated in summer 2017.

Open Up Resources was the only set of materials to earn the “Highly Recommend” rating at the curriculum Open House events, and no reviewers marked “Do Not Recommend.” The MIMR Committee also selected *Open Up Resources* as its finalist, based on significant strengths:

Open Up Resources Strengths	Open Up Resources Weaknesses
<p>1. Integration of contexts and supports for academic discourse</p> <ul style="list-style-type: none"> a. Teacher materials integrate lesson-specific questioning suggestions and moves to encourage broader engagement in discussion b. Task structure encourages student interaction and sense-making c. Mathematics Language Routines support the development of mathematical habits and language for all students, and in particular English learners. <p>2. Professional Learning for teachers embedded in unit materials</p> <ul style="list-style-type: none"> a. Explanation of mathematics content included in each unit as well as the lessons. b. Each activity includes anticipated responses and common misconceptions. <p>3. Support for differentiation</p> <ul style="list-style-type: none"> a. Consistent routines integrated into lessons to support English Learners b. Lesson-specific and activity-specific modifications and suggestions called out for English learners and students with specific learning needs (visual support, ADHD, etc.) <p>4. Tasks to build conceptual understanding, procedural fluency, and application are each clearly present in the materials.</p> <ul style="list-style-type: none"> a. Final lesson in each unit is an application task. b. Practice problems support fluency <p>5. Materials support the OUSD Vision for mathematics.</p> <ul style="list-style-type: none"> a. Lessons integrate Number Talks, Mathematical Language Routines 	<p>1. Depth of assessment resources</p> <ul style="list-style-type: none"> a. There is little direction for the teacher about how to use the pre-assessment, end-of-unit assessment or embedded assessment to inform next steps. b. End-of-unit assessments do not include large performance tasks (tasks that have multiple solution pathways to a final answer). <p>2. Curriculum will not be fully released until summer 2017</p> <ul style="list-style-type: none"> a. Materials are currently available/viewable for all three grade levels, but full tech functionality is not yet built out and differentiation supports are not yet integrated. b. Materials are currently undergoing a pilot; it is not yet clear what revisions will look like. c. Student printable materials, as currently available, may rely color.

Teachers who reviewed the materials at the Open House events echoed those comments:

Strengths	Weaknesses
<ul style="list-style-type: none"> ● Teacher materials identify possible responses and anticipated misconceptions ● Lessons integrate Number Talks, include opportunities to structure work in whole class, group, and individual configurations ● Teacher materials embed supports for students with disabilities as well as clear and intentional language supports ● “Seems like there are activities that I would like to use in my class” 	<ul style="list-style-type: none"> ● Curriculum is not fully complete until summer 2017; limited testing ● doesn't provide explicit support to structure group tasks ● difficult to see the point of a lesson quickly.

In this program, the ELLMA office identified stronger, more integrated supports for English learners. They noted that the text uses the same language and strategies that ELLMA currently uses with OUSD teachers across content areas, evidence of the partnership between Open Up Resources and the Stanford EL office. ELLMA office colleagues appreciated that the program integrated a limited number of common strategies throughout the units, and that when referenced in lessons the strategies and notes are specifically tailored to the lesson. They also noted that if all of the language supports were implemented in a lesson, it would likely take much longer to complete. Language supports are explicitly referenced in the teacher's guide more frequently in the first half of the course than in the second, when authors anticipate that teachers have built more facility with identifying appropriate supports on their own.

We were able to interview the mathematics specialist for secondary math from Evergreen Public Schools, a district in Vancouver, Washington, that has been piloting the Open Up Resources materials this year. She shared that across the district, they are observing much more discourse in classrooms where the resources are in use. The structures integrated into the program have helped to shift teachers' instruction in ways that have increased student engagement. She did share that teachers are struggling with pacing, often finding it difficult to complete the full lesson in a class period, although this has gotten easier as teachers have gotten used to the materials. When asked about whether new teachers found the materials accessible, she reported that success and comfort with materials seemed to correlate with how comfortable teachers are leading a student-centered classroom and on teachers' opportunities to work and plan in PLCs, rather than on years of experience teaching.

2017-18 Pilot of Open Up Resources

The pilot process, leading to a recommendation:

In August 2017, the T&L Math team recruited teachers to participate in a pilot of *Open Up Resources*, *CPM*, and *MathTechbook*. All teachers overwhelmingly preferred to just pilot *Open Up Resources*. This allows teachers to go deeper with their pilot and try several units from the curriculum. The Math Instructional Materials Committee (MIMRC) met again in March to review artifacts from the pilot to determine if *Open Up Resources* should be recommended for adoption for the 2018-19 school year. Below is a timeline of key events for 2017-18:

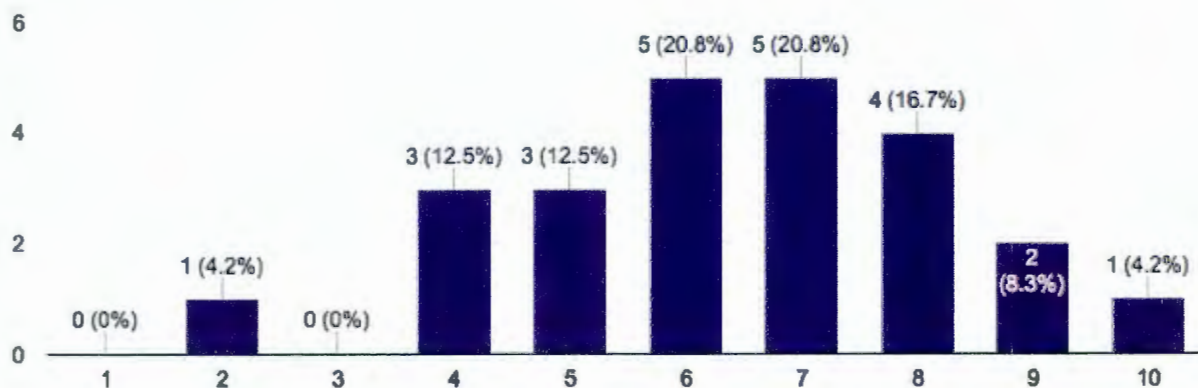
Date	Activity
Summer 2017	Because the Spring 2017 materials review process was so expedited, Teaching & Learning decides to offer our three finalist curricula for schools pilot: Open Up, CPM, and Math Techbook. Teaching & Learning coordinated with publishers to set up PD and materials for piloting teachers.
September 2017	Recruit sites to pilot materials. 35 teachers across 9 schools sign up to pilot Open Up. There is no interest in piloting the other two curricula.
October, 2017	Two Open Up Training sessions to support piloting teachers engage with the curriculum pedagogy and design, and to collaboratively backwards plan units from assessments. Some teachers choose to pilot one unit; other teachers choose to pilot the entire curriculum for the year.
November 2017 through January 2018	Teaching & Learning visits each piloting school to observe classrooms using Open Up. Observations are used to determine what types of PD supports would be needed for an Open Up adoption.
December 2017	Send survey to all piloting teachers to offer feedback on the Open Up curriculum. 10 out of 35 teachers responded.
February 2018	Recruit members for Math Instructional Materials Review Committee (MIMRC) to review pilot data and make a final recommendation for curriculum adoption.
March 12, 2018	Notify <u>Committee members</u> of acceptance Teaching & Learning received 14 applications from teachers to be on the MIMRC. All applicants were accepted who could attend at least one of the two scheduled meetings. (9 committee members)
March 14, 2018	Community Engagement to make materials available for families to preview and offer feedback. No families attended.
March 15, 2018	Math Instructional Materials Review Committee Meeting #1 <ul style="list-style-type: none"> ● Review process and responsibilities ● Analyze artifacts from the Open Up Pilot
March 22, 2018	MIMRC Meeting #2 <ul style="list-style-type: none"> ● Investigate PD and classroom materials available through Open Up
Early April 2018	Re-engage community with a survey to hear more teacher voices about their experiences using Open Up. MIMRC will meet virtually to finalize recommendation based on the additional teacher input
April 17, 2018	Submit final recommendation paperwork to Board of Education

Teacher Evaluation of *Open Up Resources*

24 teachers responded to a survey to offer their evaluation of *Open Up Resources*. 8 teachers implemented more than one unit, 11 teachers implemented most or all of the lessons within one unit, 5 teachers tried one or a few lessons, and 1 teacher completed the survey but had not tried any lessons from *Open Up Resources*. The full set of responses are included in Appendix G.

On a scale of 1 to 10, would you recommend *Open Up Resources* to be adopted by OUSD?

24 responses



A rating of 1 is “absolutely no” and a rating of 10 is “absolutely yes.” The teacher who gave a rating of 2 stated elsewhere in the survey that he did not find *Open Up Resources* to be better than our current OUSD Core Curriculum, and therefore “I would prefer that Oakland not adopt new math curriculum. If that’s not a choice, then I am okay with *Open Up*.” One teacher who gave a rating of a 4 is a Newcomer teacher who has not received any district-hosted professional learning around how to adapt *Open Up Resources* for his English Language Learners. He states, “I could not make the curriculum fit the needs of my students. I teach newcomer students with a variety of language/academic skills. It may be possible to adapt *Open Up* to meet the needs of newcomers students, but I could not figure it out and there was not an expert to help me synthesis the material.” Another teacher also gave a rating of a 4, but he only tried less than one unit. The teacher who gave a rating of 5 first rated the curriculum at a 5 in December, and then took the survey again in March to increase her rating of the curriculum to a 6.

For teachers who rated *Open Up Resources* a 7 or lower, the most common weaknesses named were:

- The printed materials are hard to access. Teachers wanted to be able to modify lessons to make it more user-friendly and conscious of excessive paper waste.
 - Part of our proposal includes a school choice between purchasing Student Workbooks, or receiving a copy account. All of the lessons and assessments are available for teachers as Microsoft Word documents, Microsoft One Note, and digital facing materials via their website. Therefore, teachers concerns around editing documents and minimizing paper use will be attended to.

- There wasn't enough district professional learning to make sense of how to use the materials, differentiate, and get support around pacing.
 - Part of our proposal includes a robust professional learning plan that starts in the summer and continues with monthly opportunities to collaborate and engage in workshops around instructional routines.
- The curriculum does not offer the same kind of task-rich, group-worthy tasks that our current OUSD Core Curriculum has.
 - Through professional learning and collaboration, teachers will have the opportunity to make sense of how to implement *Open Up Resources* lessons as problem-solving, group-worthy tasks.

Some strengths that teachers named:

- “well aligned to CCSSM content standards, lessons build off of each other, modifiable documents are super helpful.”
- “I really liked the way that the problems had the students construct meaning. I liked the cycle of student interaction that lead to concepts that lead to Practice.”
- “Easy to implement, teacher materials clear and easy to access, lesson build conceptual knowledge, procedural fluency, language and applications. “
- “extensive use of visuals, options to use aplets, problems ask for reasons. I liked the "Are you ready for more" phrasing. In general, the text was student-friendly but included key vocab. The materials are easy for new teachers to use.”
- “Lots of details about how to set up and plan lessons; good practice problems; fairly clear online format that makes it easy for me to find what I needed.”
- “Multiple representations, easy implementation, fun and creative examples.”
- “The combination of group work and individual work is a major strength in my opinion. I also really appreciate the teacher guides and supplemental materials -- they feel integral to the success of the curriculum! It is aligned with the common core standards and rigorous enough to push the thinking of all our students. I believe that we should eventually adopt Open Up as the sole district curriculum.”

A community engagement was planned for March 14, 2018 in order to share instructional materials for families to preview and offer feedback. No families attended.

2018 Materials Review

Evaluation of *Open Up Resources* Pilot

Teaching & Learning received 13 applications from teachers to be on the Mathematics Instructional Materials Review Committee (MIMRC). All applicants were accepted who could attend at least two of three meetings. The nine-member committee included:

- Teachers and one principal from eight different schools, including one 6th-12th grade school
- Five teachers currently teaching 6th grade
- Three teachers currently teaching 7th grade
- Four teachers currently teaching 8th grade
- Three individuals who spend at least part of their day coaching
- One principal
- Three individuals with between 3-5 years of teaching experience
- Four individuals with 6-8 years of experience
- Four individuals with more than 8 years of experience
- Teachers with experience teaching students with special needs, English Language Learners, newcomers and students identified as GATE in their classes.
- Individuals with experiencing integrating technology into their teaching practice
- Individuals with expertise in assessment
- Individuals with experience supporting new teachers.

Four committee members also served on the 2017 MIMRC.

Upon review of artifacts from the curriculum pilot, including the 2017 MIMRC analysis of *Open Up Resources*, digital and print materials, unit assessments, student work, and teacher feedback, the committee named the following strengths and opportunities of adopting *Open Up Resources*:

- Aligns with our OUSD Math Vision
- Teacher is set up to be facilitator. Students lead their own conversations/struggles
- Embedded math language routines (support for English Learners)
- Academically rigorous, including ample opportunities to build conceptual understanding
- Unit assessments include a good balance of SBAC style questions and tasks
- Everything is editable
- Lesson design provides opportunities for students to share/present their thinking
- Lessons build on each other, which makes it hard to make decisions for pacing, BUT because the lessons ramp up across the unit, you can keep going instead of getting stuck in a lesson

The committee also named some weaknesses and risks:

- Pacing has been a common challenge (within a lesson AND within a unit) How can we skip lessons while retaining continuity?
- No clear “at home” materials
- Lessons build on each other which makes it hard to make decisions for pacing, BUT because the lessons ramp up across the unit, you can keep going instead of getting stuck in a lesson
- Many teachers appreciated the detailed Teacher Guide, however others were confused by it. This is not unique to this curriculum. We will need to unpack why it is confusing to some and build supports into professional learning.

- There don't seem to be group worthy tasks (particularly compared to our current OUSD Core Curriculum). Maybe the problems can be implemented in a group worthy way, but will require PD and collaboration to learn how to do.
- Don't see a lot of differentiation built in (particularly for differentiating down)
 - Teachers may then create a lot of their own lessons and move away from the intention of the curriculum, but more importantly accidentally shift the pedagogical and content focus of their class.
- If we don't have opportunities to offer ongoing PD, we will have a great resource that isn't being utilized and may become "worksheet-ized" (this is not unique to this curriculum)

Final Recommendation

Ultimately, the committee agreed that the strengths of *Open Up Resources* outweigh the weaknesses, and many of the weaknesses can be attended to through ongoing professional learning and collaboration. By adopting *Open Up Resources*, our Oakland teachers will be able to build upon their pedagogical experience with using the OUSD Core Curriculum, so that implementation efforts at the site and district level can quickly move past aligning classroom experiences to a common vision and instead move into higher level professional development, such as engaging in deep content dives and implementing effective instructional routines that support access, equity, and cognitive demand.

It is the recommendation of the Math Instructional Materials Committee to proceed with the adoption and implementation of the *Open Up Resources* curriculum in all 6-8 classrooms.

Thank you for the consideration of our proposal.

Submitted by the Mathematics Instructional Materials Review Committee

Monica Black, Montera Middle School
Michelle Cascio, Edna Brewer Middle School
Scott Corwin, Edna Brewer Middle School
Zubin Hu, Montera Middle School
Lybrya Kebreab, Westlake Middle School
Kathryn Ortega, Roosevelt Middle School
Angelina Gilyard-Shyne, Montera Middle School
Avi Zellman, Bret Harte Middle School

Carlos Cabana, Life Academy
Cassandra Chen, United for Success Academy
Cliff Hong, Roosevelt Middle School
Audrey Karlstad, Edna Brewer Middle School
Keely Machmer-Wessels, United For Success Academy
Elizabeth Rosenberg, Montera Middle School
Jessica Tucker, Madison Park Academy
Courtney Ortega, Secondary Math Coordinator

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**Attachment B:
Middle School Math
Budget Proposal for
Instructional Materials**

Oakland Unified School District

April 2018

Budget Proposal for 2018-19

Instructional Material	Quantity	Price per unit	Total Cost
Student Workbooks*	8,000	\$22.50/workbook	\$180,000
Teacher Guides	100	\$95/book	\$9,500
Open Up Resources Math Kits			
6th Grade Consumable Kit	35	\$421.44/kit	\$14,750.40
6th Grade Non-Consumable Kit	35	\$338.31/kit	\$11,840.85
7th Grade Consumable Kit	30	\$378.22/kit	\$11,346.60
7th Grade Non-Consumable Kit	30	\$338.31/kit	\$10,149.30
8th Grade Consumable Kit	30	\$381.23/kit	\$11,436.90
8th Grade Non-Consumable Kit	30	\$127.64/kit	\$4,129.20
TOTAL			\$253,237.73

*We anticipate that the majority of our teachers will make use of the digital resources and/or the editable word documents that *Open Up Resources* provides for every lesson. Therefore, we anticipate that many of schools will not make use of the Student Workbooks. We propose that we offer the schools the choice between ordering workbooks, or receiving a copy account in an amount equivalent to the cost of workbooks (~\$18,000 per school, exact numbers will be dependent upon site enrollment).

Budget Proposal for Recurring Annual Expenses, starting in 2019-20

Instructional Material	Rationale	Quantity	Price per unit	Total Cost
Student Workbooks	We will need to replenish any Student Workbooks used as a consumable.	6,000	\$22.50/workbook	\$135,000
Teacher Guides	We anticipate new-hires each school year, as well as teachers transitioning to new course assignments.	30	\$95/book	\$2,850
Open Up Resources Math Kits	Sites will have received already classroom sets of non-consumable kits for each classroom. After a year of implementation, sites will know what	0	\$0	\$0

	<p>non-consumable materials are essential and can be asked to cover any necessary costs using site funds to purchase individual materials rather than full classroom kits.</p>			
TOTAL				\$137,850

Open Up Resources Math Kits

Our kits are customized to meet the needs of our middle school math curriculum, allowing teachers to spend their time planning instruction rather than gathering materials—a win for teachers and students alike!

