

**Northshore School District
Curriculum Materials Adoption Committee Minutes
January 23, 2018
3:15 PM
Administrative Center Room 208**

CALL TO ORDER

The meeting of the CMAC, Curriculum Materials Adoption Committee, was held on Tuesday, January 23, 2018 at the Administrative Center in Bothell, Washington. Chairperson Obadiah Dunham called the meeting to order at 3:15 p.m.

ATTENDANCE

Present: Obadiah Dunham, Dave Wellington, Heather Miller, Becky Anderson, May Peltó, Rebecca Nielsen, Carlos Lazo, Nancy Dodson, Tiffany Rodriguez, Janice Rendahl, Kim Osgood, Shelby Reynolds, Shannon Colley, Kelly Griffin, Sarah Takayoshi, and Angie Maynard.

Late: Kelly Griffin (3:35 PM)

OLD BUSINESS

Review and Approval of Minutes

Obadiah asked committee members to review the minutes from the December 12 CMAC meeting.

It was MOVED by Tiffany Rodriguez and SECONDED by Shannon Colley to approve the December 12, 2017 CMAC minutes as written.

There was a question regarding the screening and assessment process for students before they enter middle school. The highly capable program is continuing to work their way through the screening and assessment process for 2019 and beyond.

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

Obadiah reviewed the process of reviewing 2020P. There were no new questions or suggestions.

Assessment Forms

Obadiah asked if anyone had any suggestions for edits on the assessment forms distributed at the December meeting?

It was suggested that we add a rationale comment section if the reviewer rates an area low similar to the bias form. There was discussion regarding addition of this statement. The additional statement will be added.

NEW BUSINESS PRESENTATIONS FOR APPROVAL

GMETRIX – District Supplemental Curriculum – Terry Ley, Teachers from BHS

Last year, Terry Ley was able to pilot GMetrix in his Microsoft Word, Excel and Access courses which utilizes these programs. In his courses, students are able to earn Microsoft Office Specialist certifications.

To prepare students for the individual certifications, Terry has daily assignments and activities for students, and every two weeks' students take a GMetrix test. The GMetrix program allows him to create tests that are similar to tests that the students experience when they take the certification test from Microsoft. Last year, he had 154 students successfully pass the certification exams in Microsoft Word, Excel, PowerPoint and Access.

The program allows him to create tests of different lengths in the different software content areas.

Professional Development

None needed as he taught himself how to use it.

Funding

GMetrix will be funded by Career and College Readiness. The cost is \$1,935.00 per classroom.

Terry is requesting approval for GMetrix for grades 9-12 in Business Education.

Questions

Q: Will the others schools want to use it?

A: They could. Terry was not sure if other teachers would be interested.

Q: For the students that get certified, what grade level were these students?

A: Last year, the students were sophomore to seniors. He has had great feedback from students going on to college.

Q: What is the down-side?

A: The down-side is choosing and creating all the tests. It takes a little time to create them.

Q: Do the students get immediate feedback?

A: Yes, the computer lets them know right away. It is powerful to say that you are "certified in Word" as opposed to that "you use Word."

Q: Funding source?

A: Career and College Readiness.

Q: Costs?

A: \$1,935.00

Discussion

Obadiah shared that it was a little tricky to review this curriculum tool as it is a test creator program.

It was MOVED by Rebecca Nielsen that we approve GMetrix as district supplemental curriculum for grades 9-12 in the area of business education. Motion was SECONDED by Kelly Griffin.

Obadiah called for the question and the motion carried.

***CHARACTERSTRONG* – District Core Curriculum – Naudia Bosch and Gin Ernester**

Leadership courses at the middle and high school levels do not have a core curriculum for these classes.

CharacterStrong is a curriculum that strengthens students' character and social emotional skills by giving students opportunities to build relationships with peers, teachers, and community. Foundational to the

curriculum is a strong emphasis on the importance of building relationships with others through engaging activities that foster core leadership skills.

