

**Northshore School District
Curriculum Materials Adoption Committee Minutes
October 16, 2017
3:00 PM
Administrative Center Room 208**

CALL TO ORDER

The meeting of the CMAC, Curriculum Materials Adoption Committee, was held on Monday, October 16, 2017 at the Administrative Center in Bothell, Washington. Chairperson Obadiah Dunham called the meeting to order at 3:00 p.m.

ATTENDANCE

Present: Obadiah Dunham, Dave Wellington, Becky Anderson, May Pelto, Rebecca Nielsen, Gavin Molitor, Nancy Dodson, Tiffany Rodriguez, Janice Rendahl, Kim Osgood, Shannon Colley, Kelly Griffin, Sarah Takayoshi, and Angie Maynard.

Late (4:00): David Wellington

Absent: Heather Miller and Shelby Reynolds

OLD BUSINESS

Review and Approval of Minutes

Obadiah asked committee members to review the minutes from the September 18, 2017 CMAC meeting.

It was MOVED by Gavin Molitor and SECONDED by Nancy Dodson to approve the September 18, 2017 CMAC minutes as written.

There was discussion. On page 8, it was recommended to change “building” to “district” supplemental material in paragraph 6. There was an additional correction on page 24 that we remove bullet 4 from the Recap section.

Gavin Molitor MOVED to accept the minutes as corrected with the changes on page 8 and 24. Motion was SECONDED by Janice Rendahl.

Obadiah called for the question. The motion was carried and minutes approved as corrected.

Today is Gavin’s last CMAC meeting as he has accepted a new position as an Instructional Technology Specialist. Gavin has informed Tim Brittell of his resignation from CMAC.

Formation of Subcommittee to Update 2020P

At our last meeting there were concerns brought up around procedure 2020P. In addition, an issue arose at the recent Association Administration Leadership Team (AALT) meeting regarding STAR assessment. There have been a number of inquiries from staff wanting to use the STAR reading assessment at various grade levels that are currently not approved for using the assessment. STAR assessment is approved for use in grades 3-5. To address this issue, AALT will be forming an Assessment Committee to review assessments and their uses. The AALT recommended that there be a process that allows teachers and principals to use the STAR assessment while the Assessment Committee is formed and works their way

through the assessment review process. As part of the process, the Assessment Committee will review a number of assessments to find a fit for Northshore.

There was discussion about using the assessment as a field test. 2020P defines field test as 9 weeks. It was suggested that we define field testing as a period of one year.

There was discussion regarding the number of assessments used in our District and the push back from teachers. In the case of the STAR assessment, teachers are requesting to use STAR as it gives teachers immediate feedback that can inform their instruction immediately.

Obadiah will write up parameters for the use of the STAR assessment so that everyone is aware of the limitations, in case the assessment committee determines another assessment is more appropriate. The field testing will be dependent upon school's finding their funding source for the licenses. To date, five of the six middle schools have requested to use the assessment. In addition, principals cannot mandate the field testing of the STAR assessment.

Q: When was the STAR reading assessment approved for grades 3-5?

A: The use of the STAR reading assessment in grades 3-5 was a decision made during bargaining last year between the Northshore Education Association (NSEA) and the school district. The STAR reading assessment did not go through CMAC.

Q: There are concerns regarding how STAR assessment came about initially.

A: The assessment committee will review all assessments and recommend assessments for Northshore. Part of the communication around the parameters may include information to staff of the upcoming assessment review process and that this process will include field testing by staff to determine usefulness of the recommended assessments.

Q: If a building wants to field test another assessment is that an option?

A: If there are other assessments schools want to field test we should have a discussion about it.

Jen Benson, Director of Intervention Programs, will be bringing through the Naglieri assessment next month as they would like to use it as part of the highly capable identification process. We currently use the Cognitive Abilities Test (CogAT), however, there are bias and equity concerns.

Other issues with 2020P:

Elementary read alouds with more than 5 students participating.