We offer consumable and non-consumable kits at each grade level, designed for 30-student classrooms.

6TH GRADE CONSUMABLE KIT	6TH GRADE NON-CONSUMABLE KIT
\$421.44 per kit*	\$338.81 per kit*

- Dot Stickers
- Powdered Drink Mix
- Paper: Origami, Patty, & Graph
- Markers: Washable Colors & Dry Erase
- Colored Pencils
- Tape: Masking & Clear
- Index Cards
- String / Twine
- Sticky Notes
- Glue sticks
- Paper Cups
- Food Coloring
- Salt
- Math Kit Tub for storage

- Measuring Tapes, Cups, and Spoons
- Wooden/Plastic Cubes: ½ inch, 1 inch
- Base-ten blocks
- Graduated Cylinder & Empty Containers
- Meter Sticks, Yard Sticks, & Rulers
- Digital Scale
- Scissors
- Snap Cubes
- Tangrams
- Bingo Chips
- Playing Cards
- White boards
- Polyhedra Sets
- Demonstration Polyhedra Set
- Math Kit Tub for storage

7TH GRADE CONSUMABLE KIT	7TH GRADE NON-CONSUMABLE KIT
\$378.22 per kit*	\$243.60 per kit*

- Powdered Drink Mix
- Paper: Patty, Graph
- Markers: Washable Colors & Dry Erase
- Colored Pencils
- Tape: Masking, Clear, & Receipt
- Index Cards
- String / Twine
- Metal Paper Fasteners
- Paint
- Paper Plates & Paper bags
- Sticky Notes
- Drinking Straws
- Gluesticks
- Small, disposable cups
- Math Kit Tub for storage

- Measuring Tapes and Spoons
- Compasses & Protractors
- Knife
- Mixing Containers & Measuring Cups
- Pattern Blocks
- Scissors
- Meter Sticks, Yard Sticks, & Rulers
- Number Cubes
- White boards
- Disposable cups
- Conversion Charts
- Snap Cubes
- Polyhedra Sets
- Math Kit Tub for storage

8TH GRADE CONSUMABLE KIT
\$381.23 per kit*

- Colored Pencils
- String / Twine
- Clear tape
- Paper: Patty, Graph, & Isometric
- Index Cards
- Dry Erase Markers
- Dried Linguine Pasta
- Straws
- Math Kit Tub for storage

8TH GRADE NON-CONSUMABLE KIT
\$137.64 per kit*

- Measuring Tapes
- Rulers
- Ang-legs
- White boards
- Graduated Cylinders
- Protractors
- Math Kit Tub for storage



Proposal for Partnership

Quote Number	00003417	Created Date	4/22/2018
Quote Name	Oakland Unified District Math Kits Quote	Expiration Date	5/31/2018
		Account Name	Oakland Unified District
		Bill To	1005 Lehigh Valley Circle Oakland, CA 94526

Introduction

Open Up Resources is pleased to submit this proposal for partnership. We are poised to deliver a best-in-class solution that suits your approach to teaching and learning mathematics.

The following quote outlines pricing for the requested materials and services; please contact us should your needs change.

We will confirm this order upon receipt of your purchase order(s).

Thank you!

Product	Product Code	Sales Price	Quantity	Total Price
MS Math Grade 6 Materials Kit - Consumable	OURMSKITG6C	\$421.44	35.00	\$14,750.40
MS Math Grade 6 Materials Kit - Non-Consumable	OURMSKITG6NC	\$338.81	35.00	\$11,858.35
MS Math Grade 7 Materials Kit - Consumable	OURMSKITG7C	\$378.22	30.00	\$11,346.60
MS Math Grade 7 Materials Kit - Non-Consumable	OURMSKITG7NC	\$243.60	30.00	\$7,308.00
MS Math Grade 8 Materials Kit - Consumable	OURMSKITG8C	\$381.23	30.00	\$11,436.90
MS Math Grade 8 Materials Kit - Non-Consumable	OURMSKITG8NC	\$137.64	30.00	\$4,129.20
	Subtotal			\$60,829.45
	Tax			\$0.00
	Shipping			\$4,866.35
	Shipping Tax			\$0.00
	Grand Total			\$65,695.81

Terms & Conditions
Pricing Information

- All prices are in US dollars and valid for 30 days from the date of this proposal. After this time period, prices, products, and services are subject to change without notice.
- Taxes have been estimated based on Open Up Resources' understanding of applicable taxes in your school's location. They will be confirmed at the time of invoicing.
- Note: This is a cost proposal, not a formal contract.

Shipping and Handling Charges:

- All orders for printed books will be billed 8% of the total order to account for shipping charges. There is a minimum \$15 shipping charge for all orders. Exceptionally large orders will be billed by weight to account for shipping charges.

- Orders will be shipped via ground carrier, standard delivery. Additional charges will be applied to requested expedited shipments.
- Books are packed in cartons labeled with Grade and Unit Number. Pallets will be organized by the receiving school or district to aid in distribution to the appropriate locations. To minimize the number of pallets shipped per school, materials for more than one grade level may appear on a single pallet.
- Additional charges may apply; please contact your field specialist if you have special shipping or delivery requirements. Requests for shipping or product order changes after submission of your order will be accommodated whenever possible, though fees for re-direction may apply. Please contact your field representative to discuss the charges.

Ordering Information:

- Please submit your official purchase order, with authorized signature(s), electronically to your field specialist. Include:
 - Your complete billing address and shipping address(es).
 - A primary contact name, email address, phone number, title, school, district, street address, city, state, and zip code.
 - The date by which the materials are needed.
 - A copy of this proposal.
 - Any additional special requirements for delivery.

Payment Information:

- We kindly request payment within 30 days. Open Up Resources is a 501C3 not-for-profit organization.
- Professional Development Services will be billed at the time of delivery of services.
- A 3% service charge will be applied for credit card payments.
- After 90 days, a fee of 1.5% per month will be charged on unpaid balances
- Address for Payments only:

PO Box 398697
San Francisco, CA 94139-8697

Shortages and Damaged Materials:

Please inventory your materials upon receipt. Open Up Resources will replace damaged, missing, or incorrect materials from an order at no cost to the customer if notified within 30 days of the shipment arrival date.

Returns:

In most cases, Open Up Resources will refund returned materials that are unused and undamaged if notified within 30 days of the shipment arrival date. Please see below for more information on what materials can be returned.

Open Up Resources will accept returns of the following materials:

Complete sets of unused, undamaged student workbooks and teacher materials

Warranty:

- Open Up warrants to the District that for one year from the date of purchase (the "Warranty Period"), all printed textbooks provided by Open Up pursuant to this RFP ("Textbooks") will be free from material manufacturing defects in material and workmanship that render such Textbooks unusable. To the extent that a material manufacturing defect that makes any Textbook unusable is discovered during the Warranty Period, Open Up will provide the District with a functionally equivalent replacement Textbook at no additional cost to the District EXCEPT FOR THE WARRANTY SET FORTH ABOVE. OPEN UP MAKES NO WARRANTY WHATSOEVER WITH RESPECT TO THE TEXTBOOKS, INCLUDING ANY (A) WARRANTY OF MERCHANTABILITY OR (B) WARRANTY OF FITNESS FOR A PARTICULAR PURPOSE, WHETHER EXPRESS OR IMPLIED BY LAW, COURSE OF DEALING, COURSE OF PERFORMANCE, USAGE OF TRADE OR OTHERWISE.
- The District must make best efforts to inspect books for material defects within 60 days of receipt to ensure timely replacement.
- Issues requiring warranty support may be directed to support@openup.org

Professional Development Services

- **Non-Solicit Policy:** For customers purchasing Illustrative Mathematics (IM) professional development: during your engagement with Illustrative Mathematics and continuing 12 months after the last engagement, the customer agrees not to directly or indirectly: hire, employ, call on, solicit, recruit, or take away any of the IM's employees or independent contractors to work for any other person or entity; encourage any of the IM's employees or independent contractors to leave their employment with the IM; or attempt to hire, employ, call on, solicit, recruit, take away any of the IM's employees or independent contractors.
- **Expedited Scheduling Fee:** Customers may be charged an expedited scheduling fee up to \$500 per event when scheduling onsite professional development delivery to occur within 30 days of the date of purchase.
- **Cancellation, No-show & Rescheduling Policy:** Customers will be responsible for any travel and accommodation change fees actually incurred resulting from requests to change scheduled professional development delivery dates within 21 days of the originally scheduled date. Unforeseen events, weather-related or otherwise, that require unexpected district closures will be considered as cancellation charges are assessed. Every attempt to arrive upon an equitable solution will be pursued in these cases.
- **Copyright Terms & Conditions:** All professional learning materials are copyrighted by Illustrative Mathematics. After purchasing an Illustrative Mathematics professional service, we will grant you a license to edit, add to and share the applicable content with the educators in your school district as long as they are not being used for commercial purposes. To ensure our materials are used as intended, any of the content provided online must limit access to employees of your school district. As you share the materials within your district, you must give attribution to Illustrative Mathematics and identify any changes you made to the content.



Proposal for Partnership

Quote Number	00003261	Created Date	4/16/2018
Quote Name	Oakland Unified District	Expiration Date	4/30/2018
Contact Name	Barbara Sherve	Account Name	Oakland Unified District
		Bill To	Oakland, CA

Introduction

Open Up Resources is pleased to submit this proposal for partnership. We are poised to deliver a best-in-class solution that suits your approach to teaching and learning mathematics.

The following quote outlines pricing for the requested materials and services, please contact us should your needs change.

We will confirm this order upon receipt of your purchase order(s).

Thank you!

Product	Product Code	Sales Price	Quantity	Total Price
Grade 6 Full Course, First Edition	978-1-946636-01-0	\$22.50	2,670.00	\$60,075.00
Grade 7 Full Course, First Edition	978-1-946636-11-9	\$22.50	2,670.00	\$60,075.00
Grade 8 Full Course, First Edition	978-1-946636-21-8	\$22.50	2,670.00	\$60,075.00
Teacher Grade 6 Full Course, First Edition	978-1-946636-31-7	\$95.00	33.00	\$3,135.00
Teacher Grade 7 Full Course, First Edition	978-1-946636-42-3	\$95.00	33.00	\$3,135.00
Teacher Grade 8 Full Course, First Edition	978-1-946636-53-9	\$95.00	33.00	\$3,135.00
Subtotal				\$189,630.00
Tax				\$17,540.78
Shipping				\$15,170.40
Shipping Tax				\$0.00
Grand Total				\$222,341.18

Terms & Conditions
Pricing Information

- All prices are in US dollars and valid for 30 days from the date of this proposal. After this time period, prices, products, and services are subject to change without notice.
- Taxes have been estimated based on Open Up Resources' understanding of applicable taxes in your school's location. They will be confirmed at the time of invoicing.
- Note: This is a cost proposal, not a formal contract.

Shipping and Handling Charges:

- All orders for printed books will be billed 8% of the total order to account for shipping charges. There is a minimum \$15 shipping charge for all orders. Exceptionally large orders will be billed by weight to account for shipping charges.

- Orders will be shipped via ground carrier, standard delivery. Additional charges will be applied to requested expedited shipments.
- Books are packed in cartons labeled with Grade and Unit Number. Pallets will be organized by the receiving school or district to aid in distribution to the appropriate locations. To minimize the number of pallets shipped per school, materials for more than one grade level may appear on a single pallet.
- Additional charges may apply; please contact your field specialist if you have special shipping or delivery requirements. Requests for shipping or product order changes after submission of your order will be accommodated whenever possible, though fees for re-direction may apply. Please contact your field representative to discuss the charges.

Ordering Information:

- Please submit your official purchase order, with authorized signature(s), electronically to your field specialist. Include:
- Your complete billing address and shipping address(es).
- A primary contact name, email address, phone number, title, school, district, street address, city, state, and zip code.
- The date by which the materials are needed.
- A copy of this proposal.
- Any additional special requirements for delivery.

Payment Information:

- We kindly request payment within 30 days. Open Up Resources is a 501C3 not-for-profit organization.
- Professional Development Services will be billed at the time of delivery of services.
- A 3% service charge will be applied for credit card payments.
- After 90 days, a fee of 1.5% per month will be charged on unpaid balances.
- Address for Payments only:

PO Box 398697
San Francisco, CA 94139-8697

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Open Up Resources will accept returns of the following materials:

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- The District must make best efforts to inspect books for material defects within 60 days of receipt to ensure timely replacement.
- Issues requiring warranty support may be directed to support@openup.org.

Professional Development Services

- **Non-Solicit Policy:** For customers purchasing Illustrative Mathematics (IM) professional development: during your engagement with Illustrative Mathematics and continuing 12 months after the last engagement, the customer agrees not to directly or indirectly: hire, employ, call on, solicit, recruit, or take away any of the IM's employees or independent contractors to work for any other person or entity; encourage any of the IM's employees or independent contractors to leave their employment with the IM; or attempt to hire, employ, call on, solicit, recruit, take away any of the IM's employees or independent contractors.
- **Expedited Scheduling Fee:** Customers may be charged an expedited scheduling fee up to \$500 per event when scheduling onsite professional development delivery to occur within 30 days of the date of purchase.
- **Cancellation, No-show & Rescheduling Policy:** Customers will be responsible for any travel and accommodation change fees actually incurred resulting from requests to change scheduled professional development delivery dates within 21 days of the originally scheduled date. Unforeseen events, weather-related or otherwise, that require unexpected district closures will be considered as cancellation charges are assessed. Every attempt to arrive upon an equitable solution will be pursued in these cases.
- **Copyright Terms & Conditions:** All professional learning materials are copyrighted by Illustrative Mathematics. After purchasing an Illustrative Mathematics professional service, we will grant you a license to edit, add to and share the applicable content with the educators in your school district as long as they are not being used for commercial purposes. To ensure our materials are used as intended, any of the content provided online must limit access to employees of your school district. As you share the materials within your district, you must give attribution to Illustrative Mathematics and identify any changes you made to the content.

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**Attachment C:
Middle School Math Budget Proposal for
Ongoing Professional Learning**

Oakland Unified School District

April 2018

Budget Proposal for 2018-19

Professional Learning	Purpose	Quantity	Price per unit	Total Cost
June 2018: Summer Leadership Academy, facilitated by Illustrative Mathematics (the authors of <i>Open Up Resources</i>) + Virtual Coaching Sessions throughout the school year	Explore the problem-based lesson structure of the curriculum, review all Open Up Resources print/digital instructional materials, and learn to leverage both the 5 Practices framework and instructional routines to foster student discourse. Discover embedded mathematical routines for English learners and prepare to teach Unit 1. Make sense of how to lead teachers through planning units and lessons. Math Leaders will then collaborate on planning and facilitating a week-long institute with our Oakland teachers.	3 ITLs/Math Coaches + 1 Math Coordinator	Registration: \$750/person	\$3,000
		3 ITLs/Math Coaches	Stipends for planning an August Institute for our teachers: 34.67/hour x 6.5 hrs x 3 days = \$676.07 per person	\$2,028.20
June 2018: Lesson Study Summer Institute, facilitated by Math Coordinator	Deeply plan one unit from the Open Up curriculum, using lesson study as a framework for study and collaboration. Participants will form course teams on Day 1, unpack the standards and assessments in one unit, then backwards plan the unit, focusing on a 3-day lesson series. Days 2, 3 and 4, participants will teach research lessons with summer school students in the morning, then in the afternoon engage in a post-lesson discussion to refine their lesson for the next day. Day 5, participants will finalize their unit plans. Throughout the week, participants will engage in workshops focused on the 5 Practices framework and instructional routines to foster student discourse.	30 Teachers and math coaches	\$0 *Funded by Mills College	\$0

August 2018: OUSD Content & Curriculum Institute, facilitated by Math Coordinator and team of ITLs/Math Coaches.	Explore the problem-based lesson structure of the curriculum, review all Open Up Resources print/digital instructional materials, and learn to leverage both the 5 Practices framework and instructional routines to foster student discourse. Discover embedded mathematical routines for English learners and prepare to teach Unit 1.	90 Teachers and math coaches	Stipends for the 5-day Institute: \$26.42/hour x 6.5 hrs x 5 days = \$858.65 per person	\$77,278.50
Monthly on 2nd Wednesdays: Cross-site collaboration in course teams, facilitated by Math Coordinator and team of ITLs/Math Coaches.	Analyze student work, unit assessments, and SBAC IAB data. Backwards plan units and lessons. Engage in shared learning around instructional routines to foster student discourse and equitable participation.	90 Teachers and math coaches	\$0	\$0
Professional Learning Days on 9/28/18 & 1/25/19: Cross-site collaboration in course teams, facilitated by Math Coordinator and team of ITLs/Math Coaches.	Analyze district assessment data and compare to site-level data. Backwards plan units and lessons. Engage in shared learning around instructional routines to foster student discourse and equitable participation.	90 Teachers and math coaches	\$0	\$0
TOTAL				\$82,306.70
If 2nd Wednesday and Professional Learning Days are not available, one or both of the following options would be needed:				
5 Saturday Sessions: Cross-site collaboration in course teams, facilitated by Math Coordinator and team of ITLs/Math Coaches.	Analyze student work, unit assessments, and SBAC IAB data. Backwards plan units and lessons. Engage in shared learning around instructional routines to foster student discourse and equitable participation. Includes make-up trainings for teachers who were unable to attend summer institutes.	45 Teachers and math coaches	Stipends for all 5 sessions: \$26.42/hour x 6.5 hrs x 5 days = \$858.65 per person	\$38,639.25
10 Weekday After-School	Analyze student work, unit assessments, and	45 Teachers and	Stipends for all 10 sessions:	\$35,667.00