This curriculum utilizes a variety of modes in order to provide an experiential learning environment. Gin and Naudia shared an example of an experiential activity. The program gives video examples on “how to” facilitate learning activities. These activities reinforce the lessons and videos.

The curriculum aligns with 7th-12th grade Leadership goals and objectives in the areas of:

- Community Building
- Personality Types
- Servant Leadership
- Active Listening
- Assertiveness
- Conflict
- Group Initiative

It also aligns with the Washington State Leadership standards as well. The founders of the curriculum are an integral part of the Washington State Leadership group and are very familiar with the standards.

Professional Development Plan

Trainings are available through the authors/developer of *CharacterStrong* and are required in order to purchase and teach the curriculum. The training cost is \$200-\$300 per person.

There is a one-time purchase for the online curriculum which is \$999.00 plus tax. This is an online resource and is updated regularly and only teachers access the material. At this time, we have five middle schools that have purchased the curriculum and attended the trainings - CPMS, LMS, NMS, SMS and TMS. We have three high schools that have also purchased the curriculum and attended the trainings - BHS, IHS, and NCHS.

NSD does not have an approved leadership or Associated Student Body (ASB) curriculum that is being used across all schools in the District. Gin shared that schools have used this curriculum with their ASB students because it helps build leadership skills. It helps student to learn how their behavior effects not only the school environment, but their home and community. It helps students to understand that it is not all about them. It is about servant leadership and serving others. The curriculum pushes students to be the best version of themselves.

Naudia and Gin are seeking approval of *CharacterStrong* as District Core Curriculum for grades in 6-12 in the content area of Leadership.

In addition, advisory teams are going to be piloting *CharacterStrong* next semester because of the SEL curriculum component of *CharacterStrong*.

Questions

Q: Is there an overlap in the leadership curriculum and the advisory curriculum?

A: Yes, there is some overlap. In the leadership course, instructors can go more into depth.

Q: Do individual teachers have to be trained?

A: Yes, that is there understanding. To teach the full curriculum, teachers should be trained. The training helps teachers to be more mindful in their interaction and intentional in building

relationships with students. Research shows that if you care about your students and they know that you care, they do better in their learning because of that relationship.

Q: Are you provided time to coordinate activities so that there isn't an overlap in the curriculum?

A: Gin and Naudia are coordinating together on their own. There has been a little overlap but not much. In the leadership classes, students are receiving more in-depth instruction. The company is in the process of developing a middle school component of the curriculum and this will reduce the likelihood of overlap. The company hopes to have it up and running by next fall. This component would be a separate tab on their site with no additional cost. The leadership curriculum right now is tailored more for high schools, but is being adapted and used in the middle schools.

Q: If this becomes district core curriculum, is the training a cost that the district would bear?

A: Possibly or a building level cost. If a building chooses to add leadership or they transition a new teacher into teaching leadership, the building would be responsible for the costs. If a building decides teacher X will no longer teach and teacher Y will teach, then the building would bear the cost. If a principal knows that they have a cost and they would like the district to cover the cost, principals as part of the budget creation process for the upcoming school year would need to submit a request to Obadiah regarding the need and request district level funding. If the district level funding is approved, then the district would cover, if not the building would need to find a way to cover the expense.

At this point almost all of the buildings already have teachers trained, and there should not be a great expense for training teachers because all but one high school and one middle school have trained leadership teachers in the curriculum.

Q: It is a one-time fee?

A: Yes. This is a huge benefit.

There was discussion regarding the advisory/social emotional learning (SEL) component of *CharacterStrong*. Approval of *CharacterStrong* as SEL curriculum is a separate process and the groups are still working their way through the process of selecting an advisory curriculum. However, it is believed that there is plenty of material for all the different courses.

Q: How many kids are in leadership classes?

A: There are 35-40 students in the leadership class at North Creek, and then bits and pieces of this curriculum is used with ASB students which is about 30-35 students – a total of 70 students. At Skyview, there are 30-35 7th/8th students each semester, and it is also used with the 6th grade elective wheel in which all 6th graders participate in the nine-week course as part of the rotation.