Consent agenda language

A subcommittee will be formed to discuss the revision of 2020P. Please let Michele and Obadiah know if you are interested in being on the committee. We would like to make sure that we have an elementary teacher or two, and an elementary administrator on the subcommittee. It is important that we have a balanced subcommittee.

NEW BUSINESS

Street Law: A Course in Practical Law – District Core Curriculum, Jen Ligot, Teacher at NCHS

Casey Kellogg is currently teaching Introduction to Law at NCHS and *Street Law: A Course in Practical Law* is the textbook that is recommended for use. They are seeking to adopt and purchase the 9th edition. Currently, there is only one section of this course but they are hoping to grow the course. Casey is coordinating with Beth Rosin at BHS, who also teaches this course.

Overview of Materials for this course:

- *Street Law: A Course in Practical Law* textbook
 - This would be core curriculum for this course.
 - Textbook also has an online component.
- Sample lessons include:
 - Mock trials
 - Group investigations into current legal issues
 - Case Studies
 - Past cases that have defined our legal system
 - Contemporary cases that challenge our legal system
 - Conflict resolution strategies such as arbitration and negotiation
 - All class, large group, small group and individual learning activities
- Potentially sensitive or controversial aspects of the curriculum:
 - Social studies is all about controversy, and a course on law will by necessity examine controversies that have shaped the modern legal system we all operate within. However, this textbook discusses controversy – it does not create controversy. It provides a balance approach to important issues addressed by the law, and provides insight into multiple viewpoints for discussion.

Street Law: A Course in Practical Law, the 8th edition, was originally conditionally approved due to concerns for one year only in 2014 for BHS.

The course materials provide points of collaboration for community outreach. Casey and Beth are working with a local judge, Judge Gehlsen. He is providing additional guidance and learning experiences for their programs.

Professional Development (PD) Implementation Plan:

2017-2018:

- Professional development would ideally include the option of release time for Casey to coordinate with Beth and/or Judge Gehlsen.
- Release time would afford Casey and Beth an opportunity to compare the 8th edition to the 9th edition, and note updates and opportunities for refreshing existing class materials.
- Casey and Beth are planning an intra-district “battle” event for their students. Casey and Beth need time to create their all-district evening event at the courthouse.
- Other professional development is available through seminars provided by the publisher.

2018-19:

PD during the refinement year would ideally include release time for teachers to accomplish the following:

- Debrief and review any lessons that were adjusted for the 9th edition.
- Make any necessary revisions.
- Preview changes made to the supplementary sources available through the resource website that accompanies “Street Law.”
- Update any case studies or other contemporary resources that supplement the textbook, as needed.
- Debrief and coordinate with Judge Gehlsen.

Maintenance Years:

Bothell and North Creek are sharing lessons and resources, both schools are working with the same judge. Periodic opportunities for teachers at both schools to work together and coordinate their efforts is therefore needed to make the program work as efficiently as possible, and for joint community outreach efforts.

The textbook provides enough theoretical instruction but that would be easy enough to do.

Funding

For initial purchase, North Creek requests 40 textbooks plus online access for students. Forty textbooks will cover the needs of the classroom, library and support staff. Funding would be through the NCHS capital budget.

Questions

Q: Is this for approval across high schools or only for NCHS?

A: They are requesting that the 9th edition be approved for District use for all high schools. This would allow BHS to decide if they want to use the 9th edition.

We would hope that they would as the 8th edition is not currently approved for use. It was only approved for one year in 2014 as there were concerns with it and it is outdated.

Q: Is the current class make-up 9th-11th grade students?

A: Currently the class make-up is mostly 9th and 10th graders with one 11th grader.

Q: Has this been the same judge for a while?

A: Yes, working with the schools is community outreach for the judge. It has been an ongoing relationship and it is voluntary. This has been a valuable resource for the class and students.

Q: Why the delay in approval for the materials if the course has been up and running since September? Did it only become available this fall? Why the delay?