Sessions: Cross-site collaboration in course teams, facilitated by Math Coordinator and team of ITLs/Math Coaches.	SBAC IAB data. Backwards plan units and lessons. Engage in shared learning around instructional routines to foster student discourse and equitable participation. Includes make-up trainings for teachers who were unable to attend summer institutes.	math coaches	\$26.42/hour x 3 hrs x 10 days = \$792.60 per person	
TOTAL				\$156,612.95

Budget Proposal for Recurring Annual Expenses, starting in 2019-20

Professional Learning	Purpose	Quantity	Price per unit	Total Cost
August 2019: OUSD Content & Curriculum Institute, facilitated by Math Coordinator and team of ITLs/Math Coaches.	Explore the problem-based lesson structure of the curriculum, review all Open Up Resources print/digital instructional materials, and learn to leverage both the 5 Practices framework and instructional routines to foster student discourse. Discover embedded mathematical routines for English learners and prepare to teach Unit 1.	90 Teachers and math coaches	Stipends for the 5-day Institute: \$26.42/hour x 6.5 hrs x 5 days = \$858.65 per person	\$77,278.50
Monthly on 2nd Wednesdays: Cross-site collaboration in course teams, facilitated by Math Coordinator and team of ITLs/Math Coaches.	Analyze student work, unit assessments, and SBAC IAB data. Backwards plan units and lessons. Engage in shared learning around instructional routines to foster student discourse and equitable participation.	90 Teachers and math coaches	\$0	\$0
2 Professional Learning Days: Cross-site collaboration in course teams, facilitated by Math Coordinator and team	Analyze district assessment data and compare to site-level data. Backwards plan units and lessons. Engage in shared learning around instructional routines to foster student discourse and equitable participation.	90 Teachers and math coaches	\$0	\$0

of ITLs/Math Coaches.				
TOTAL				\$77,278.50
If 2nd Wednesday and Professional Learning Days are not available, one or both of the following options would be needed:				
5 Saturday Sessions: Cross-site collaboration in course teams, facilitated by Math Coordinator and team of ITLs/Math Coaches.	Analyze student work, unit assessments, and SBAC IAB data. Backwards plan units and lessons. Engage in shared learning around instructional routines to foster student discourse and equitable participation.	45 Teachers and math coaches	Stipends for all 5 sessions: \$26.42/hour x 6.5 hrs x 5 days = \$858.65 per person	\$38,639.25
10 Weekday After-School Sessions: Cross-site collaboration in course teams, facilitated by Math Coordinator and team of ITLs/Math Coaches.	Analyze student work, unit assessments, and SBAC IAB data. Backwards plan units and lessons. Engage in shared learning around instructional routines to foster student discourse and equitable participation.	45 Teachers and math coaches	Stipends for all 10 sessions: \$26.42/hour x 3 hrs x 10 days = \$792.60 per person	\$35,667.00
TOTAL				\$151,584.75

Open Up Resources' IM Learning STANDARD INSTRUCTIONAL LEADERSHIP PACKAGE (On-site and Virtual)

A year-long engagement that prepares coaches and math leaders to be curriculum trainers and implementation experts within their district.

Two-Day Introduction to the Curriculum

Explore the problem-based lesson structure of the curriculum, review all Open Up Resources print/digital instructional materials, and learn to leverage both the 5 Practices framework and instructional routines to foster student discourse. Discover embedded mathematical routines for English learners and prepare to teach Unit 1.

Specialized, On-Site Training Day for Coaches

Review each grade-level unit and learn strategies for building PLCs around the 5 Practices, math routines, and language routines.

Virtual Unit Coaching

Tailor-made for math coaches, each two-hour session—one for each unit—prepares coaches to deliver unit trainings to teachers across grade levels.

IM Virtual Math Coach

Get the extra help you need right when you need it with 100 credits for our [on-demand support platform](#).

QUICK FACTS

LOCATION:

On-site
Virtual

DURATION:

Three full days On-site
Eight two-hour virtual sessions

ONGOING SUPPORT:

100 Virtual Math Coach credits

WHO SHOULD ATTEND:

Coaches
Math leaders

Teachers are invited to attend the two-day introduction

Package Pricing*

\$15,000

*for up to 30 participants;
30+ participants require additional
facilitator fee of \$2,000/ on-site day.

Savings of \$7,000

ABOUT OUR PROFESSIONAL LEARNING SERVICES

As the authors of *Illustrative Mathematics 6–8 Math*, we work closely with districts to support the effective implementation of the curriculum. Our professional learning engagements have been developed to deepen your team's understanding of the curriculum, improve their ability to deliver lessons and assessments, and support meaningful practice shifts that lead to improved student outcomes. [Learn more.](#)

AGENDA**CURRICULUM INTRODUCTION****Day 1****Morning (3 hours, 30 minutes)**

Problem-based Lesson Structure
Introduction to the Materials
Open Up Resources Material Exploration

Afternoon (2 hours, 30 minutes)

Assessment in the Curriculum
Supports for English Learners
Supports for Students with Disabilities
Practice Problems and Extensions

Day 3**Morning (3 hours, 30 minutes)**

PLC Sessions:
Using the 5 Practices
Using Mathematical Routines

Afternoon (2 hours, 30 minutes)

Supporting Teachers in Unit 1
Q&A

Day 2**Morning (3 hours, 30 minutes)**

5 Practices Framework
Instructional Routines in the Curriculum

Afternoon (2 hours, 30 minutes)

Facilitated Unit 1 Planning
Classroom Norms

VIRTUAL UNIT COACHING**Hour 1**

Unit Lesson Distribution
Overarching Mathematical Idea
Facilitated Lesson Activities

Hour 2

Progression of Mathematical Ideas
End-of-Unit Assessment
Planning for Week 1
Q&A

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**Attachment D:
Agreement Between
OUSD and Open Up Resources**

Oakland Unified School District

April 2018

Board Office Use: Legislative File Info.	
File ID Number	18-0830
Introduction Date	6/6/18
Enactment Number	18-0952
Enactment Date	6/6/18 er



**OAKLAND UNIFIED
SCHOOL DISTRICT**
Community Schools, Thriving Students

Purchase Agreement for
Materials, Supplies and Equipment
between
Oakland Unified School District
and
Open Up Resources

Oakland Unified School District-Open Up Resources Purchase Agreement for Materials, Supplies and Equipment

This Agreement, made this 23rd day of May 2018 (the "Effective Date"), together with the Exhibits attached hereto and incorporated herein which may be added hereto from time to time by mutual written agreement of the Parties (collectively, the "Agreement"), by and between Oakland Unified School District, a California public entity, having an office and place of business at 1000 Broadway, Oakland, CA 94607 ("District"), and Open Up Resources, having an office and place of business at 1600 El Camino Real, Suite 155, Menlo Park, CA 94025 ("Contractor") (hereinafter collectively referred to as "the Parties", or individually as a "Party").

WHEREAS, Contractor is in the business of, and has expertise in, providing Products and Services as hereinafter described; and

WHEREAS, District wishes to obtain through Contractor and Contractor wishes to provide to District such Products and Services.

NOW THEREFORE, in consideration of the mutual covenants and promises set forth herein, the Parties agree as follows:

Article 1 - Definition of Terms

The following terms, wherever used in any documents which form part of this Agreement, shall have the meanings indicated below unless the context otherwise requires. Additional definitions may be contained elsewhere in this Agreement.

- A. "Affiliate" means any entity which controls, is controlled by or is under common control with one of the Parties to this Agreement. "Control" or "Controlled" means beneficial ownership (direct or indirect) of the subject entity.
- B. "Commercially Reasonable" means taking all such steps and performing in such a manner as a well-managed company would undertake where it was acting in a determined, prudent and reasonable manner to achieve a particular desired result for its own benefit.
- C. "Deliverables" means those products, reports, documentation, and schedules to be developed and provided by Contractor to District in regard to the Services provided by Contractor hereunder.
- D. "Products" means collectively curriculum and/or education materials, whether in hard copy or electronic format.
- E. "Services" means the services provided by Contractor under this Agreement; i.e. sourcing and fulfilling the Product and/or providing Deliverables identified in an Order.
- F. "Site" means the facility or office or other location, as designated in this Agreement or the Order, for which the Product and/or Deliverable is to be delivered.
- G. "Order" means the form of purchase order or other document used for the purpose of ordering Product and/or Deliverables pursuant to this Agreement. Order shall also include District's written or electronic form of purchase requisition.

Article 2 - Rules of Interpretation

- A. The term "including" means "including, but not limited to" and shall be interpreted as broadly as possible.
- B. All references to "days" shall be calendar days, not business days, unless otherwise explicitly stated.
- C. The captions and titles to articles and paragraphs of this Agreement are only provided for convenience/reference and have no effect on the nature, extent, construction and meaning of this Agreement.
- D. In the event of any inconsistency between the provisions of the following documents, (a) unless such inconsistency relates to modification to the Indemnification, Rights in Deliverables, Representations and Warranties, or Limitations of Liability Articles herein, in which case such modification must specifically state that it is amending this Agreement as so stated, (b) the inconsistency shall be resolved by giving precedence in the following order:
 - 1. The Order;
 - 2. Documents incorporated into the Order in the order in which they are listed;
 - 3. Amendments to this Agreement, if any;
 - 4. This Agreement; and
 - 5. Documents incorporated into this Agreement in the order in which they are listed.

**Oakland Unified School District-Open Up Resources
Purchase Agreement for Materials, Supplies and Equipment**

This Agreement shall govern and supersede any preprinted terms and conditions stated on or attached to any Order, which are null and void with respect to this Agreement.

- E. If copies of documents are referenced or incorporated in this Agreement, they shall be considered originals. Attachments, schedules, appendices and addenda shall be considered part of the documents in which they are referenced. Documents that are referenced shall have the same force and effect as if contained in their entirety.
- F. Notwithstanding the general rules of construction, both District and Contractor acknowledge that both Parties were given an equal opportunity to negotiate the terms and conditions contained in this Agreement, and agree that the identity of the drafter of this Agreement is not relevant to any interpretation of the terms and conditions of this Agreement.

Article 3 - Attachments

The following documents are attached and are hereby incorporated into this Agreement by reference:

- A. Open Up Resources 4/16/18 Proposal for Partnership (Quote No. 00003261) and 4/22/18 Proposal for Partnership (Quote No. 00003417) (which are part of Attachment B to the District's May 23, 2018 Board of Education Materials re Adoption of Curriculum).

Article 4 - Term of Agreement and Not to Exceed Amount

This Agreement shall be effective on the Effective Date and continue in effect through June 30, 2019, unless otherwise mutually extended in writing by the Parties, or if terminated in accordance with this Agreement. Further, all purchases made by the District from Contractor under this Agreement (and related Orders) shall not exceed \$288,033.99 during the term of the Agreement, including all fees and taxes. Contractor agrees and understands that any Orders that would be subject to this Agreement that are accepted and fulfilled by Contractor that cumulatively exceed the not to exceed amount of this Agreement are void as a matter of law and Contractor will not be entitled to any payment or remuneration whatsoever for accepting and fulfilling said Orders.

Article 5 - Scope of Agreement, Order

- A. This Agreement is not a commitment on the part of the District to purchase Product from Contractor. Product will be purchased on an "as ordered" basis through the execution of one or more Orders, directing Contractor to deliver the Product, if any, for the benefit of the District.
- B. The Product and any Deliverables to be provided shall be determined in such Order, including all attachments thereto. Each Order that refers to this Agreement shall be deemed a separate agreement that incorporates the terms and conditions of this Agreement by reference.
- C. Any Order issued hereunder shall, at a minimum, contain the following:
 - 1. The incorporation by reference of this Agreement;
 - 2. The location where Product will be delivered;
 - 3. A detailed description of the Product, including, but not limited to, SKU, Manufacturer's item number, and any applicable designation and/or specifications which will avoid confusion regarding the Product to be delivered;
 - 4. A detailed description of Deliverable(s) to be provided by Contractor;
 - 5. Price, including any applicable fees and sales tax, and payment terms;
 - 6. The scheduled delivery date;
 - 7. Contractor shall not be required to deliver any Product and/or Deliverable unless and until an Order has been provided to Contractor.
- D. If notice of rejection of an Order is not received by District within two (2) business days from the date of its receipt by Contractor, then such Order shall be deemed to have been accepted by Contractor.

Article 6 - Rights in Deliverables

- A. Unless otherwise specifically agreed to in an Order, any and all Deliverables created, developed, or prepared by Contractor, its employees or Subcontractors shall be deemed a "work for hire" for the sole benefit of and belonging exclusively to District. All other intellectual property rights and other proprietary rights in and to the Services, and information, know-how and processes developed by Contractor, or anyone acting on

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Contractor's behalf, arising from the Services performed hereunder shall be the sole and exclusive property of Contractor and shall not be claimed to be owned by District or their employees.

- B. To the extent any Deliverable is not deemed a "work for hire" by operation of law, Contractor hereby irrevocably assigns, transfers and conveys to District all of its right, title and interest in all Deliverables under the Order, including, but not limited to, all rights of patent, copyright, trade secret or other proprietary rights in such Deliverable.
- C. Contractor shall provide to District all Commercially Reasonable assistance, execute such documents, and take all such other actions, which may be reasonably required to perfect the foregoing rights to the Deliverable.
- D. Notwithstanding the foregoing, Contractor shall retain ownership rights to (1) all of its previously existing intellectual property, including any systems, derivatives, modifications and enhancements thereto, (2) Confidential Information of Contractor, and (3) any tools or scripting applications used, developed or created by Contractor or its third party licensors during the performance of this Agreement.

Article 7 - Invoicing, Terms of Payment, Price and Tax

All invoices shall be submitted to the remit-to address specified in an Order, submitted as specified in this Agreement, and shall reference the Order number.

Subject to reconciliation with the terms of this Agreement and the Order, including verification that the Product was delivered, the invoice shall be paid ("paid" being defined as "issuance of payment from District's Accounts Payable Department") net thirty (30) days after receipt of a valid invoice at the above referenced remit-to address.

Notwithstanding the foregoing, the Parties hereby agree that the District will pay Contractor no later than September 15, 2018 the total amount due from the initial Order for Products that the District placed as a result of the adoption of the Curriculum.

- A. Any invoice or portion thereof that is subject to a good faith dispute will not be paid; in such case, District will promptly notify Contractor of any rejected invoice or portion thereof, with reasons for such rejection. The rejected costs, adjusted to the extent as mutually agreed to, shall then be re-invoiced on a separate invoice and paid net fifteen (15) days thereafter.

Invoices shall call for payments in U.S. Dollars, and shall accurately reflect the amount(s) of the Price set forth in the Order.

Price

The price specified in the Order for the Product shall consist of cost, including all other fees and sales tax that apply to said cost.

Tax

At District's request, Contractor will, to a Commercially Reasonable extent, file any certificate or other document which may cause any tax to be avoided or reduced, and cooperate with District in contesting any such tax or in claiming, on District's behalf, refunds of any such taxes paid by or on behalf of District.

All other taxes, including, but not limited to a Party's operations, such as payroll or income taxes, federal, state, and local income taxes, franchise taxes, gross receipts taxes, federal, state, and local sales and use taxes, and property taxes shall be the responsibility of the Party that incurs the tax liability.

Article 8 - Title, Risk of Loss, Returns

- A. Contractor shall transfer to District good and merchantable title to the Deliverables and Product, free from all liens, encumbrances and claims of others, upon delivery of the Deliverables and Product to and its receipt by District, at which time title and risk of loss shall vest fully in District, unless notice of rejection is provided to Contractor's authorized representative within fourteen (14) days after such delivery.
- B. Returns
 - 1. General
 - Subject to Sections 2, 3, and 4, below,
 - a. For a Product to be eligible for return it must be in Resale Condition (one hundred percent complete, including all original boxes, packing materials, manuals, blank warranty cards, and other accessories provided by Contractor).

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- b. Unless otherwise stated, shipping fees imposed by the Contractor shall be at District's cost.
 - c. If return is due to Contractor's error, and the return request is made by District within thirty (30) days of receipt of Product, then Contractor will accept the return at no cost whatsoever to District.
 - d. If District ordered the incorrect Product or has decided that it no longer wants the Product, then Contractor will accept the return from District if notice of such is provided to Contractor's authorized representative within fourteen (14) days after such delivery, and the Product is returned to Contractor within thirty (30) days of receipt of Product.
2. Non-Conforming Product
- a. If District determines, in its reasonable discretion, that any Product is not in conformance with the description in the Order (a "Non-Conforming Product"), then District may at its option, either:
 - 1) Request that Contractor promptly initiate an order to replace the Non-Conforming Product at no cost to District, in which case Contractor will order replacement(s) within one (1) business day of notice of nonconformance from District and District shall return the Product to Contractor, all at no cost to District; or
 - 2) Terminate the non-conforming portion of the applicable Order, in which case District shall return the Product to Contractor at no cost to District, and Contractor, upon receipt of the Product, shall promptly refund to District any payments made to Contractor therefor, provided that the request for such return was made within fourteen (14) days after such delivery.
3. Damage and/or Defects
- If the Product has concealed damage (i.e., there is no evident damage to external packaging) or is defective, Contractor will accept the return from District. Contractor will order a replacement unit within one business day of notice of damage or defect from District for prompt delivery to District, all at no cost to District.
4. Shipping Damage
- a. If a package containing Product purchased from Contractor arrives at District Order's ship-to address with external damage, District should refuse to accept delivery from the carrier. If District does accept delivery of such a package, District must:
 - 1) note the damage on the carrier's delivery record so that Contractor may file a claim;
 - 2) save, as is, the Product and the original box and packaging it arrived in; and
 - 3) notify Contractor in writing within five days of delivery acceptance to arrange for carrier's inspection and pickup of the damaged merchandise.
 - b. If District does not comply with the above requirements, District will be deemed to have accepted the Product as if it had arrived undamaged, and Contractor's regular return policy, as described herein, will apply.