Q: Are students surveyed at the end of the course?

A: Naudia and Gin are planning to survey students at the end of the semester.

Naudia shared that one of the advantages of this curriculum is that it allows students to get up and move. Naudia has six students on IEPs, three students on 504, and two ELL students in one class. It is pretty incredible the opportunities these students have to interact with others that they would probably never have the opportunity to if it wasn't for the leadership course and this curriculum. The curriculum is specifically meant for students to meet new people, build relationships, and accept differences. The curriculum easily accommodates all levels. Skyview had similar positive experiences with all levels of students in the course.

It was shared that the *CharacterStrong* SEL curriculum is not only helping the teacher connect with students in advisory but in other classes. The practices teachers are learning in the advisory program is easily carried over into the other classes. The SEL curriculum is different from the leadership curriculum.

Gin and Naudia shared all the positive benefits for students and experiences they have had in teaching the curriculum.

Questions and CMAC Discussion

Q: If it is district core curriculum, does it have to be piloted?

A: Five of the middle schools and three high schools are using the curriculum. The pilot process is what allows all schools to weigh in and participate in the process. We are not sure if WHS is using the curriculum or not. Concerns regarding adopting core curriculum for all schools as not all schools participated in the process. Adopting the curriculum as core makes it required for all leadership classes.

Q: Should we approve it as supplemental material?

A: We can't approve it as supplemental material because it has to have a core curriculum to support. Leadership courses do not have a core curriculum. This would be the core curriculum.

Q: Are the leadership courses common enough to say that this is core for everyone? This curriculum is really in-depth and training is key.

A: We can't speak specifically for WHS as we are not sure. Niki Arnold-Smith meets with the middle school leadership teachers and they have talked about it. They want to use *CharacterStrong*, but they also have other materials that they want to continue to supplement with such as *7 Habits of a Highly Effective Teams* which Gin referenced earlier. This has been approved by CMAC as supplemental material even though there wasn't a core.

We also heard Naudia reference that she uses *CharacterStrong* with her leadership and ASB classes. However, another school may have an ASB/leadership class where they don't focus as much on leadership.

Q: Is ASB a class or is it a leadership class with ASB officers in it?

A: It depends on the school. Many of the schools offer a leadership class in which ASB students may be a part of. In the leadership class there may do some of the ASB activities, but ASB officers would have additional activities that needed to be done outside of class.

There was discussion about approving the curriculum for leadership and ASB courses.

Q: Do they have an ASB curriculum or should we say this should be for both, ASB and leadership? They didn't ask for both, but it would encompass courses that are joint classes or separate classes. Someone that only has ASB classes, but sees that this could help that course could access this curriculum.

A: We talked about this as a leadership curriculum. NCHS has ASB and leadership classes separately. It is believed that most high schools have these courses as a joint class.

Leadership is not a common class that is happening in every building. There was discussion on calling the curriculum as supplemental for leadership courses. This curriculum may not fit core because there is not a core description on what a leadership course is across all schools.

The high schools have course codes for leadership and ASB classes. The components of these courses vary across schools. In the middle school, the components are more consistent and there is only one

course code. There are many lessons in *CharacterStrong*, it should be up to the discretion and latitude of the teacher to teach the lessons they need based on their needs.

There was discussion regarding the need for a tech review as it did not appear in the tech system that a tech review had been completed for *CharacterStrong* as leadership curriculum.

Rebecca Nielsen MOVED to approve *CharacterStrong* as district core curriculum for grades 6-12 in leadership/ASB classes under the condition that they complete and receive an approved Digital Resource Review. Nancy Dodson SECONDED the motion.

Obadiah called for the question. The motion was approved with the condition of an approved tech review.

ADJOURNMENT

We will cancel the February meeting as we do not have any agenda items.

It was MOVED by Shannon Colley and SECONDED by May Peltó to adjourn the meeting.

The meeting was adjourned at 4:40 PM.

The next meeting is March 19, 2018.