

**Northshore School District
Curriculum Materials Adoption Committee Minutes
October 1, 2018
3:15 PM
Administrative Center Room 208**

CALL TO ORDER

The meeting of the CMAC, Curriculum Materials Adoption Committee, was held on Monday, October 1, 2018 at the Administrative Center in Bothell, Washington. Chairperson Obadiah Dunham called the meeting to order at 3:17 p.m.

ATTENDANCE

Present: Obadiah Dunham, Niki Arnold-Smith, Shelby Reynolds, Tiffany Rodriguez, Bill Bagnall, Rebecca Nielsen, Carlos Lazo, Nancy Dodson, Janice Rendahl, Kim Osgood, Kelly Griffin, Sarah Takayoshi, and Angie Maynard.

Absent: Tracy Patterson, Adra Davy

OLD BUSINESS

Review and Approval of Minutes

Obadiah asked committee members to review the minutes from the June 12, 2018 CMAC meeting.

It was **MOVED** by Kelly Griffin and **SECONDED** by Nancy Dodson to approve the June 12, 2018 CMAC minutes as written.

Obadiah called for the question. Motion carried.

Introduction of New Members

Obadiah said that the recent regional restructuring has resulted in some changes for CMAC:

- Assistant Superintendents David Wellington, Heather Miller, and Becky Anderson will no longer serve on the committee.
- Two new members, not present today because of prior commitments, will represent district administration: Adra Davy, Assistant Director of Special Education, and Tracy Patterson, Chief Financial Officer.
- Michele Thompson and Anne Deutschman will no longer be sharing support of CMAC, Anne will be assuming sole responsibility for that role.
- Also, with the change to the new district website, CMAC members will access meeting documents via a Google folder.

OB asked members to introduce themselves for the benefit of new members. New members, in addition to the two new members already mentioned, are:

- Niki Arnold-Smith, Assistant Director of Curriculum and Instruction
- Bill Bagnall, Principal of Lockwood Elementary
- There is one membership position yet to be filled (special education teacher)

CMAC Purpose and Roles

Obadiah told the committee that the recommended changes to Board Procedure 2020P governing CMAC were approved by Cabinet on September 24. The updated procedure is in members' binders and has also been posted to the district website.

Obadiah reviewed the responsibilities of CMAC members and the role of the committee:

Responsibility: CMAC is responsible for ensuring that the selection of appropriate instructional materials for Northshore School District students is conducted in a professional manner by a deliberative body of teachers, administrators, and parent/community members. The committee makes recommendations for approval of core, alternative core, intervention, district and school supplemental materials to the Northshore School Board of Directors.

Obadiah asked members to review the list of elements CMAC members should consider when reviewing materials and sponsor information:

- **Elimination of Bias:** Are the materials unbiased, if not how does the presenter plan to address the bias with instructional practices?
- **Professional Development:** For core, alternative core, intervention or district supplemental, has professional development and implementation been addressed?
- **Budget:** Is there a reasonable estimate for cost of both materials and professional development? Has a funding source been identified for both initial and ongoing costs?
- **Process:** For core, alternative core, intervention, or district supplemental materials, have all processes been followed (input from all stakeholders, pilot process, data on effectiveness collected, support for best instructional practices)?
- **Student Privacy:** Have the proper processes been followed to ensure compliance with COPPA, FERPA and other student privacy policies?
- **Supplemental materials:** Clearly a supplement to the core materials? What need is it meeting?

Members discussed the above topics with a partner, sharing areas in which the committee has done well in the past, and areas which might need improvement. Obadiah noted that not all things will apply to every item submitted to CMAC for consideration

Obadiah reminded members that presenters often feel intimidated by coming before the committee, so members should keep that in mind and try to put presenters at ease. He also summarized the roles of CMAC participants:

- Presence and active participation in CMAC meetings
 - Review submitted CMAC paperwork prior to attending CMAC meeting
 - Listen to presentations
 - Ask questions of presenters
 - Participate in discussions around the materials in question
 - Review materials to ensure they meet the needs of NSD students and staff as outlined in Procedure 2020P
- CMAC Reviewers
 - Complete F4 form on materials to be presented at future CMAC meetings on a rotational basis
- CMAC Liaison
 - Serve as the key ambassador to NSD staff coming to CMAC for a presentation, including:
 - Reviewing paperwork and presentation
 - Checking in ahead of time to offer support and answer questions.