Article 9 - Packaging, Labeling, and Shipping

- A. Products shipped to District's facilities shall be packaged in such a manner as to preclude all reasonably anticipated in-transit damage and in accordance with commercial standards. All shipments of Products will be clearly labeled with the shipping address stated on the order, the applicable Order number, recipient's name and if applicable, building and room number.
- B. Contractor will deliver all Products FOB Destination to the ship to address designated in the Order, freight pre-paid and added, ground transportation.

Article 10 - Contractual Relationships, Relations

- A. District/Contractor Relationship: It is the intent of the Parties that the relationship of District and Contractor be that of the "District" and "independent contractor", respectively. As an independent contractor, Contractor shall not act as or be an agent or employee of District in performing the Services, and shall determine the means and methods for satisfactorily providing the Services.
- B. Any provision herein referring to Contractor's subcontractors shall not create privity of contract between District and such parties.

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Article 11 - Indemnification

- A. Each Party (the "Indemnifying Party") shall, to the extent permitted by law, indemnify, defend and hold harmless the other Party and its respective employees, officers, directors, agents and representatives (the "Indemnified Party") from and against any and all third party liabilities, actual or alleged claims, actions, losses and damages (collectively, a "Claim") to the extent caused by or arising out of the negligence, breach of contract, willful misconduct, or violation of law of the Indemnifying Party or any agent of the Indemnifying Party in the course of its performance under this Agreement, including but not limited to personal injury, death, damage to property (tangible or intangible), infringement of intellectual property rights, and/or injury, sickness, or disease to persons (including death), infringement of civil rights or other tortious acts settlements, judgments, court costs, reasonable attorneys' fees, fines, penalties and other litigation expenses. This indemnity shall apply to all Claims against the Indemnified Party made or threatened by, or in the name of or on behalf of the Indemnifying Party's employees which arise in the course of their employment. The Indemnifying Party hereby waives any defense it may otherwise have under applicable workers compensation laws.
- B. The Indemnified Party shall provide timely written notice to the Indemnifying Party of any claim, loss, suit, demand or lien under this Article which it becomes aware of; but the Indemnified Party's failure to promptly notify the Indemnifying Party will only affect Indemnifying Party's obligations hereunder to the extent that such failure prejudices Indemnifying Party's ability to defend the Claim.
- C. The Indemnifying Party shall assume exclusive control of the Claim, and the Indemnified Party shall provide reasonable assistance in the defense of the Claim at the Indemnifying Party's expense. The Indemnifying Party may: (a) use counsel of Indemnifying Party's own choosing to defend against the Claim and (b) settle the Claim as the Indemnifying Party deems appropriate, provided that the Indemnifying Party obtains the Indemnified Party's prior written consent, which shall not be unreasonably withheld, before entering into any settlement which will impact the Indemnified Party's rights under this Agreement. The Indemnified Party may also, at its own expense, assume control of the defense and settlement of the Claim at any time.
- D. If the Indemnified Party is obligated to respond to a third party subpoena or other compulsory legal order or process as a result of a Claim, the Indemnifying Party will reimburse the Indemnified Party for reasonable attorneys' fees, as well as time and materials costs incurred in responding to such third party subpoena or other compulsory legal order or process.

Article 12 - Limitation of Liability

- A. NEITHER PARTY WILL BE LIABLE FOR ANY SPECIAL, PUNITIVE, INDIRECT, INCIDENTAL OR CONSEQUENTIAL DAMAGES INCLUDING, BUT NOT LIMITED TO, LOSS OF OR DAMAGE TO DATA, LOSS OF ANTICIPATED REVENUE OR PROFITS, WORK STOPPAGE OR IMPAIRMENT OF OTHER ASSETS, WHETHER OR NOT FORESEEABLE AND WHETHER OR NOT A PARTY HAS BEEN ADVISED OF THE POSSIBILITY OF SUCH DAMAGES.
- B. EXCEPT IN THE CASE OF BREACH OF EACH PARTY'S LIABILITY FOR PERSONAL INJURY/PROPERTY DAMAGE UNDER ARTICLE ENTITLED, "INDEMNIFICATION", EITHER PARTY'S TOTAL CUMULATIVE LIABILITY TO THE OTHER IN CONNECTION WITH THIS AGREEMENT, WHETHER IN CONTRACT, TORT OR OTHER THEORY, WILL NOT EXCEED THE TOTAL AMOUNT OF FEES ACTUALLY PAID OR PAYABLE BY DISTRICT TO CONTRACTOR UNDER THIS AGREEMENT FOR THE YEAR PREVIOUS TO THE INCIDENT WHICH GAVE CAUSE FOR SUCH LIABILITY, OR THE CURRENT YEAR (IF NO SUCH DATA/RELATIONSHIP REGARDING THE PREVIOUS YEAR IS AVAILABLE).

Article 13 - Representations and Warranties

- A. Contractor hereby represents and warrants to District that for the term of this Agreement:
 - 1. Contractor shall perform the Services in a timely manner and with a high degree of professional skill and care using customarily accepted good and sound professional practices and procedures in the industry.
 - 2. Contractor will maintain all necessary local, state, and federal licenses and certifications that may be required in order to legally deliver the Product and Deliverables described in the Order(s). Contractor understands and acknowledges that Contractor is wholly responsible for ensuring compliance with all federal, state, and local laws associated with the delivery of all Services associated with this Agreement and associated Order(s).
 - 3. Contractor has all rights, approvals, and/or authorizations necessary to perform the Services hereunder, and provide the Product and/or Deliverables.

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4. Contractor is authorized to execute this Agreement, is qualified to perform the Services, and has good title to the materials, supplies and equipment constituting the Services, free from all liens, encumbrances and claims of others.
5. The Services and any Deliverables will not contain any computer instructions, circuitry or other technological means whose purpose is to disrupt, damage or interfere with District's use of the Services, Deliverables or its computer and telecommunications facilities.

B. Remedy

If a defect occurs or appears in the Deliverables or Services provided hereunder, it shall be presumed that Contractor failed to meet such standards, and Contractor shall promptly and at its own expense, correct or re-perform any such Services which fail to meet such standards within a reasonable time frame acceptable to District at no additional cost.

C. Warranty of Delivery

1. If the District orders Products by the 30th day of May in each calendar year, Contractor guarantees delivery of said Products prior to the opening of school in that same calendar year in which the textbooks and instructional materials are to be used.
2. For all other Orders for Products placed by the District, Contractor guarantees delivery of said Products within thirty (30) days of the placement of said Order.

D. Warranty of Product

1. The Products shall be covered by Contractor's standard warranty terms and provisions, provided, however, that the warranty coverage shall be no less than the following: (i) The warranty period set forth therein shall run for one (1) year following shipment of the Product to the District and (ii) Contractor warrants the Products against defects in material and workmanship under normal use.
2. District has made and will make its own selection of the Products to be ordered hereunder based on its own evaluation of the character of such Product and its use needs.
3. Contractor shall forward to District all associated documentation provided or made available relating to the Products at no additional cost, such as operator/user manuals, training materials, guides, and functional/technical specifications, whether in writing, electronic means or otherwise, (collectively "Documentation").

Article 14 - Publicity, Marks

- A. During or after the term of this Agreement, the Contractor shall not release any information (other than to its subcontractors on a need to know basis for purposes of performance under this Agreement and subject to the terms of this Agreement), including news releases, publicity, promotional, marketing, or other materials, media, or activities, any name, trade name, trademark, service mark, logo, or any other designation relating to the District, its Affiliates, or this Agreement, without the District's prior written approval and compliance with any terms and conditions related to such use which the owner of the mark provides to the other Party.
- B. Except as specifically set out in this Agreement, nothing in this Agreement shall grant, suggest or imply any authority for one Party to use the name, trademarks, service marks or trade names of the other for any purpose whatsoever.

Article 15 - Insurance

Contractor represents that it now carries, and agrees it will continue during the term of the Order to carry, as a minimum, insurance as listed below:

Type of Coverage	Limits of Liability
1. Worker's Compensation	\$2,000,000 per Accident or Disease
2. Employers' Liability	\$2,000,000 Bodily Injury by Accident or Disease, per person
3. Commercial General Liability including:	\$1,000,000 Each Occurrence
• Damage to Rented Premises	\$500,000 Each Occurrence
• Medical Expenses	\$10,000 (any one person)
• Personal & ADV Injury, including sexual abuse and molestation	\$1,000,000

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Type of Coverage	Limits of Liability
• General Aggregate	\$2,000,000
• Products/Completed Operations Aggregate	\$2,000,000
4. Automobile Liability Insurance (owned, hired, and non owned)	\$1,000,000 Combined Single Limit (each accident)

- B. Prior to the start of Services, at each subsequent policy renewal date, and each time a change is made in any insurance policy or insurance carrier, Contractor shall furnish one (1) insurance certificate to District for the foregoing coverages as proof of such insurance. The certificate shall include:
1. Name of insurance carrier, policy number and expiration date;
 2. This Agreement number, or statement of blanket applicability;
 3. The coverages required, whether on the basis of claims made or per occurrence, and the limits on each, including the amount of deductibles or self-insured retentions (which shall be for the account of Contractor);
 4. A statement that District and their respective officers, directors, employees and agents are additional insureds on Commercial General Liability, including an Additional Insured endorsement naming the District as an additional insured; and
 5. All policies required by this Agreement shall be written by insurance carriers licensed to do business in the state of California.
- C. The coverage may not be canceled, altered or permitted to lapse or expire during the term of this Agreement.

Article 16 - Laws, Regulations and Permits

- A. Contractor shall at all times comply with all applicable federal, state and local laws, ordinances, statutes, rules and regulations, including but not limited to, those relating to wages, taxes, hours, environmental, fair employment practices, equal opportunity, antidiscrimination, safety, fire prevention and working conditions.

Article 17 - Assignment and Subcontracting

- A. Neither Party may assign, subcontract, or transfer the Agreement or any part thereof without the other Party's prior written consent, and any such assignment or transfer without such consent shall be null and void.
- B. Notwithstanding District's written consent to a proposed subcontract, Contractor shall remain responsible for all subcontracted Services and the payment therefor, and Contractor shall be liable to District for the acts and omissions of any subcontracted entity, their agents, representatives and persons directly or indirectly employed by them.
- C. This Agreement shall be binding upon and inure to the benefit of the Parties and their respective legal representatives, heirs, successors and assigns permitted by this Agreement.

Article 18 - Authorized Representatives and Notices

- A. Contract Representatives, Notices

1. Any notice or demand required under the terms of this Agreement that must be made in writing shall be sent by certified or registered mail, delivered by hand via a nationally recognized overnight carrier, or sent by Email with receipt confirmation addressed to the "Contract Representatives" named below. The effective date of any such notice shall be (1) upon evidence of successful Email transmission, or (2) five days following the date mailed for certified or registered letters and two days following the date mailed for overnight letters, or (3) when delivered, if in person or by overnight carrier.
2. The Contract Representatives are designated as follows:

For District	For Contractor
Courtney Ortega Oakland Unified School District 1000 Broadway, Suite 600 Oakland, CA 94607 Email: courtney.ortega@ousd.org	Jessica Sliwerski 1600 El Camino Real, Suite 155 Menlo Park, CA 94025

3. The Contractor's Contract Representative shall have the authority to make binding and enforceable decisions on behalf of their employer, and to accept service of commercial notices and other contractual

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correspondence which a Party desires to give or is required to be given under this Agreement. The District's Contract Representative shall have the authority to make binding and enforceable decisions on behalf of the District, and to accept service of commercial notices and other contractual correspondence which a Party desires to give or is required to be given under this Agreement, with the exception of amendments or modifications to this Agreement, which excepted amendments or modifications require the formal approval or ratification of the District's Board of Education. Either Party may change its Contract Representative designee by giving the other Party prior written notice thereof.

B. Account Representatives

1. Before commencing the Services, the Parties shall designate authorized Account Representatives to represent and act for them regarding the administration of the Services and all other aspects of the supply of Product and/or Deliverables. Such Account Representative shall have the authority to make binding and enforceable decisions regarding the Services to be performed.
2. The Account Representative is not authorized to terminate, suspend, change or waive any provision of, or amend this Agreement.
3. The Account Representatives are designated as follows:

For District	For Contractor
Courtney Ortega Oakland Unified School District 1000 Broadway, Suite 600 Oakland, CA 94607 Email: courtney.ortega@ousd.org	Jessica Sliwerski 1600 El Camino Real, Suite 155 Menlo Park, CA 94025

Article 19 - Force Majeure

- A. Neither Party to this Agreement shall be liable to the other to the extent any failure or delay in performing its obligations hereunder, or for any loss or damage resulting therefrom, is due to: (1) acts of God or public enemy, acts of government, riots, terrorism, fires, floods, strikes, lock outs, epidemics, act or failure to act by the other Party, or unusually severe weather affecting District, Contractor or its subcontractors, or (2) causes beyond their reasonable control and which are not foreseeable (each a "Force Majeure Event"). In the event of any such Force Majeure Event, the date of delivery or performance shall be extended for a period equal to the time lost by reason of the delay.
- B. The Party experiencing the delay shall be prompt in restoring normal conditions, establishing new schedules and resuming operations as soon as the event causing the failure or delay has ceased. Contractor shall notify District promptly of any such delay and shall specify the effect on the Product delivery as soon as practical.
- C. Notwithstanding any of the foregoing to the contrary, neither Party shall be excused from those obligations not directly affected by a Force Majeure Event, and if the Force Majeure Event is caused by a Party's failure to comply with any of its obligations under this Agreement or by such Party's negligence or omission, there shall be no relief for such Party from any of its obligations under this Agreement. Notwithstanding anything to the contrary in this Agreement, if the delay or interruption of performance resulting from a Force Majeure Event exceeds thirty days, then the Party receiving the delayed performance may terminate this Agreement upon ten business days' notice to the other Party.

Article 20 - Termination

A. Termination for Convenience

1. Either Party may terminate this Agreement, without cause and for its own convenience, by giving the other Party a written "Notice of Termination for Convenience," specifying the extent to which this Agreement is terminated and the date upon which such termination becomes effective. Such notice shall provide a minimum of thirty (30) days' notification before the termination is effective.
2. After receiving such a "Notice of Termination for Convenience" and except as otherwise directed by District's Contract Representative, Contractor shall:
 - a. stop the Services on the date and to the extent specified in the termination notice; and
 - b. issue/place no further purchase orders for Products, except as may be necessary for completing such portions of the Orders which have not been terminated.
3. District's payment obligations shall be limited to the amounts owed up to the termination date.

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B. Termination for Default

1. Either Party may terminate this Agreement in whole or in part by giving the defaulting Party a written "Notice of Termination for Default", specifying one or more of the following causes or circumstances:
 - a. if a Party becomes insolvent or makes a general assignment for the benefit of creditors; or
 - b. if a petition under the Bankruptcy Code is filed by or against a Party; or
 - c. if material and adverse developments affecting a Party's business come to the attention of the non defaulting Party, and it seeks but fails to receive from the Party in default reasonable assurances, in writing, as to its ability and intention to perform and complete its obligations under this Agreement; or
 - d. if a Party becomes involved in legal proceedings that in the non-defaulting Party's reasonable opinion materially interferes or will materially interfere with the defaulting Party's obligations under this Agreement; or
 - e. if the defaulting Party fails to perform any of the other material provisions of this Agreement and the Party in default does not cure such failure or substantially commence cure of such failure within ten (10) business days (or such longer period as the non-defaulting Party may authorize in writing) after delivery of notice from the non-defaulting Party specifying such failure.

C. An Order may be cancelled as follows:

1. District shall have the right to cancel or postpone, in whole or in part, any Order, without penalty, provided that notice of such cancellation or postponement is received by Contractor prior to shipment of the ordered Products; and
2. If District cancels an Order following shipment of the Products but prior to delivery, District shall pay all freight and handling charges for shipment and return shipment of such Products to Contractor. All returns shall be made in accordance with Contractor Return Policy.

D. Termination of this Agreement shall not affect the obligations of District or Contractor under any existing Order issued under this Agreement, and such Order shall continue in effect as though this Agreement had not been terminated, and was still in effect with respect to such Order.

Article 21 - No Waiver

Any failure by either Party to insist upon observance or performance by the other of the provisions of this Agreement shall not be deemed a "course of dealing", waiver of any such provision, or a waiver of the right of the Parties to enforce any and all provisions in the future. No waiver shall be binding unless it is in writing and signed by the Parties' Contract Representative. Any written waiver shall apply only to the specific default or to the instance specified, and a waiver of any default shall not be deemed a waiver of any other default, whether or not similar to the default waived.

Article 22 - Severance

Should any term or condition of this Agreement be declared unenforceable in law for whatever reason, all other terms and conditions shall survive and nevertheless remain valid, legal and enforceable, and the unenforceable provision will be severed from this Agreement.