A: It has been available since last spring. Everything was stalled. There was confusion about the sequencing of events and what needed to be done. Department heads were not put in place for NCHS until spring and that is when NCHS began making inquiries. With the opening of a new school, there are many moving parts.

Q: By adopting this textbook for all four high schools, where do our limitations lie with BHS. They are using the 8th edition, which is not an approved textbook at this time. It was a one-year approval only for the 2014-15 school year. This would supplant that older edition, and Bothell would need to purchase the newer textbook at their earliest convenience. If BHS is indeed using the 8th edition, then it needs to be removed. BHS may need a directive for purchasing.

Q: If we approve this edition and direct BHS to use this edition, does CMAC pay for it?

A: CMAC does not have a budget. Obadiah will need to have a conversation with Heather Miller and the principal to resolve the issue. If BHS received the 8th edition on loan, then perhaps they can receive the 9th edition on loan from their resource.

If we approve *Street Law: A Course in Practical Law* as District curriculum, then BHS can purchase it as well. NCHS and BHS are currently the only high schools teaching the course.

It was MOVED by Gavin Molitor to approve *Street Law: A Course in Practical Law*, 9th edition, as core curriculum for all Intro to Law elective courses at all four high school for grades 9-12 in the content area of social studies. Shannon Colley SECONDED.

Obadiah called for the question. Motion carried.

INFORMATIONAL PRESENTATIONS

ELA K-5 Pilot– District Core Curriculum Christy Clausen, Assistant Director of Curriculum and Instruction, and Katie Peffer, K-5 ELA TOSA

Obadiah introduced Katie Peffer and Christy Clausen

Last year, Katie and Christy led a Curriculum Designation Review of our K-5 ELA core and supplemental curricula. The review process led them to an even bigger question of what is the very best curriculum we could adopt to ensure the success for all of our students.

The mission is to conduct a full scale, comprehensive review that involves examination of all possible K-5 literacy curricula to find the very best program to meet the academic needs of all students. Review will ensure that all students are provided equitable access to high-quality, aligned core curriculum.

Overview of the Process

Complete a comprehensive 2-year curriculum review and pilot process that will include a full scale review of available elementary ELA curricula. The ELA Curriculum Review Team is developing a common vision for future NSD literacy classrooms that will encompass the following components:

- NSD Strategic Plan – the Why?
- K-5 ELA Common Core State Standards (CCSS) – the What?
- Best Practices in Literacy Instruction – the How?

Timeline for Year 1: 2017-18

Date	Activity
August-September	Distribute interest forms and select committee members for review; compile list of potential curricula to review; work with vendors to procure sample resources for review
October & December	Study NSD Strategic Plan, ELA CCSS, best practice research and establish a vision for literacy learning in NSD
October-January	A subcommittee screens literacy resources and narrows to top 6 curricula
February-March	Evaluate and rate top 6 curricula using the K-2, 3-5 ELA EQUiP Tool
April	Review data and achieve consensus, recommend top 2-3 curricula for pilot in 2018-19 (2 curricula preferable)

The review team was selected by specific criteria to create a varied representation of teachers from across the district. The team has 18 elementary teachers representing 2-3 teachers from each grade level and special interests including special education, ELL, dual language, Title/LAP, library, administration and technology. The team’s first meeting was on October 2.

Timeline for Year 2: 2018-19

Date	Activity
September-November	Pilot Curriculum #1 and provide feedback
December-February	Pilot Curriculum #2 and provide feedback

February-March	Survey staff and students; compile data; arrive at final recommendation
End of March	Present recommendation to CMAC
April	Recommendation to School Board, prepare for implementation

Curricula Undergoing Review

<i>Reading Wonders</i> by McGraw Hill	<i>Benchmark Advance</i> by BM Ed. Co.	<i>Collaborative Classroom</i> by Collaborative Literacy
<i>Classrooms</i> by Fountas & Pinnell	<i>TC Units of Study</i> by Heinemann	<i>ARC Core</i> by American Reading Co.
<i>Literacy by Design</i> by Houghton Mifflin	<i>Open-Up Resources</i> by EL Ed.	<i>Research Reading</i> by National Geographic
<i>Journeys</i> by Houghton Mifflin	<i>ReadyGen</i> by Pearson	<i>ELA Curriculum Builder</i> by Scholastic
<i>CKLA</i> by Amplify		