CONSENT AGENDA

United States Government and Politics – District Supplemental Curriculum for AP US Government and Politics– Grade 12

It was MOVED by Niki Arnold-Smith to approve the consent agenda. Motion was SECONDED by Kim Osgood.

Obadiah called for the question. Motion carried.

ASSIGN REVIEWERS AND LIAISONS

Obadiah explained the role of the CMAC liaison and CMAC reviewers, and asked for volunteers for materials anticipated for the December meeting.

The Alchemist: Liaison: Tiffany. Reviewers: Carlos, Kelly, Rebecca, Tiffany

Open PE: Liaison: Niki. Reviewers: Niki, Angie, Nancy, Janice, Kim

The Crossover: Liaison: Obadiah. Reviewers: Sarah, Nancy, Janice, Kim

Additional reviewers will be assigned as necessary once the sponsor materials have been submitted.

NEW BUSINESS PRESENTATIONS FOR APPROVAL

Happy Numbers – School Supplemental Curriculum for Math Grades K-3

Submitted by Cathy Hink, Kindergarten Teacher, Moorlands Elementary

Cathy Hink presented, along with Moorlands Principal Talena Graff. Cathy noted that she has a background in technology, and that in 2013 she was awarded an InnoGrant for iPads for her classroom. She has been looking for ways to integrate technology into her classroom to support struggling learners. *Happy Numbers* is meant to supplement in the area of math.

Cathy was looking for something to allow young students to work independently that would also provide feedback and support. She wanted a resource that was animated, but not “gamey”. This aligns with common core and mathematical practices. It uses a number of manipulatives, is adaptive, and has immediate feedback and support. Cathy uses it in a workshop model. It leverages the power of technology and the strength of pedagogy. Students will use these products for about 15-20 minutes at a time, maximum. Cathy shared a video to illustrate how students utilize *Happy Numbers* in her classroom. The video highlighted one student who is an English Language Learner, and noted that the software audio can toggle back and forth between English and Spanish. Students take a pre-assessment to identify their needs so children can work at their own pace. Teachers have the ability to make adjustments in the teacher dashboard. Cathy demonstrated the software for CMAC members. One of the things Cathy especially likes about this software is that it is animated enough to keep students’ attention, but isn’t too game-like. Cathy also shared the teacher dashboard to illustrate how the data can inform their instruction.

Talena shared the benefits of the software: It gives autonomy to students, provides pre-, mid- and post-assessments. Students don’t have to have reading skills to work on their math skills with this software. There is no additional cost for students to use this at home with their families. Cathy has been field testing this for the past two years as part of her InnoGrant. Teachers in other schools have also expressed interest in using *Happy Numbers*, though funding and availability of devices are factors.

Funding: Individual class \$299 (30 students, 1 teacher) or \$1999 for a K-3 school license. Moorlands PTA has approved \$1999 for the 2018-19 school year. There is optional professional development available at additional cost.

Questions from CMAC members:

- Do you get any awkward questions from parents regarding students who move through the curriculum quickly and think their child should move on to the next level, or parents who think if the student finishes the curriculum online that they are ready to move to the next grade level for math? Talena answered that it's important to share all of the evidence for the child's math level, not just the one piece (*Happy Numbers*).

Cathy noted that other schools who participated in field testing this for their CMAC submission would be interested in having it approved for other schools, not just Moorlands. Talena noted she doesn't have an answer to how this might be funded at other schools that might want to use this software, but they are fortunate that their PTA has supported it. A member asked whether technology levy might be able to fund a program such as this. Shelby noted that levy funds are for systemic use that would benefit students system-wide.