Article 23 - Claims/Disputes/Governing Laws

- A. This Agreement, any Order thereunder, and any claims or disputes arising out of or relating thereto shall be governed by the laws of California, without regard to: (1) conflict of law principles; (2) the United Nations Convention on Contracts for the International Sale of Goods; and, (3) the Uniform Computer Information Transactions Act ("UCITA"). The Alameda County Superior Court shall have jurisdiction over any litigation initiated to enforce or interpret this Agreement.
- B. Any claim or dispute which either Party may have against the other, arising out of this Agreement shall be presented by the claimant in writing to the other Party not later than thirty (30) days after circumstances which gave rise to the claim or dispute have taken place or become known to the claimant, whichever is later. The claim or dispute shall contain a concise statement of the question or dispute, together with relevant facts and data to fully support the claim.
- C. In the event of any such claim or dispute, the Parties' Contract Representatives shall use their best efforts to negotiate a resolution. Upon the failure of such negotiations, such claim or dispute shall be further negotiated between more senior officials from each of the Parties who shall have decision-making authority (but not direct responsibility for the administration of this Agreement); provided however, that nothing therein

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contained shall prohibit either Party from terminating its participation in the dispute during any stage of the process.

- D. If any claim or dispute arising hereunder is not resolved through such negotiations within thirty days following written presentment pursuant to paragraph B., above, either Party may, upon giving the other Party at least ten days' prior written notice, initiate litigation submitting such claims or disputes for decision by a court of competent jurisdiction within the venue stated in paragraph A., above, in accordance with the rules of that court and laws of that jurisdiction. Either Party may, at its option and at any time during the dispute resolution process, seek injunctive relief (including, but not limited to preliminary injunctive relief).
- E. The Parties acknowledge that the remedies available to them under this Agreement, or that would otherwise be available at law, will be inadequate in case of any default or threatened default in the performance of the Parties' respective obligations under this Article and that such obligations shall be enforceable by a decree for the specific performance or by an injunction against any actual or threatened violation thereof.

Except as expressly stated in this Agreement, the Parties' rights and remedies hereunder shall be cumulative and not exclusive of each other, shall be in addition to all other rights and remedies at law or in equity, and may be pursued separately or concurrently as the aggrieved Party determines.

- F. The prevailing Party in any litigation arising out of or relating to this Agreement shall be entitled to recover its expenses, costs of litigation (including, without limitation, clerk, paralegal, and expert witness costs), and reasonable attorneys' fees from the losing Party, whether or not otherwise specifically awardable under any law or court rule.

Article 24 - Notice of Changes to Documents

The Parties represent that neither Party has made any change to any documents constituting the Agreement that have not been brought to the attention of the other Party via a redlined document, e-mail correspondence nor other means reasonably calculated to put the other Party on notice of the change. Any such change shall render this Agreement terminable for breach by the other Party, at that Party's discretion, even if that Party has executed the Agreement.

Article 25 - Survival of Obligations

The obligations of the Parties in the following Articles herein shall survive termination, cancellation or expiration of this Agreement:

Article 6 - Rights in Deliverables
Article 11 - Indemnification
Article 12 - Limitation of Liability

Article 13 - Representations and Warranties
Article 23 - Claims/Disputes/Governing Laws

Article 26 - Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion and Regarding Compliance with California Law

Contractor certifies to the best of its knowledge and belief, that it and its principals are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency according to Federal Acquisition Regulation Subpart 9.4, and by signing this contract, certifies that this vendor does not appear on the Excluded Parties List (<https://www.sam.gov/>).

Contractor also certifies that it has complied and its Products comply with California law, including but not limited to the laws governing school districts' consideration and adoption of curriculum and consideration and approval of contracts.

Article 27 - Execution/Counterparts/Electronic Transmission

This Agreement (and any Order) may be executed in two or more identical counterparts, each of which shall be deemed to be an original and all of which taken together will be deemed to constitute one and the same document when a duly authorized representative of each Party has signed a counterpart. The Parties may sign and deliver this Agreement (and any Order) by electronic transmission. Each Party acknowledges that the delivery hereof by electronic transmission will have the same force and effect as delivery of original signatures.

Article 28 - Signature Authority

Each party has the full power and authority to enter into and perform this Agreement, and the person signing this Agreement on behalf of each Party has been given the proper authority and empowered to enter into this

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Agreement.

Article 29 - Contract Contingent on Governing Board Approval

The District shall not be bound by the terms of this Agreement until it has been formally approved by the District's Governing Board, and no payment shall be owed or made to Contractor absent that formal approval. This Agreement shall be deemed approved when it has been signed by the Board of Education, and/or the Superintendent as its designee.

Article 30 - W-9 Form

If Contractor is doing business with the District for the first time, complete and return with the signed Agreement the W-9 form.

Article 31 - Contract Publicly Posted

This contract, its contents, and all incorporated documents (including Orders) are public documents and will be made available by the District to the public online via the Internet.

Article 32 - Entire Agreement

This Agreement, including all Orders issued by District and accepted by Contractor pursuant to this Agreement, shall constitute the entire agreement between the Parties with respect to the subject matter of this Agreement. This Agreement and any Order shall not be modified or rescinded, except by a writing signed by Contractor and District. The provisions of this Agreement supersede all contemporaneous and prior oral and written communications, understandings and agreements of the Parties with respect to the subject matter of this Agreement.

Authorization

IN WITNESS WHEREOF, the Parties have caused this Agreement to be executed by their duly authorized representatives, effective as of the date first above written.

OAKLAND UNIFIED SCHOOL DISTRICT

<i>Aimee Eng</i>	6/7/18
Aimee Eng	Date
Board President	
<i>Kyla Johnson-Trammell</i>	6/7/18
Kyla Johnson-Trammell	Date
Superintendent & Board Secretary	

OPEN UP RESOURCES

<i>Larry Singer</i>	05/08/2018
Contractor Signature	Date
Larry Singer	CEO
Print Name, Title	

Custom form approved by OUSD General Counsel 5/7/18

OAKLAND UNIFIED SCHOOL DISTRICT
Office of the General Counsel
APPROVED FOR FORM AND SUBSTANCE

By: *[Signature]* 5/11/18
Michael L. Smith, Attorney at Law
(2009 5/10/18)



Proposal for Partnership

Quote Number	00003261	Created Date	4/16/2018
Quote Name	Oakland Unified District	Expiration Date	4/30/2018
Contact Name	Barbara Sherve	Account Name	Oakland Unified District
		Bill To	Oakland, CA

Introduction

Open Up Resources is pleased to submit this proposal for partnership. We are poised to deliver a best-in-class solution that suits your approach to teaching and learning mathematics.

The following quote outlines pricing for the requested materials and services; please contact us should your needs change.

We will confirm this order upon receipt of your purchase order(s).

Thank you!

Product	Product Code	Sales Price	Quantity	Total Price
Grade 6 Full Course, First Edition	978-1-946636-01-0	\$22.50	2,670.00	\$60,075.00
Grade 7 Full Course, First Edition	978-1-946636-11-9	\$22.50	2,670.00	\$60,075.00
Grade 8 Full Course, First Edition	978-1-946636-21-8	\$22.50	2,670.00	\$60,075.00
Teacher Grade 6 Full Course, First Edition	978-1-946636-31-7	\$95.00	33.00	\$3,135.00
Teacher Grade 7 Full Course, First Edition	978-1-946636-42-3	\$95.00	33.00	\$3,135.00
Teacher Grade 8 Full Course, First Edition	978-1-946636-53-9	\$95.00	33.00	\$3,135.00
		Subtotal		\$189,630.00
		Tax		\$17,540.76
		Shipping		\$15,170.40
		Shipping Tax		\$0.00
		Grand Total		\$222,341.16

Terms & Conditions

Pricing Information:

- All prices are in US dollars and valid for 30 days from the date of this proposal. After this time period, prices, products, and services are subject to change without notice.
- Taxes have been estimated based on Open Up Resources' understanding of applicable taxes in your school's location. They will be confirmed at the time of invoicing.
- Note: This is a cost proposal, not a formal contract.

Shipping and Handling Charges:

- All orders for printed books will be billed 8% of the total order to account for shipping charges. There is a minimum \$15 shipping charge for all orders. Exceptionally large orders will be billed by weight to account for shipping charges.

- Orders will be shipped via ground carrier, standard delivery. Additional charges will be applied to requested expedited shipments.
- Books are packed in cartons labeled with Grade and Unit Number. Pallets will be organized by the receiving school or district to aid in distribution to the appropriate locations. To minimize the number of pallets shipped per school, materials for more than one grade level may appear on a single pallet.
- Additional charges may apply; please contact your field specialist if you have special shipping or delivery requirements. Requests for shipping or product order changes after submission of your order will be accommodated whenever possible, though fees for re-direction may apply. Please contact your field representative to discuss the charges.

Ordering Information:

- Please submit your official purchase order, with authorized signature(s), electronically to your field specialist. Include:
 - Your complete billing address and shipping address(es).
 - A primary contact name, email address, phone number, title, school, district, street address, city, state, and zip code.
 - The date by which the materials are needed
 - A copy of this proposal.
 - Any additional special requirements for delivery.

Payment Information:

- We kindly request payment within 30 days. Open Up Resources is a 501C3 not-for-profit organization.
- Professional Development Services will be billed at the time of delivery of services.
- A 3% service charge will be applied for credit card payments.
- After 90 days, a fee of 1.5% per month will be charged on unpaid balances
- Address for Payments only:

PO Box 398697
San Francisco, CA 94139-8697

Shortages and Damaged Materials:

Please inventory your materials upon receipt. Open Up Resources will replace damaged, missing, or incorrect materials from an order at no cost to the customer if notified within 30 days of the shipment arrival date.

Returns:

In most cases, Open Up Resources will refund returned materials that are unused and undamaged if notified within 30 days of the shipment arrival date. Please see below for more information on what materials can be returned.

Open Up Resources will accept returns of the following materials:

Complete sets of unused, undamaged student workbooks and teacher materials

Warranty:

- Open Up warrants to the District that for one year from the date of purchase (the "Warranty Period"), all printed textbooks provided by Open Up pursuant to this RFP ("Textbooks") will be free from material manufacturing defects in material and workmanship that render such Textbooks unusable. To the extent that a material manufacturing defect that makes any Textbook unusable is discovered during the Warranty Period, Open Up will provide the District with a functionally equivalent replacement Textbook at no additional cost to the District. EXCEPT FOR THE WARRANTY SET FORTH ABOVE, OPEN UP MAKES NO WARRANTY WHATSOEVER WITH RESPECT TO THE TEXTBOOKS, INCLUDING ANY (A) WARRANTY OF MERCHANTABILITY OR (B) WARRANTY OF FITNESS FOR A PARTICULAR PURPOSE, WHETHER EXPRESS OR IMPLIED BY LAW, COURSE OF DEALING, COURSE OF PERFORMANCE, USAGE OF TRADE OR OTHERWISE.
- The District must make best efforts to inspect books for material defects within 60 days of receipt to ensure timely replacement.
- Issues requiring warranty support may be directed to support@openup.org.

Professional Development Services

- **Non-Solicit Policy:** For customers purchasing Illustrative Mathematics (IM) professional development: during your engagement with Illustrative Mathematics and continuing 12 months after the last engagement, the customer agrees not to directly or indirectly: hire, employ, call on, solicit, recruit, or take away any of the IM's employees or independent contractors to work for any other person or entity; encourage any of the IM's employees or independent contractors to leave their employment with the IM; or attempt to hire, employ, call on, solicit, recruit, take away any of the IM's employees or independent contractors.
- **Expedited Scheduling Fee:** Customers may be charged an expedited scheduling fee up to \$500 per event when scheduling onsite professional development delivery to occur within 30 days of the date of purchase.
- **Cancellation, No-show & Rescheduling Policy:** Customers will be responsible for any travel and accommodation change fees actually incurred resulting from requests to change scheduled professional development delivery dates within 21 days of the originally scheduled date. Unforeseen events, weather-related or otherwise, that require unexpected district closures will be considered as cancellation charges are assessed. Every attempt to arrive upon an equitable solution will be pursued in these cases.
- **Copyright Terms & Conditions:** All professional learning materials are copyrighted by Illustrative Mathematics. After purchasing an Illustrative Mathematics professional service, we will grant you a license to edit, add to and share the applicable content with the educators in your school district as long as they are not being used for commercial purposes. To ensure our materials are used as intended, any of the content provided online must limit access to employees of your school district. As you share the materials within your district, you must give attribution to Illustrative Mathematics and identify any changes you made to the content.



Proposal for Partnership

Quote Number	00003417	Created Date	4/22/2018
Quote Name	Oakland Unified District Math Kits Quote	Expiration Date	5/31/2018
		Account Name	Oakland Unified District
		Bill To	1005 Lehigh Valley Circle Oakland, CA 94626

Introduction

Open Up Resources is pleased to submit this proposal for partnership. We are poised to deliver a best-in-class solution that suits your approach to teaching and learning mathematics.

The following quote outlines pricing for the requested materials and services; please contact us should your needs change.

We will confirm this order upon receipt of your purchase order(s)

Thank you!

Product	Product Code	Sales Price	Quantity	Total Price
MS Math Grade 6 Materials Kit - Consumable	OURMSKITG6C	\$421.44	35.00	\$14,750.40
MS Math Grade 6 Materials Kit - Non-Consumable	OURMSKITG6NC	\$338.81	35.00	\$11,858.35
MS Math Grade 7 Materials Kit - Consumable	OURMSKITG7C	\$378.22	30.00	\$11,346.60
MS Math Grade 7 Materials Kit - Non-Consumable	OURMSKITG7NC	\$243.60	30.00	\$7,308.00
MS Math Grade 8 Materials Kit - Consumable	OURMSKITG8C	\$381.23	30.00	\$11,436.90
MS Math Grade 8 Materials Kit - Non-Consumable	OURMSKITG8NC	\$137.64	30.00	\$4,129.20
	Subtotal			\$60,829.45
	Tax			\$0.00
	Shipping			\$4,856.35
	Shipping Tax			\$0.00
	Grand Total			\$65,695.81

Terms & Conditions

Pricing Information:

- All prices are in US dollars and valid for 30 days from the date of this proposal. After this time period, prices, products, and services are subject to change without notice.
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Ordering Information:

- Please submit your official purchase order, with authorized signature(s), electronically to your field specialist. Include:
- Your complete billing address and shipping address(es).
- A primary contact name, email address, phone number, title, school, district, street address, city, state, and zip code.
- The date by which the materials are needed.
- A copy of this proposal.
- Any additional special requirements for delivery.

Payment Information:

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Open Up Resources will accept returns of the following materials:

Complete sets of unused, undamaged student workbooks and teacher materials

Warranty:

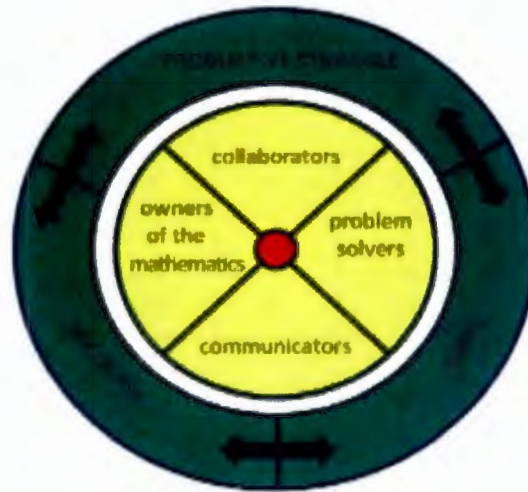
- Open Up warrants to the District that for one year from the date of purchase (the "Warranty Period"), all printed textbooks provided by Open Up pursuant to this RFP ("Textbooks") will be free from material manufacturing defects in material and workmanship that render such Textbooks unusable. To the extent that a material manufacturing defect that makes any Textbook unusable is discovered during the Warranty Period, Open Up will provide the District with a functionally equivalent replacement Textbook at no additional cost to the District. EXCEPT FOR THE WARRANTY SET FORTH ABOVE, OPEN UP MAKES NO WARRANTY WHATSOEVER WITH RESPECT TO THE TEXTBOOKS, INCLUDING ANY (A) WARRANTY OF MERCHANTABILITY OR (B) WARRANTY OF FITNESS FOR A PARTICULAR PURPOSE, WHETHER EXPRESS OR IMPLIED BY LAW, COURSE OF DEALING, COURSE OF PERFORMANCE, USAGE OF TRADE OR OTHERWISE.
- The District must make best efforts to inspect books for material defects within 60 days of receipt to ensure timely replacement.
- Issues requiring warranty support may be directed to support@openup.org.

Professional Development Services

- **Non-Solicit Policy:** For customers purchasing Illustrative Mathematics (IM) professional development during your engagement with Illustrative Mathematics and continuing 12 months after the last engagement, the customer agrees not to directly or indirectly hire, employ, call on, solicit, recruit, or take away any of the IM's employees or independent contractors to work for any other person or entity; encourage any of the IM's employees or independent contractors to leave their employment with the IM; or attempt to hire, employ, call on, solicit, recruit, take away any of the IM's employees or independent contractors.
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Appendices

OUSD VISION FOR MATHEMATICS



Through productive struggle, academic discourse, and performance tasks, OUSD students become problem solvers, collaborators, communicators and owners of the mathematics, to ensure college and career readiness.