Opportunities for Input/Feedback

- Curriculum under review was selected based on input from within and out-of-district educators. (Received recommendations from other districts and Ed Report.)
- Subcommittee will use curriculum screener to provide feedback on resources; both quantifiable and anecdotal.
- Review team will use the ELA EQUIP Tool to rate and provide feedback on resources; both quantifiable and anecdotal.
- Year 2 pilot process will utilize:
 - Weekly surveys and check-ins throughout pilot process.
 - Summative survey after each program’s pilot.
 - Student surveys – experience with resources.

Feedback will also be sought from teachers outside the Curriculum Review Team during the pilot process. Feedback is critical for this process, and we want to be sure to capture all the feedback.

Funding

Funding will be provided through the Curriculum and Instruction Department and as the process progresses they will have a better idea of costs. Additional sources may be sought.

Last Year’s Findings

Two-Year Phonics/Word Work PD Plan

As a result of the Curriculum Review Process, they have put together three phonics/word building courses which were launched at summer institute and will be offered each quarter. We are building the instructional capacity of staff and not waiting to adopt as we know there are current weaknesses in our core and supplemental curriculums that need to be addressed.

Questions

Q: What is EQUIP?

A: It is a reading rating tool that helps flush out the reading components and provides rating metrics. This process rates reading components that are present as well as identifies reading components not present.

Q: Are we also looking at and working with the technology components of each curricula?

A: Yes, we have a technology person on our committee and we are utilizing their expertise in this process. Some of the curricula platforms are robust and very interactive, and others are simply PDFs.

Interactive technology is a piece of the ELA's team vision, in that there is a technology platform and ways of assessing.

Q: Timeline for piloting - Is it everyone is piloting one curriculum and then everyone pilots the second curriculum?

A: Yes, everyone is piloting the first curriculum at the same time. They are completing one unit as well as the pre- and post-assessments. They are then completing the second pilot at the same time.

Q: Concerns regarding the order of the curricula and the possibility of dividing the groups into two.

A: We could stagger the pilot between teachers and flip resources. This would allow us to involve more teachers and with the same amount of resources. The committee will need to discuss.

Q: Is it better for all teaches to be teaching the same unit at the same time? Staggering and flipping can also impact the process.

A: There is value to a common experience.

Concerns regarding the influence of one experience over another. As we are piloting next year, this can be a conversation that the pilot committee can talk about and guard against. If the pilots are more similar the discussion would be different as compared to when the curricula are vastly different. This could be a non-issue as it will be based on the curricula selected

Q: Are all the programs being considered for the pilot balanced literacy curricula?

A: They are either marketed as core curriculum and/or as balanced literacy. It is the committee's job now to determine if it is a balanced literacy curriculum and what do we mean by balanced literacy curriculum.

Some of the curricula we are currently looking at may be supplemental and not core. Katie is looking into all the curricula to ensure that the curricula are core and not supplemental.

Katie and Christy will return in the spring for an update.

UPDATES

SEL pilots will be extended until spring as this will allow more time for middle schools and high schools to work through this process.

At our next meeting, Jen Benson will be presenting on a potential highly capable screener/assessment.

Discussion held around our meeting time due to the change in start and end times at the schools. If we begin our meetings a little later, it would remove the need for middle school teachers to have a substitute. We will begin our meetings at 3:15 PM, unless we have a large agenda and we need to start it earlier.

ADJOURNMENT

It was **MOVED** by Rebecca Nielsen and **SECONDED** by Shannon Colley to adjourn the meeting.

The meeting was adjourned at 4:25 PM.

The next meeting is November 28, 2017 at 3:00 PM in room 208.