- What need will this software meet that is not currently being met by other approved curriculum? Talena mentioned that many teachers are anxious to differentiate for their students, often teachers are creating their own differentiation. *Happy Numbers* provides that differentiation without the time and other expenses, such as copying, involved. There is no other resource that this is intended to replace.

Kelly noted that when she talked with Cathy as CMAC liaison, Cathy noted that other schools are interested in using this software also, so would like approval as district, rather than school, supplemental. Niki noted that as a reviewer she would not support using this software with grade levels past 3rd, though field testing in grade five should be fine. The sponsor documents say the software is submitted for grades K-5, but their presentation requests approval only for grades K-3.

It was MOVED by Kelly Griffin to approve *Happy Numbers* as District Supplemental Curriculum for Math Grades K-3, conditioned on schools being responsible for funding, internet access, and devices. Motion was SECONDED by Niki Arnold-Smith.

Obadiah called for the question. The motion carried.

Squiggle Park – School Supplemental Curriculum for English/LA Grades K-5
Submitted by Cathy Hink, Kindergarten Teacher, Moorlands Elementary

Squiggle Park is meant to be used similarly to *Happy Numbers*. Features of *Squiggle Park*:

- Pre-K to Grade 2 Blended Learning
- Phonological Awareness, Phonics, Fluency/Sight Words
- Independent play (school or home)
- Personalized Learning
- Teacher Dashboard (monitor/support)

Cathy played a video demonstrating the software. Cathy noted that there is a lot of breadth and depth to the software. *Squiggle Park* allows children to work at their own pace, no matter what their level. Talena noted that this software takes away a lot of the pre-work necessary with *Words Their Way*. *Squiggle Park*, like *Happy Numbers*, is especially beneficial for English Learners.

There is really no need for professional development to get this up and running.

Funding – there are two pricing options:

- Basic School License \$699/year – 300 students
- Blended learning kit + school license \$1295/year includes three book sets that align to the games/badge program.
- Support and professional development: 15% of the license cost
- Additional PD available upon request
- Moorlands funding source for the 2018-19 school year: Moorlands PTA

They are requesting approval for grades K-2 as district supplemental, conditioned on access to internet and devices, and funding provided at the building level. Talena noted that the software could be used all the way up to fourth grade in some instances.

Kelly asked how we might approve the software for levels K-2, rather than for specific student grade levels, to allow for use with students such as ELL, LAP, etc. There was discussion about how to define those parameters in order to approve the software without limiting its use for those students who might not be in grades K-2 but would benefit from this software on an intervention basis.

One CMAC reviewer found that the audio was sometimes difficult to understand, and asked the presenters whether they have experienced that in the classroom. They are using headphones with the students, and have not noticed anything major. When they do encounter a problem, the vendor is very quick to respond.

The intent is to be able to use this software as an intervention as well, so students in grades other than K-2 who would benefit would have access to it. There was continued discussion regarding this question.

It was **MOVED** by Carlos Lazo to approve *Squiggle Park* as District Supplemental Curriculum for English/Language Arts Grades K-2, or for intervention purposes for other grades, conditioned on schools being responsible for funding, internet access, and devices. Motion was **SECONDED** by Rebecca Nielsen.

Obadiah called for the question. The motion carried.

INFORMATIONAL PRESENTATIONS

High School Math Adoption – District Core Curriculum

Presented by Patty Stephens, K-12 Math TOSA

Patty shared that the district is in the beginning stages of a two-year process for the adoption of high school math curriculum.

Purpose: Review and recommend a district math curriculum and instructional program for Algebra 1, Geometry and Algebra 2 that aligns with the Common Core State Standards and our vision of student learning for high school mathematics.