Appendix B - Math Instructional Materials Review Committee: Attendance and Agendas

Attendance

Participant	2017 Committee Meetings						2018 Committee Meetings		
	3/29/17	4/12/17	4/19/17	4/24/17	5/3/17	5/9/17	3/15/18	3/22/18	4/12/18
Monica Black	x	x	x	x	x	x	x		x
Carlos Cabana	x	x	x	x	x	x			
Michelle Cascio	x	x	x	x	x	x			
Cassandra Chen	x	x	x	x	x	x			
Scott Corwin	x	x	x	x	x	x	x	x	x
Cliff Hong							x	x	x
Zubin Hu	x	x	x	x	x	x			
Audrey Karlstad	x	x	x	x	x	x			
Lybrya Kebreab								x	x
Keely Machmer-Wessels	x	x	x	x	x	x	x	x	x
Kathryn Ortega							x	x	x
Elizabeth Rosenberg								x	x
Angelina Gilyard-Shyne							x	x	x
Jessica Tucker	x	x	x	x	x	x			
Avi Zellman	x	x	x	x	x	x		x	x

Math Instructional Materials Review Committee
March 29, 2017 Meeting #1 Bret Harte Middle School Library

Committee Objective: Identify curriculum materials that will best support OUSD students' learning of the standards

Meeting outcomes:

- Establish the group and its ways of working together:
- Build community as a team: understand who is in the room, the perspectives each member brings, individual interests, and personal challenges
- Deepen understanding of strand(s) that will be the focus of the content evaluation

Time	Activity	Materials/Notes
5:00	Get settled, fill a plate, connect with colleagues	
5:15	Welcome <ul style="list-style-type: none"> • Our Task • Introductions 	
5:25	Where are we headed? Review & Adoption Timeline	
5:35	Building our team <ul style="list-style-type: none"> • The OUSD math community • What is each member of the team bringing to this work? 	
5:55	The Review Process <ul style="list-style-type: none"> • Criteria & Tools • Additional Input 	
6:05	Content Focus: <ul style="list-style-type: none"> • Ratios & Proportions • Expressions & Equations 	State framework documents: Ratios & proportions: 6th (p 280-90), 7th (p 332-339), 8th (p 380-84, 388-391) Expressions & Equations: 6th (p 304-311), 7th (p 348-353), 8th (p 378-387) Posters
7:10	Our agreements with each other <ul style="list-style-type: none"> • Around confidentiality of process • Commitment to the committee 	
7:20	Closing Parking Lot Process Observations Appreciations	

7:30	Adjourn	
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Please register in On-Track: [PD6917](#), Math Instructional Materials Review Committee

Math Instructional Materials Review Committee
April 12, 2017 Meeting #2 Edna Brewer Middle School

Committee Objective: Identify curriculum materials that will best support OUSD students' learning of the standards

Meeting outcomes:

- Review community input and determine specific criteria against which to evaluate curricula.
- Evaluate Eureka Math through Ratio & Proportions strand and in relation to local criteria
- Begin to narrow the list of curricula for consideration

Time	Activity	Materials/Notes
4:30	Welcome Review agreements and agenda	
4:35	Reviewing the Committee's Charge Review & Adoption Timeline Data about the OUSD MS Math teaching community	
4:45	The Review Process: Tools for Evaluation <ul style="list-style-type: none"> • Agree on criteria for review, based on survey feedback • Tools to evaluate in relation to conceptual category/ies 	Links: Data from community survey Proposed criteria NCSM content tool
5:05	Analysis Step 1 for Eureka Math <ul style="list-style-type: none"> • Ratios & Proportions in grade level teams • Standards for Mathematical Practice • Cross-grade level discussion 	6th: Module 1 7th: Module 1, Module 4 8th: Module 4 <i>Break to get food during this time</i>
6:25	Analysis Step 2 for Eureka Math <ul style="list-style-type: none"> • OUSD Criteria evidence 	
6:50	Narrowing the list of curricula to examine	List of curricula
7:05	Committee Agreements <ul style="list-style-type: none"> • Around confidentiality of process • Share out from committee survey 	
7:20	Closing Assignments for the T&L Team Parking Lot Process Observations Appreciations	
7:30	Adjourn	

Math Instructional Materials Review Committee
April 19, 2017 Meeting #3 Edna Brewer Middle School

Committee Objective: Identify curriculum materials that will best support OUSD students' learning of the standards

Meeting outcomes:

- Review **additional** community input and **finalize** local criteria against which to evaluate curricula.
- Evaluate _____ through Ratio & Proportions strand in relation to local criteria
- Begin to narrow the list of curricula for consideration

Slides

Time	Activity	Materials/Notes
4:30	Welcome Review agreements and agenda Review & Adoption Timeline	
4:35	Confirming Local Criteria	Proposed criteria There were no significant changes from additional responses to the survey, and only one new response from a 1st/2nd year teacher
4:45	Narrowing the list of materials to review • 10 min reading/review time	Annotated list of materials Curriculum overview folder
	Break to fill a plate!	
5:20	Analysis Step 1 for _____ Guided introduction to materials Groups collect evidence	T&L will prepare multiple materials to select from based on interest expressed at last meeting, as well as early impressions from survey .
6:20	Shareout of noticings and discussion Posters of strengths and areas in need of support Feedback aligned to criteria tool	
6:50	Reporting Back on Eureka Math research • Sharing online interface & requested research • Review feedback connected to evaluation criteria	** if time allows <i>**Time did not allow. We will return to this next week.</i>
7:15	Agreements & closing Assignments for the T&L Team	
7:30	Adjourn	

Math Instructional Materials Review Committee
May 3, 2017 Meeting #5 Edna Brewer Middle School

Committee Objective: Identify curriculum materials that will best support OUSD students' learning of the standards

Meeting outcomes:

- Determine whether to include Discovery Education Math Techbook among the short list of curricula under consideration.
- Review professional development and assessment components of short list of curricula
- Review strengths and gaps for short list curricula; consensus on public evaluation evidence.
- Identify finalist curricula.

Slides

Time	Activity	Materials/Notes
4:30	Welcome Review agreements and agenda	
4:35	Recap of where the committee is in the process <ul style="list-style-type: none"> ● Review & Adoption Timeline ● Next steps to get to a recommendation ● Tasks for this meeting 	Local criteria Annotated list of materials Curriculum feedback & evidence: Open Up Resources: posters ; criteria , T&L review Eureka Math: posters , criteria , T&L review Agile Mind: posters , criteria , T&L review CPM: posters , criteria , T&L review CMP3: posters , criteria , T&L review
4:45	Committee review of short list programs <ul style="list-style-type: none"> ● Endorsement of evaluation evidence ● Assessment & PD resources ● T&L Reviews <p><i>Break to fill a plate during this time.</i></p>	Evaluation evidence summary drafts <i>(will be linked Tuesday)</i> CMP 3 CPM Eureka Math Open Up Resources
5:30	Discussion of Programs <ul style="list-style-type: none"> ● Chart strengths and gaps evidence to share publicly ● Consensus on programs that are Not Recommended 	

	<ul style="list-style-type: none"> • Additional review of Math Techbook (?) 	
7:00	What other information needs to be collected? <ul style="list-style-type: none"> • Feedback from 1st and 2nd year teachers • Student/parent input • Specific questions for principals 	
7:15	Agreements & closing Assignments for the T&L Team	
7:30	Adjourn	

Math Instructional Materials Review Committee
May 9, 2017 Meeting #6 Edna Brewer Middle School

Committee Objective: Identify curriculum materials that will best support OUSD students' learning of the standards

Meeting outcomes:

- Come to consensus on one set of materials to recommend for adoption
- Identify the opportunities and risks in the choice, and make recommendations to mitigate risks
- Summarize rationale for decisions.

Slides

Time	Activity	Materials/Notes
4:30	Welcome <ul style="list-style-type: none"> • Review agreements and agenda • One word check-in: What's the adjective to describe how you are feeling right now? 	
4:35	Quick report back on Principal Professional Learning and questions about timeline	
4:45	Focusing on the goal: <ul style="list-style-type: none"> • What is your biggest hope for OUSD middle school math from this adoption? • What is a fear that you have from this adoption? 	Local criteria Strength & Weakness summaries: CMP 3 CPM Eureka Math Open Up Resources
5:00	Evaluation Criteria and Individual reflection <ul style="list-style-type: none"> • <i>In your view, which program best meets our local criteria?</i> • <i>In your view, which best meets the CCSS-M -- both content and practice standards?</i> • <i>In your view, what opportunities would adopting each program offer OUSD -- how could this program accelerate or advance OUSD MS math over the next 5 years?</i> • <i>In your view, what risks might OUSD run if it adopts each program -- what obstacles or challenges might get in the way of realizing the opportunities?</i> <p><i>Break to fill a plate during this time.</i></p>	Curriculum feedback & evidence: Open Up Resources: posters ; criteria , T&L review CPM: posters , criteria , T&L review CMP3: posters , criteria , T&L review
5:20	Discussion of Programs	Additional research folder <i>Includes EdReports/standards data, ELLMA feedback, interviews</i> Open House Feedback
6:25	Check progress to consensus -- quick break Continue discussion as needed <p><i>If a decision has been made:</i> Small groups work on sections of report</p>	Outline of Report
7:15	Agreements & closing <ul style="list-style-type: none"> • Process for reviewing additional feedback 	

	<ul style="list-style-type: none">• Comment period on report sections• Invitation to meet with district leadership?	
7:30	Adjourn	

Math Instructional Materials Review Committee
March 15, 2018 Meeting #1 Roosevelt Middle School

Committee Objective: Identify curriculum materials that will best support OUSD students' learning of the standards

Meeting outcomes:

- Review artifacts and community feedback on Open Up curriculum.
- Identify the opportunities and risks in the choice, and make recommendations to mitigate risks.
- Check to see where we have consensus regarding a curriculum adoption recommendation.

Slides

Time	Activity	Materials/Notes
4:30 10 min	Get settled, fill a plate, connect with colleagues	
4:40 10 min	Welcome	
4:50 10 min	Where are we headed	
5:00 20 min	<p>Building the team (community) Understanding the math community (5 min)</p> <ul style="list-style-type: none"> ● Data picture of our team ● Data picture of the district MS math teaching community - there will be more of this, but we don't represent the community! We'll need to work to take on their perspectives at different points. ● Data picture of our students <p>With our community and your own experience in mind, individually write down your top 3 things on big post-its that you are looking for in a curriculum adoption. (3 min)</p> <p>What are each of us bringing to this work? (12min)</p> <ul style="list-style-type: none"> ● Share your three post-its (tape them to the wall, cluster as we go) ● What curricular connections do you have? (Help each other attend to our biases) 	Big post-its
5:20 80 min	<p>Gallery Walk of Artifacts in Small Groups 20 min per station</p> <ul style="list-style-type: none"> ● Website & sample assessments ● Teacher workbook & student workbooks ● Student work samples ● Teacher feedback + pro/con list from last year 	

	<ul style="list-style-type: none"> Community feedback 	
6:30 10 min	Break	
6:40 20 min	Small Group Discussion of Artifacts: SWOT Analysis <ul style="list-style-type: none"> What are the opportunities for OUSD Math, should we move forward with this set of materials? Connected to the criteria What are the risks for OUSD Math, should we move forward with this adoption? Connected to the criteria 	One SWOT Analysis Template per group
7:00 20 min	Gallery Walk (10 min) Discussion (10 min) <ul style="list-style-type: none"> Trends Questions <ul style="list-style-type: none"> Quick answers and decision points Parking Lot for next time 	Post-its <ul style="list-style-type: none"> Yellow = agree or build on an idea blue = question
7:20 10 min	<u>Take a Straw Poll</u> Agreements <ul style="list-style-type: none"> Around confidentiality of process Around showing up, doing in-between work if needed Around what we can say about where we landed tonight and where we will pick it up next week 	
7:30	Appreciations and Close	

Math Instructional Materials Review Committee
March 19, 2018 Meeting #2 Roosevelt Middle School

Committee Objective: Identify curriculum materials that will best support OUSD students' learning of the standards

Meeting outcomes:

- Review artifacts and community feedback on Open Up curriculum.
- Identify the opportunities and risks in the choice, and make recommendations to mitigate risks.
- Check to see where we have consensus regarding a curriculum adoption recommendation.

Slides

Time	Activity	Materials/Notes
4:00 40 min	Have Gallery Walk set up for early arrivals	Include: notes from big post its & SWOT analysis notes
4:40 10 min	Welcome	
4:50 15 min	Building the team (community) <ul style="list-style-type: none"> ● Partner with someone you don't know well...yet. <ul style="list-style-type: none"> ○ Share a memory of your own MS math experience (4 min) ● Share summary of big post-its from last week. (2 min) ● Turn to a partner: How do our memories show up in these priorities that we named? How does this impact our work in this committee? (4 min) ● Dot Consensus (5 min) <ul style="list-style-type: none"> ○ How does Open Up stack up to our priorities? 	Our Priorities for Our Curriculum Adoption dots
5:05 20 min	Doing Math Together "Best Restaurant" - 6th grade Unit 9 Lesson 4 <ul style="list-style-type: none"> ● 3 min - individual work time ● 6 min - work with your group ● 5 min - present one strategy. Discussion based on questions in teacher guide ● 6 min - Reflect <ul style="list-style-type: none"> ○ What math did we use? How did the lesson design set us up to re-engage with that math? What was missing? ○ Look at the Teacher Guide - How does the Teacher Guide set the teacher up to make decisions and adjustments on behalf of students? What was missing? 	Doc cam Graph paper Colored pencils Scissors Copies of the Teacher Guide
5:25	Carousel (10 min per station)	Chart paper

30 min	<ul style="list-style-type: none"> ● PD ● Classroom materials (manipulatives, student materials, teacher materials) ● Family materials (“textbook”) <p>Carousel Review (Provides an opportunity to generate ideas, check understanding, and raise unanswered questions. Teams rotate from one poster to the next at given intervals, adding ideas.)</p> <ol style="list-style-type: none"> 1. Topics or questions are posted around the room. 2. Teams each stand by a chart. 3. Teams have a given amount of time to record their ideas. 4. Teams select a new recorder and rotate to the next chart. 5. Teams read and discuss what the previous team has written. 6. Teams record additional information before rotating. 	markers
5:55 20 min (self break)	<p>Small Groups Prepare Proposals</p> <ul style="list-style-type: none"> ● Can be typed in a google doc that is shared with Courtney, or handwritten ● Use the Carousel posters and the list of committee-generated priorities to guide your work 	
6:15 20 min	<p>Small Groups Present Proposals (4 min per group + Q&A)</p>	
6:35 15 min	<p>Refine Proposals</p>	
6:50 30 min	<p>Gallery Walk of Final Proposals (10 min)</p> <p>Discussion → Consensus (20 min)</p>	<p>Yellow = agree or build on an idea</p> <p>Blue = question</p>
7:20 10 min	<p><u>Take a Straw Poll</u> (3 min, 2 min tally them up)</p> <p>Agreements</p> <ul style="list-style-type: none"> ● Around confidentiality of process ● Around showing up, doing in-between work if needed ● Around what we can say about where we landed tonight and where we will pick it up next week 	
7:30	<p>Appreciations and Close</p>	

Math Instructional Materials Review Committee
April 12, 2018 Meeting #3 Roosevelt Middle School

Committee Objective: Identify curriculum materials that will best support OUSD students' learning of the standards

Meeting outcomes:

- Review teacher survey data.
- Have a final vote.

Slides

Time	Activity	Materials/Notes
4:30 10 min	Welcome	
4:40 20 min	Gallery Walk of Teacher Survey Data	
5:00 20 min	Discussion of Data	
5:20 5 min	Take Our Final Vote	
5:30	Appreciations and Close	

Appendix C - Local Review Criteria

Local Criteria based on teacher community input

These criteria were identified based on feedback from the OUSD math teaching community about the aspects of instructional materials that were most important to them when considering an adoption that will meet the needs of Oakland's diverse students and support teachers in their efforts to plan engaging lessons that facilitate student learning. We also acknowledge that no single curriculum will be able to meet all criteria, and that ongoing collaboration and teacher input will be necessary to our work.

Category	Criteria	Notes/Rating
Common Core Aligned Rigorous Tasks	<ol style="list-style-type: none"> 1. Align to content standards 2. Intentionally incorporate Standards for Mathematical Practice 3. Balance conceptual understanding and application 4. Support procedural fluency³ 5. Structure of problems and tasks provides opportunities for students' productive struggle 	
Lesson and Unit Design	<ol style="list-style-type: none"> 1. Units are organized around big, important mathematical ideas or questions, and build to a summative assessment. 2. Lessons have specific objectives or targets. 3. Explanation and justification are embedded in problems and tasks. 4. Materials include opportunities for students to investigate and generalize to build math understanding. 5. Lessons explicitly support academic discourse. 6. Units integrate formative assessment opportunities. 	
Differentiation (Universal Access)	<ol style="list-style-type: none"> 1. Materials encourage teachers to draw on multiple resources such as objects, drawings, and graphs to facilitate learning. 2. Materials integrate explicit language supports for English learners to support regular and active participation in learning mathematics. 3. Materials support small group and individualized/personalized learning opportunities. 4. Materials provide guidance for supporting students with special needs 	

Continued on next page

³ Procedural fluency scored lower in priority than conceptual understanding and application; this may be the easiest aspect of rigor to supplement, should that be required.

Continued from previous page

Category	Criteria (continued)	Notes/Rating
Usability	<ol style="list-style-type: none">1. Materials include clear and helpful explanations of standards and progressions, including connections to prior and future coursework.2. Materials include clear and helpful explanations of math content.3. Materials include clear and helpful explanations of common student responses or misconceptions.	
Additional Considerations	<ol style="list-style-type: none">1. Materials are visually well-organized and inviting to students.2. Materials integrate opportunities to use technology to enhance mathematics learning3. Materials include strong assessment components.	

OUSD intends to adopt new math curriculum for the middle grades for use in 2017-18 and beyond.

What curriculum will best support middle grade students in learning math?

Provide input!

The Math Instructional Materials Review Committee is currently working on a recommendation for the Superintendent and Board of Education to adopt middle school math materials for use starting in 2017-18. This group of teachers from across the district has narrowed the possibilities down to a small number of curricula, and is seeking input from the middle grades math teaching community about the finalists.