Participants:

- Teachers from 5 middle schools
- Teachers from all high schools
- Middle School and High School administrators

- Representatives from ELL, Special Education, and Technology

Pilot Teachers:

- Middle and high school math teachers
- Learning Center math teachers

Research:

- Using research from the National Council for Teachers of Mathematics to help guide their pilot work.
- They are also accessing several other resources as guidance.

Timeline:

- 2018-19 (year one)
 - Establish vision and criteria
 - Invite publishers in for initial screening
 - Narrow choices to 3-4
 - Materials out to buildings for teacher feedback
 - Choose 2 to pilot in 2019-20
- 2019-20 (year two)
 - Train pilot teachers
 - Pilot #1
 - Pilot #2
 - Make recommendation
 - Present to CMAC

Screening Criteria:

- Teaching and Learning
- Access and Equity
- Curriculum
- Tools and Technology
- Assessment
- Professionalism

The team has utilized four different sources to help find curriculum to screen for consideration, as well as neighboring districts and teacher recommendations. Three curricula have already been identified for initial review, as well as a longer list of possible options.

Next Steps:

- October 4: Set vision & screening criteria
- December 10-11: Publisher Presentations to Math Adoption Team
- December 13: Narrow down to 3-4
- Jan-March: Materials in buildings for teacher review and feedback
- Spring 2019: Narrow down to 2 for piloting in Fall 2019
- Next CMAC update: April 2019

K-5 English/Language Arts Adoption – District Core Curriculum

Presented by Katie Peffer, K-5 ELA TOSA

- Katie has been leading the K-5 Curriculum Review and Pilot Committee, this is an update on the two-year process. Their mission: *To conduct a full-scale, **comprehensive** curriculum 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**.* The team consists of 18 teachers, 2-3 from each grade level. Special interests including SPED, ELL, Dual Language, Title/Lap, Library, Administration, and Technology.

They earlier narrowed down the screening process to six curricula, then brought the review team together and rated all six using the *Equip* tool, a nationally rated curriculum screener. Based on that data, the team reached consensus to pilot three curricula.

All three pilot curricula contain:

- Alignment to CCSS
- Balanced literacy components and research-based instructional practices
- Five components of reading
- *Writing About Reading* component
- Explicit instruction – phonological & phonemic awareness, alphabetic principle, and phonics
- Strategies for differentiation and learning supports for students
- Formative assessments for monitoring progress

In May they learned that one of the top three curricula, Fountas and Pinnell would not have grades four and five ready for the pilot. The team was brought together to consider options. They were adamant that they did not want throw out the Fountas and Pinnell, as it was the highest scoring curriculum for grades K-3. They decided to pilot grades K-3 in 2018-19, and grades 4 and 5 next year, with one caveat: If the data does not give a clearly defined curriculum preference for grade 3, they will hold that data for next year to be included with the recommendation for grades 4 and 5.

Timeline for 2018-19:

- Oct-Nov: Pilot Curriculum Round #1, provide feedback, gather data
- Nov-Jan: Pilot Curriculum, Round #2, provide feedback, gather data
- Jan-March: Survey staff, parents, and students; compile data; arrive at final recommendation
- End of March: Present recommendation to CMAC
- April: Recommendation to School Board/ prepare for implementation

Two community viewings are planned, one for members of the Dyslexia Committee, and another in the Board Room for any community member who wants to view the materials.

NEW BUSINESS PRESENTATIONS FOR APPROVAL – Continued

The Thing Around Your Neck – School Supplemental Curriculum for IB Language and Literature, Grades 11 and 12

Submitted by Elizabeth Lund, ELA Teacher, Inglemoor High School

The book is a short story collection, to be used for the IB Language and Literature Curriculum. They must teach 3 texts for Part 3: Literature, Texts and Contexts. They currently have only 2 texts; the 3rd text used last year did not work well to help students prepare for the assessment.

- The author is on IB's Prescribed List of Authors, meaning IB considers this text suitable material for the course
- At IB Lang & Lit Training this work was recommended as an excellent choice for this part of the course (Part 3), which requires understanding of both text and context
- Other IB Lang & Lit teachers in our area (Renton, Rainier Beach) use and recommended this text
- Elizabeth read this work and several others by the author -- this work, as a short story collection, will provide a perfect addition to the course in terms of genre and diversity (female African author of color)

Elizabeth played a video to illustrate the value of the text and perspective of the author. Elizabeth wants her students to experience African culture but also, because the author is from Nigeria but lives in the US, students will experience her unique dual perspective. There is wide agreement among high school ELA teachers that the works of this author is engaging for high school literature courses.

Professional Development:

- The IB teachers will create their own curriculum based on the work
- Some resources they may use:
 - Mr. Hutton’s English Site (an international school site)
 - Insight Text Guide for *The Thing Around Your Neck*
 - Ted Talk: “The Danger of a Single Story” (dealing with stereotypes)
 - *The Thing Around Your Neck* Teacher Text Guide
 - The author’s website
 - Book reviews from *The New York Times*, *The Guardian*, etc.
- Will teach about the connection to author Chinua Achebe, who wrote *Things Fall Apart*. Achebe is “the” Nigerian author, and Elizabeth will make connections between his work and these stories.
- Colonialism and post-colonialism, post-colonial literature, Nigerian history and Nigeria today will all be covered when teaching this work

Funding:

- 105 Copies, approximately \$1300.00
- Funds to come from the building English department budget

CMAC members asked questions of Elizabeth:

- How many schools want to teach this book? Teachers at NCHS and WHS have expressed an interest.
- What need would this text be filling – are they trying to fill a particular gap? Elizabeth believes it would fill the need for more contemporary and diverse texts, especially from women of color.

Rebecca thanked Elizabeth for the detailed information in her submission documents regarding the content that might be considered sensitive to some. After talking to her high school colleagues, Rebecca feels comfortable that high school students have the maturity, and teachers the skill, to handle mature content. It was noted that the sensitive content comes in small “bits”, and taken in context it doesn’t feel vulgar. Rebecca commented that this is a beautifully written book.

Elizabeth said that anytime there is sensitive content teachers always prepare students ahead of time to frame it correctly. Obadiah mentioned that some of the experiences in the book also seemed to perpetuate stereotypes, but feels that Elizabeth has addressed that well today and in her documentation. It was also mentioned that the female characters exhibited a strength and complexity not often seen in other literature. There was overall praise by CMAC members who reviewed the book regarding the quality of the writing and diverse perspective of the stories.

CMAC members engaged in discussion:

- How are the IB materials purchased? Inglemoor HS gets additional funding for IB materials and manages that at the building level.
- Does this have to be just school-specific, or can it be approved for other schools? We would have to be very careful to make sure that other teachers would understand the sensitive nature of some of the material. Elizabeth has spent a good deal of time thoughtfully preparing to teach this book.
- Should we limit it to only IB? We could, but we don’t necessarily have to. Every literature teacher handles sensitive content and challenging material on a regular basis.

- If limited to only Inglemoor High School, we would know that teachers there would be prepared to teach the content.
- No literature teacher would teach a book that they aren't comfortable teaching and haven't prepared for.
- The Equity and Diversity department said they would also be happy to assist teachers with balancing the stereotypes in the text.
- A member commented that because Elizabeth had so thoroughly addressed the sensitive content it made it easier to see the overall value of the text. It was also noted that once she had read the book she found that the sensitive elements are really very few.

It was MOVED by Tiffany Rodriguez to approve *The Thing Around Your Neck* as District Supplemental Curriculum for English/Language Arts, Grade 12. Motion was SECONDED by Carlos Lazo.

Obadiah called for the question. The motion carried.

ADJOURNMENT

It was MOVED by Rebecca Nielsen to adjourn the meeting. Motion was SECONDED by Nancy Dodson.

Obadiah called for the question. Motion carried.

Meeting adjourned at 6:08 PM.