What materials will support bringing the OUSD Vision for Mathematics ALIVE in classrooms?

This is your chance to be part of the process!

Come to a session to view the finalist curricula:

- See what printed materials look like
- Explore the online resources and interface
- Learn more about relative strengths of each option
- Share your feedback on each program you view

3 sessions:

Wednesday, May 3, 12:45-5 p.m.
at Edna Brewer Middle School
Monday, May 8, 3:30-5:30
at Elmhurst Community Prep/Alliance
Wednesday, May 10, 12:45-5 p.m.
at TBD

BE HEARD!

See the options

Share your thinking

Questions? Contact a Teaching & Learning math team member or email teammath@ousd.org

Math Instructional Materials Open House May 10, 2017

Name (please print)	School Site	Number of years of teaching experience	Number of years teaching in Oakland
PATRICIA WONG	BHMS	14	14
Jane Lee	Roots Intl	5	4
Karen Todd	WOMS	33	33
Theodisa Battiest	Claremont	15	8
Cobette West	MPA	7	7
Rosa Aguirre	WOMS	18	18
Susan Deniz Thacker	Claremont	3	3
(Abbey)			

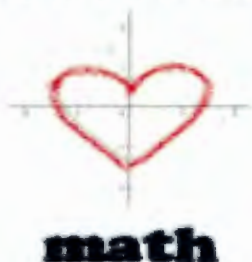
Math Instructional Materials Open House

May 2, 2017 ECP/Alliance

Name (please print)	School Site	Number of years of teaching experience	Number of years teaching in Oakland
David Pistone	Bret Harte MS	2	2
Andy WSR	Alliance	27	6
Jackie Narvaez	Alliance	3	3

Help us shape how 6th-8th graders learn math!

I hecka



After more than a decade of using our current textbooks, OUSD is in the process of choosing new mathematics materials for grades 6-8. Last year, a committee of teachers reviewed almost 20 curricula and narrowed their selection to one curriculum for teachers to pilot this school year: Open Up Resources (authored by Illustrative Mathematics). This school year, over 30 teachers, representing 9 of our middle schools, piloted Open Up.

We need family and community feedback on the strengths and weaknesses of this curriculum, so that...

- we end up with the **best curriculum** for our district
- we can advocate for professional development and additional resources to **address any gaps we see in the curriculum** we choose.

Join us at a Family and Community Curriculum Review:

You will learn about the adoption process and the Common Core Standards. We will also have a table for the new curriculum we piloted this year and examples of student work, as well as examples of our old curriculum.

March 14, 5-7pm at United For Success Academy, 2101
35th Ave, Oakland, CA 94601

This is the same event as the Social Studies Family and Community Curriculum Review. Please **RSVP** using their form bit.ly/678rsvp



How else can you get involved?

Visit [Open Up Resources](http://OpenUpResources) to view the curriculum online.

Email courtney.ortega@ousd.org with any questions or feedback about the curriculum.

****NOTE**** No family or community members attended

2017-18
Middle School Math Curriculum Pilot

Who: Middle Grades Math Teachers

We strongly encourage each site to have at least one person participate in the pilot process. Ideally, all teachers teaching a course at a particular site would participate in the pilot, and every piloting teacher would have a colleague at the same site who is also piloting, even if at a different grade level.

What: Piloting three curricula as a district

- [*Open Up Resources*](#), published by the K-12 OER Collaborative
- [*Core Connections*](#), published by College Preparatory Mathematics (CPM)
- [*Math Techbook*](#), published by Discovery Education

Participating teachers must commit to piloting the identified unit from **at least two** of the three curricula, participating in training sessions (stipends provided for trainings that occur after school), and sharing feedback on their experience with each program both in writing (surveys) and in a structured collaborative space.

When: Piloting in 2017-18 to select materials for adoption, purchase, and use in a future school year. See *timeline*.

Where: Any school with middle grades math teachers.

Why: To gather additional information to inform a recommendation for new math materials.

How: Participating teachers commit to trying to use each replacement unit as intended by the authors. Student needs will come first, and so small adjustments may be needed to meet those needs. However, piloting teachers should not enter into the process with the intention of rewriting or reworking materials prior to sharing them with students. We are piloting materials to identify an effective program, not to identify a high-quality bank of problems.

	When	What
2017	August/ September	Share pilot opportunity with sites through principals and teacher leaders
	By September 15	Sites confirm pilot participation
	Wednesday, September 27, 2-5pm General Launch Wednesday, October 11, 2-5pm Grade-level support around planning and assessments	Training for Program #1: Open Up Resources
	September to October	Pilot Program #1: Open Up Resources <i>Replace OUSD Core Curriculum Unit 2</i>
	Friday, October 13, 8:30-3:30 General Launch Wednesday, November 8, 2-5pm Grade-level support around planning and assessments	Training for Program #2: Core Connections (CPM)
	October to November	Pilot Program #2: Core Connections (CPM) <i>Replace OUSD Core Curriculum Unit 3</i>
2018	Friday, January 26, 8:30-3:30 General Launch Wednesday, February 14, 2-5pm Grade-level support around planning and assessments	Training for Program #3: Math Techbook (Discovery Education)
	January to February	Pilot Program #3: Math Techbook (Discovery Education) <i>Replace OUSD Core Curriculum Unit 5</i>
	March	Committee reviews feedback from pilot teachers and prepares adoption recommendation for Superintendent and Board of Trustees
	April	Adoption recommendation considered by Board of Trustees
	May	<i>Pending adoption by board:</i> Purchase contract considered by Board of Trustees. Presentations to each school site (with middle grades) to share selected curriculum.

Pilot Participation

School	Participating ?	Math 6	Math 7	Math 8	Coach	Notes
		David Pistrang				
		Alison Martin (newcomers)				
Bret Harte	Yes	Tirzo Ruelas (newcomers)	David Correa	LaKiesha Golden	Avi Zellman	Piloting whole year of Open Up
Claremont	Yes		Deniz Thacher			
		Michelle Cascio				
Edna Brewer	Yes	Julia Leeman			Scott Corwin	6th grade teachers interested in piloting a whole year of Open Up
		Monica Black		Betsy Rosenberg		
		Jennifer Riback	John Kirkland	Alifea Davis		
Montera	Yes	Angelina Gilyard-Shyne	Alifea Davis	Dana Harris		transitioning to IB; Math 8 teachers will replace Unit 3 with Open Up (due to IB planning schedule); Open Up all year
Roosevelt	No					focused on Teach to One (curriculum waiver)
						For the first time in 5 years, the whole math team is using the same curriculum (OUSD Core Curriculum), so they would like to focus on that. Teachers will explore the pilot curricula and use to supplement the Core Curriculum units, and may participate in curriculum trainings.
Roots	No					
		Cassandra Chen				
UFSA	Yes	Judy Greenspan	Stan Lake	Erick Valdez	Keely Machmer-Wessels	Open Up only - Not interested in piloting second curriculum

		Anne-Marie Gamble					
UPA	No	Adrian Romero	Jackie Solinsky	David Ramirez	James Narvaez		currently has a curriculum waiver for Summit, which pulls a lot of lessons from Open Up
Alliance	No						lots of developing teachers, no capacity for a pilot right now
ECP	Yes	Kia Walton	Greer Randolphe	Priyanka Mehta	Anthony Turner		currently has a curriculum waiver for Eureka Math; all teachers are using Open Up
Frick Impact	Yes	Joel Thompson (Newcomers)	Kate Wessels	Alefiyah Lokhandwala			
Westlake	P checking with Ts	Curtis Lin	Curtis Lin Bette La	Bette La	Lybrya Kebreab		currently exploring Eureka Math as well as OUSD Core Curriculum
WOMS	No						Too overwhelming for this year: only 2 math teachers; 1 is retiring at the end of the year; returning teacher is teaching two preps
Oakland SOL	9/12 sent another email						
Greenleaf	Yes			Michael Lee			
La Escuelita	No						currently exploring Eureka Math to supplement OUSD Core Curriculum
MLA	No						all MS math classes taught in Spanish; only CPM is offered in Spanish so they can't participate
Parker	9/12 sent another email						currently exploring Eureka Math
CCPA	No						interested in a 6-12 pilot/adoption
Life Academy	P checking with Ts						curriculum waiver for middle grades for site-created curriculum
MPA	No						currently doing a site-based CPM pilot 6-12; interested in joining the Oct 13 CPM training

	8					
TOTAL	schools	13 + 2 6th grade	8 + 1 7th grade	8 + 1 8th grade	5 + 1 coaches	33 + 5 total teachers = 34

Title: <u>Middle School Curriculum Pilot: Open Up Training</u>
Date: <u>9/27/2017</u>
Time: <u>2:00pm - 5:00pm</u>
Location: <u>Bret Harte Middle School</u>
Presenter/Contact Person: <u>Courtney Ortega</u>



**Oakland Unified School District
Sign-In Sheet**

#	EMP. ID	NAME	SCHOOL/SITE	Time in	Time out	SIGNATURE
14	26499	PISTRANG, DAVID M	Bret Harte Middle School	2:00	5:00	<i>[Signature]</i>
15	27844	RELPHORDE, GREER	Elmhurst Community Prep	2:00	5:00	<i>[Signature]</i>
16	28229	RIBACK, JENNIFER ANN	Montera Middle School	1:50	5:00	<i>[Signature]</i>
17	1593	ROSENBERG, ELIZABETH	Montera Middle School	1:50	5:00	<i>[Signature]</i>
18	28260	VALDEZ, ERICK V	MetWest High School	2:10	5:10	<i>[Signature]</i>
19	25717	WALTON, KIA SHAUN	Elmhurst Community Prep			
20	19404	ZELLMAN, ABRAHAM	Bret Harte Middle School	1:45	5:15	<i>[Signature]</i>

Title: Middle School Curriculum Pilot: Open Up Training
 Date: 9/27/2017
 Time: 2:00pm - 5:00pm
 Location: Bret Harte Middle School
 Presenter/Contact Person: Courtney Ortega



**Oakland Unified School District
Sign-In Sheet**

#	EMP. ID	NAME	SCHOOL/SITE	Time in	Time out	SIGNATURE
1	28907	BLACK, MONICA	Montera Middle School	1:50	5:00	<i>[Signature]</i>
2	19257	CASCIO, MICHELLE	Bret Harte Middle School	4:00	5:00	<i>[Signature]</i>
3	17685	CHEN, CASSANDRA JAZMINE	United for Success	2:00	5:00	<i>[Signature]</i>
4	23154	CORREA, DAVID CARLOS	Bret Harte Middle School			
5	24145	CORWIN, SCOTT	Edna M Brewer Middle School	2:30	3:30	<i>[Signature]</i>
6	28294	DAVIS, ALIFEA MONTEYEL T	Montera Middle School	3:00	5:00	<i>[Signature]</i>
7	8103	GILYARD-SHYNE, ANGELINA	Manzanita Community School	1:50	5:00	<i>[Signature]</i>
8	5130	LAKE, STANLEY I	United for Success	2:15	5:00	<i>[Signature]</i>
9	26400	LEE, MICHAEL HYUNWOO	GREENLEAF ELEMENTARY			
10	24159	LEEMAN, JULIA	Edna M Brewer Middle School	3:45	5:00	<i>[Signature]</i>
11	25598	LOKHANDWALA, ALEFIYAH	Roots International Academy			<i>[Signature]</i>
12	27809	MACHMER-WESSELS, KEELIA	United for Success	2:00	5:00	<i>[Signature]</i>
13	8669	NGUYEN, VIET	Intensive Support Network			

Title: Middle School Curriculum Pilot: Open Up Training

Date: 10/11/2017

Time: 2:00pm - 5:00pm

Location: Bret Harte Middle School

Presenter/Contact Person: Courtney Ortega

**Oakland Unified School District
Sign-In Sheet**

EMP. ID	NAME	Grade	SCHOOL/SITE	Time In	Time Out	SIGNATURE
028729	Riback, Jennifer	6	Montera	1:58	5	
025998	MARTIN, ALISON	6-8	BRET HARTE	2:00	4:00	
029492	Greenspan, Judy	6	UFSA	2:00	5:00	
028260	ERICK VALDEZ	8	UFSA	2-	5-	
029700	Thompson, Joe I	6-8	Frick	2	5	
028907	Monica Black	6	Montera	2	5	
029851	DANA HARRIS	8	MONTERA	3	5	
006650	John Kirkland	7	Montera	3	5	
008103	Detina Gilman	6	Montera	1:58	5	
001593	Rosenberg, Elicah	8	Montera	2	5	
026499	David Protony	6	Bret Harte	2	5	
	Aleiyah Lohandock				5	
028008	Kate Wessels	6/7	Frick	2	5	
019404	Avi Zellman	6-8	Bret Harte	2	5	

On-Track ID- PD7043

Date Printed: 10/9/2017

Title: Middle School Curriculum Pilot: Open Up Training
 Date: 9/27/2017
 Time: 2:00pm - 5:00pm
 Location: Bret Harte Middle School
 Presenter/Contact Person: Courtney Ortega

**Oakland Unified School District
 Sign-In Sheet**

EMP. ID	NAME	Grade	SCHOOL/SITE	Time In	Time Out	SIGNATURE
029674	Priyanka Mehta	8	Elmhurst Community Prep	1:58	5	<i>Priyanka Mehta</i>
025282	Susan Thacher	7	Claremont	2	5	<i>SQT</i>
002314	Lakiesha Golden	8	Bret Harte	2	5	<i>Lakiesha Golden</i>
029492	Greenspan, Judy	6	UFSA	2	5	<i>Judy Greenspan</i>
023921	Tirzo Ruda	678	Bret Harte	2:20	5	<i>Tirzo Ruda</i>
-	Anthony Turner	Coach	Elmhurst E	2:20	5	<i>Anthony Turner</i>
025998	ALISON MARTIN	6-8	Bret Harte	2:20	5	<i>Alison Martin</i>
029851	IANA HARRIS	8	MONTERA	3:00	5	<i>Iana Harris</i>

Title: Middle School Curriculum Pilot: Open Up Training
 Date: 10/11/2017
 Time: 2:00pm - 5:00pm
 Location: Bret Harte Middle School
 Presenter/Contact Person: Courtney Ortega



**Oakland Unified School District
Sign-In Sheet**

#	EMP. ID	NAME	SCHOOL/SITE	Time in	Time out	SIGNATURE
1	28907	BLACK, MONICA	Montera Middle School	2	5	<i>[Signature]</i>
2	19257	CASCIO, MICHELLE	Bret Harte Middle School	2:15	5:00	<i>[Signature]</i>
3	17685	CHEN, CASSANDRA JAZMINE	United for Success			
4	23154	CORREA, DAVID CARLOS	Bret Harte Middle School	2	5:00	<i>[Signature]</i>
5	24145	CORWIN, SCOTT	Edna M Brewer Middle School			
6	28294	DAVIS, ALIFEA MONTEYEL T	Montera Middle School			
7	8103	GILYARD-SHYNE, ANGELINA	Manzanita Community School	1:59	5	<i>[Signature]</i>
8	2314	GOLDEN, LAKIESHA	Bret Harte Middle School	2:00	5:00	<i>[Signature]</i>
9	5130	LAKE, STANLEY I	United for Success			
10	26400	LEE, MICHAEL HYUNWOO	GREENLEAF ELEMENTARY			
11	24159	LEEMAN, JULIA	Edna M Brewer Middle School			
12	25598	LOKHANDWALA, ALEFIYAH	Roots International Academy	2:00	5:00	<i>[Signature]</i>
13	27809	MACHMER-WESSELS, KEELIA	United for Success	2:00	5:00	<i>[Signature]</i>

ack ID- pd7043

Date Printed: 10/9/2017

Open Up Training #1

September 27, 2017 2:00-5:00pm

Time	Activity
2:00	Welcome & Introductions
2:10	Problem-based Lesson Structure
3:00	Introduction to the Materials
3:50	Open Up Resources Material Exploration
5:00	Close

Open Up Training #2

October 11, 2017 2:00-5:00pm

Time	Activity		
2:00	Welcome & Introductions		
	Math 6	Math 7	Math 8
2:10	Q&A with Chuck	<ul style="list-style-type: none"> ● Pick a unit to look at together. ● “Skim” the math of the End-of-Unit Assessment ● What do students need to know and be able to do by the end of this unit? ● How do you anticipate students will respond? ● Where do you anticipate misconceptions or challenges? 	<ul style="list-style-type: none"> ● Pick a unit to look at together. ● “Skim” the math of the End-of-Unit Assessment ● What do students need to know and be able to do by the end of this unit? ● How do you anticipate students will respond? ● Where do you anticipate misconceptions or challenges?
3:00	<ul style="list-style-type: none"> ● Pick a unit to look at together. ● “Skim” the math of the End-of-Unit Assessment ● What do students need to know and be able to do by the end of this unit? ● How do you anticipate students will respond? ● Where do you anticipate misconceptions or challenges? 	Q&A with Chuck	<ul style="list-style-type: none"> ● Plan out your next week of lessons. Where do you anticipate misconceptions or challenges? How will you build in re-engagement? How might you build from what students already know and can do? <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> ● Pick a lesson to explore together. Do the math and discuss how you will present the lesson to students.
3:50	<ul style="list-style-type: none"> ● Plan out your next week of lessons. Where do you anticipate misconceptions or challenges? How will you build in re-engagement? How might you build from what students already know and can do? <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> ● Pick a lesson to explore together. Do the math and discuss how you will present the lesson to students. 	<ul style="list-style-type: none"> ● Plan out your next week of lessons. Where do you anticipate misconceptions or challenges? How will you build in re-engagement? How might you build from what students already know and can do? <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> ● Pick a lesson to explore together. Do the math and discuss how you will present the lesson to students. 	Q&A with Chuck
4:40	Implementation Support & Evaluation Criteria		
5:00	Close		

School	Course (or Role)	How much of Open Up Resources did you implement?	What components of Open Up Resources supported you in the implementation of Common Core Math Standards?	What are some of the STRENGTHS of the Open Up Resources program?	What are some of the WEAKNESSES of the Open Up Resources program?	On a scale of 1 to 10, would you recommend Open Up Resources to be adopted by OUSD?	Compare Open Up Resources to other curriculum you have experienced. Which one better supports your teaching and your students? Please reference specific features or evidence.	What led you to decide to implement (or not implement) lessons from Open Up? How did you decide how much to implement?	What support and/or materials will you need in order to feel successful with a newly adopted curriculum (whether it be Open Up or something else)?	Please add any additional thoughts or feedback.
Eona Brewer Middle School	6th Grade Math Teacher	More than one unit	Teacher Guide, Practice Problems	Another strength of the program are the practice problems - these have been a great resource for HW (something that the OUSD curriculum lacks).	The applets haven't been all that great or helpful. In Unit 1, we used some of the available applets but they were clunky and not necessarily ground-breaking. Another issue we have had with the program is that the printable documents are poorly organized and cut off in weird places (i.e. the question on one page, the answer choices on another)	9	Open Up better supports my students because it offers a variety of "Ready for More?" questions which are ABOVE grade-level and keep my advanced students challenged. OUSD curriculum didn't offer me that flexibility in differentiating.			
Montera	Math Teacher	Most of the lessons	Student activities, Practice Problems	Conceptual Clarity in relation to addressing each CCS	Less differentiated support for ELL and the physically disabled (Visual), Substantially Technology dependent	4	I like the fact that Open Up contains a workbook (haven't received it yet) for students to use - it lessens the amount of copies I need to make in comparison to the current OUSD math curriculum.			
UFSA	6th grade math/science	More than one unit, Most of the lessons	Student activities, Teacher Guide, Practice Problems	I like that the lessons begin with a number talk. I like the progression of 1) think to yourself, 2) TPS and 3) share out full class. I am still trying to figure out how to use it all.	Each lesson has too many components/student practice problems. The formatting is a problem. Content is too focused on developing conceptual understanding. It becomes overly complicated for students. Needs to implement more lessons that help students to develop procedural understanding of computational math.	7	Sorry, don't know.			
Greenleaf	6th grade Math	Some of the lessons	Student activities, Practice Problems	Technology component, teacher resources, availability of practice problems, applied problems.		6	Open up. It offers lessons that can be accessed digitally to students. Lessons also include a much more thorough teacher's guide as a means of supporting teachers in developing and executing lesson plans.			
UFSA	Math 7	More than one unit, All of the lessons in one unit	Student activities, Unit Assessments, Practice Problems	Challenging problems - good approach to teaching.	(tasks not groupworthy) Teachers need time to look further ahead than one day to make sense of the trajectory... but this is true of any curriculum. I feel like there could be some easier tasks.	5	I prefer the OUSD Core - More tasks, better groupwork, less disconnection from lesson to lesson.			
UFSA	CC TL	coach	Student activities, Unit Assessments, Practice Problems	well aligned to CCSSM content standards, lessons build off of each other, modifiable documents are super helpful.		8	I think the tasks in OUSD are better, but I think Open Up is easier for a new teacher to dive in to.			
United for Success Academy	teacher	Some of the lessons	Student activities, Teacher Guide, Unit Assessments	Documents can be modified and adjusted. Language learning goals and explicit thinking around content/language connection.	Not as task rich.	7	Open up resources does not seem to have gaps like Core Curriculum has, but it also takes much longer. I would not be able to finish. Core curriculum has a better build up of students coming up with their own strategies, and then formalizing those later.			
UFSA	math 6th grade teacher	All of the lessons in one unit	Student activities, Practice Problems Cool down and Summary of lesson	Retention to standards - all planned with exercises.	Some lessons introduces topics that has not been introduced yet, so the teacher has to introduce them, but are not part of the curriculum. Often lessons are much more than 45 min.	6	not enough information		Good idea to make sure topics not introduced before in units/lessons are giving a time to be presented to students, in terms of specifically have them in the curriculum/planning and with the corresponding time. Probably to cut a little most of the lesson so that effectively they can be covered in 45 min.	

Montera Middle School	ILT and teacher	All of the lessons in one unit	Student activities, Teacher Guide, Practice Problems	I really liked the way that the problems had the students construct meaning. I liked the cycle of student interaction that lead to concepts that lead to Practice	The program did not work for me because I teach the Compression classes and we need move quickly through the material. Each of the Open Up sections built upon the previous one, and one had to allow students to take the time to work through each of sections. I liked the richness of the overall experience, but it took too long		For Compression, I like the OUSD. But in looking at the 6th grade material, I like Open-Up 6 better			
Montera Middle	ILT and Compression teacher	More than one unit, All of the lessons in one unit	Student activities, Unit Assessments, Practice Problems	The Open Up Units that I've looked at build nicely. The activities build up little pieces of the conceptual background that slowly build to the whole topic. It would be a good curriculum to use with a small group of students with similar abilities with plenty of time to move through the material (I could imagine it being a good program for Home Schooling)	Each piece build directly on the one before it and relies on the one before it. It is difficult to use in a situation where students move through the material at different rates. It is difficult to catch up a student who missed a day. It is difficult to get through all the steps in the limited time we have		Depends on the grade-level. My experience with the Math 8 and Algebra 1 material for Compression is that it works for Compression (with the support of the old Algebra 1 textbook). My experience with the 6th grade materials is that the some of the sections of the OUSD materials are very confusing and do not really address the grade-level 5, standards.		Will other materials besides Open-Up and OUSD be considered?	
Frick	Math 6 and 7	Most of the lessons	Student activities, Teacher Guide, Unit Assessments Practice Problems	It is rigorous, it includes more procedural practice	It sometimes feels repetitive in terms of format and student materials and assessments and doesn't include tasks like the ourd curriculum. Students are more engaged when I provide and include projects and tasks and different types of assessments. It almost always requires edits, as too many pages are included in a single lesson's student materials materials and exit tickets almost always include fractions and decimals which sometimes makes the content inaccessible to students who are below grade level without added supports or edited materials		I like different aspects of both. I have been following Open Up but I like to supplement with OUSD lessons that support learning. Open Up seems to provide more opportunities to build procedural fluency, but OUSD tasks often seem to build or require higher level conceptual understanding and application and provide students with tasks that sometimes engage students more than Open Up			
Westlake MS	CC.TL 6-8	Some of the lessons	Student activities, Teacher Guide, Differentiation supports (green boxes), Interactive applets for students, Practice Problems	Easy to implement, teacher materials clear and easy to access, lesson build conceptual knowledge, procedural fluency, language and applications	Teacher has to make own copies.		Open Up allows teachers to have flexibility while providing amazing 10, supports	Illustrative Math has lessons that embed many of the most current evidence-based practices for success in Mathematics	More access to copies and manipulative kits	
LIFE Academy	Math 7, Math 8	Some of the lessons	Student activities, Unit Assessments, Practice Problems	extensive use of visuals, options to use applets, problems ask for reasons. I liked the "Are you ready for more" phrasing. In general, the text was student-friendly but included key vocab. The materials are easy for new teachers to use	The homework spiraled, but not enough to really support learning over time. The unit assessments were far, far too narrow in scope to either fully capture all the big ideas of the unit or to prepare students for SBAC problems. In general, I found the problem sets did not incorporate the Standards for Mathematical Practice well		I would prefer that OUSD adopt at least two options for curriculum that a school can choose from, and support teachers in bot using and adapting both	I wanted to see the progression of ideas	Summer work, monthly meetings, and above all flexibility to adapt the materials to fit the direction of the school	thank you for including me!
Urban Promise Academy	Teacher	More than one unit	Student activities, Teacher Guide, Practice Problems	The lessons are well scaffold with a launch activity through to an exit ticket. You can use the resources as is or download them to word and edit the documents as you see fit. Although I did not use the online interactive activities very much they are highly engaging and are a pretty cool resource for students to work through	If you do not edit the documents the various resources consume a lot of paper. Also the curriculum is not well modified to support language learners		Open Up definitely better supports my students in that the curriculum's rigor is aligned to SBAC. The various lessons implement different instructional strategies from sorting activities to information gap activities to academic discussions. Prentice Hall and CPM tend to be repetitive in their lesson structures	The Open Up curriculum is a resourced used in the summit personalized learning platform	Lots of time to play and learn different elements of the curriculum.	

Bret Harte	Math 6	Most of the lessons	Student activities, Teacher Guide, Practice Problems	Lots of details about how to set up and plan lessons, good practice problems, fairly clear online format that makes it easy for me to find what I needed.	Lessons/worksheets aren't easy to print (take up too much paper), curriculum seems very teacher-led and less emphasis on group work and problem solving, lessons that are supposed to take 1 day and up taking 2 days.	2	I like the existing OUSD curriculum. I recognize that no matter what curriculum I use, I will always be making modifications and changes and adapting to the students I have, and to my own learnings/realizations as a teacher. It does not feel useful to me to switch to Open Up at this time, since I am using OUSD curriculum as a base from which I am developing other lessons and modifications to fit my style of teaching and my students. I don't think that Open Up is bad, but for me, it doesn't make things any better. I do think Open Up is much better than Engage NY, which I used occasionally last year for a few lessons and did not like at all.	I tried it for one unit. I wanted to see how it compared to what I did last year (using OUSD curriculum, combined w/ curriculum that I created or gathered based on what I thought my students needed). I tried to use the lessons as described in the curriculum, but since I didn't find it to be better than the OUSD curriculum that I had already used, I didn't continue after the first unit.	I am not sure	I would prefer that Oakland not adopt new math curriculum. If that's not a choice, then I am okay with Open Up, though again I question whether it solves any of the perceived problems with existing OUSD curriculum.	
Bret Harte	Math 7	More than one unit, Most of the lessons	Student activities, Practice Problems	Its very adaptable and I like the ability to change the lessons to the needs of my students. The type of problems are fairly similar to the type of problems that the OUSD core curriculum has. As with the the OUSD core curriculum, I think that Open Up does push students to do the heavy lifting in the classroom (as opposed to the teacher).	I feel that there is a disconnect in the amount of time a lesson take to delivery. I also think there are formatting issues as well as some questions that are asked in a way that confuses students. I worry that there are not many task based lessons in the curriculum. Much time would be needed to adapt some lessons into tasks. I also worry about the pacing of the curriculum. Most lessons that I gave were about twice as long as the curriculum had budgeted for.	6	I have used the OUSD CC and I think they both have their strengths. I like OUSD CC because it has more of a focus on group work that I don't think Open Up has. But I like how adaptable OUSD is.	The main reason I did not use every lesson in the unit is time. Often times lessons that are planned for one day take more.	A commitment of multiple years to really understand the curriculum.	I am fine with either curriculum.	
Edna Brewer	TSA - Math (6/Algebra I Compression)	I put together two different units to make one unit (exponents, radicals, and right triangles)	Student activities, Unit Assessments, Practice Problems	The online interface is easy to navigate. I think there is a good balance of being an accessible curriculum to new teachers as well as a curriculum that would gently push more experienced teachers.	I don't think there are not many task based lessons in the curriculum. Much time would be needed to adapt some lessons into tasks. I also worry about the pacing of the curriculum. Most lessons that I gave were about twice as long as the curriculum had budgeted for.	8	As mentioned above, the online interface makes it really easy to find materials for me and my students. In that sense, I think it's "easier" to use than the OUSD core curriculum. I have also taught with Agave Island, which was very skills based and felt "pre-common core." There are many practice problems to pull from for homework or additional classwork, which many curricula do not have.	These are some of the most important topics from Math 6 that I explicitly teach to my compression class. I did not feel that I had a particularly interesting method of teaching exponents/scientific notation, so I wanted to see if there was anything good in Open Up. I used many lessons, but never "right out of the book." I always reformatted, reworded, edited, added to, etc.	If it is Open Up, we would continue to need paper and ink in order to print materials for our students. I think an optional PD at the end of this school year and in the summer would be great for teachers that want some guidance in starting to figure out how the curriculum works for next year.		
Roots	Math 7	Some of the lessons	Student activities, Teacher Guide, Practice Problems	Multiple representations, easy implementation, fun and creative examples	I can't customize the documents in the first version they are hard to print. Problems often assume my students have skills that they don't have.	7	I think the OUSD core curriculum does a better job of helping teachers create a collaborative culture around complex math ideas, but the Open Up resources do a better job of making it easy for teachers to deliver the lessons with limited prep time. I think they work well together pulling a bit from each.	They were easy to understand for me and students. The lessons had interesting visual ways to think of the problem but did not require too much prep or materials from me.	If the documents in the curriculum are editable it is a lot better. Also there are engaging videos that would help a lot.	I hope teachers get a variety of resources so they are able to draw from different sources to make lessons that respond to their students' unique needs.	
Bret Harte	TSA and 6th grade math teacher	Most of the lessons	Student activities, Teacher Guide, Differentiation supports (green boxes)	The combination of group work and individual work is a major strength in my opinion. I also really appreciate the teacher guides and supplemental materials - they feel integral to the success of the curriculum! It is aligned with the common core standards and rigorous enough to push the thinking of all our students. I believe that we should eventually adopt Open Up as the sole district curriculum.	Without support, the curriculum is tricky to navigate. I have watched many teachers not take advantage of the supports available because it just felt like "too much". However, with another year of piloting and stronger PD, I think this challenge can be easily overcome!	7	Open Up is a far superior curriculum to the OUSD Math Core Curriculum. This is true in its alignment to CC standards, use of lessons, supports for ELs and SPED students, as well as its building on prior knowledge. I have questions around what our "6th grade compression" classes would look like - but other than that, I fully support the eventual adoption of Open Up by ALL OUSD math teachers.	I took direction from our 6th grade math teacher who felt comfortable implementing the majority of 1 unit from Open Up this year.	PD prior to the year, a space to collaborate on a consistent basis with colleagues across sites, the recommended materials for each lesson/unit. Additionally, I think it is vital to the success of this adoption that ALL middle school math teachers use this curriculum. It sends mixed messages to "adopt" a curriculum and then allow the use of a different curriculum. Recognizing that we haven't had enough schools have the opportunity to try the curriculum with PD support yet, I strongly recommend we do another year of piloting and shift all PD focus to Open Up. This is obviously with the intention to eventually adopt Open Up as the district wide curriculum!	Thanks for continuing an open dialogue around this curriculum and the need for change. 20% proficiency on SBAC isn't good enough! Again, I think it is vital to the success of this adoption that ALL middle school math teachers use this curriculum. It sends mixed messages to "adopt" a curriculum and then allow the use of a different curriculum. Recognizing that we haven't had enough schools have the opportunity to try the curriculum with PD support yet, I strongly recommend we do another year of piloting and shift all PD focus to Open Up. This is obviously with the intention to eventually adopt Open Up as the district wide curriculum!	

Bret Harte	Teacher	Very few of the lessons	Student activities	The big strength, it's all there. There's a plan (curriculum) in place and you don't have to reinvent the proverbial wheel. I can definitely see Open Up work for some instructors/students.	Though there is a plan (curriculum), there was not a resource to available to help me adapt to my audience.	Open Up is the first curriculum I've taken out for a spin.	Language/Skill Level: I could not make the curriculum fit the needs of my students. I teach newcomer students with a variety of language/academic skills. It may be possible to adapt Open Up to meet the needs of newcomer students, but I could not figure it out and there was not an expert to help me synthesize the material.	Adapt various language/academic skill levels.	I did enjoy the professional development training, but in my case, there should have been a professional development specifically for newcomers.
Bret Harte Montera Middle School	Teacher	More than one unit	Student activities, Teacher Guide, Unit Assessments	The Exit Tickets really get to the root of a lesson in most cases. Having the ability to edit Word documents or choose PUF's is a great resource. Having assessments ready to go for each unit is helpful.	Some of the instructions on the Teacher View are too wordy. Many of the pages are copied to where too much paper is wasted (page breaks may be off, diagrams too large or too spaced out). It would be helpful for those who assist teachers such as Aides or Paraprofessionals to have tutorials in the teacher version of how to do the math by showing the steps instead of just showing the answers.	The appearance/interface is easier to read/follow than the OUSD Core Curriculum. It's well put together for the most part, I don't have to search for answer keys or examples of responses like I need to for some of the lessons from the OUSD Core Curriculum.		I would like to observe someone one that has a baseline master classroom activity and one without.	It's very paper heavy. It would be nice to have a bit more of it online that's interactive and/or adjust the lessons so that when they print, it doesn't take 3-5 pages for most lessons.
Montera Middle School	Math 7	Some of the lessons	Practice Problems	The lessons are layered with each other carefully.	Too time consuming, the lessons have to be modified.	I prefer curriculum that has a 6. textbook and supporting material.	I thought there was a book.	Textbook.	
Montera	Math 8	Most of the lessons	Student activities, Teacher Guide, Differentiation supports (green boxes), Unit Assessments, Interactive applies for students, Practice Problems	I think the curriculum does a good job at presenting the information in a way other than just showing a bunch of steps. I also think it helps with their critical thinking skills.	Many of the students will struggle with the higher order thinking necessary for the curriculum because of the lack of prior information needed. I also think that it will be a struggle to force the students to keep track of their papers needed for use of the open up curriculum.	Big Ideas is a great curriculum that I have been using because it contains more of a variety of the types of problems for the students to use in class and at home.	We agreed as a grade level to pilot the curriculum in our classes.	Either access to an online textbook or copies of textbooks to use in the class.	