

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

**CALL TO ORDER**

The meeting of the CMAC, Curriculum Materials Adoption Committee, was held on Monday, December 3, 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, Tracy Patterson, Niki Arnold-Smith, Adra Davy, Shelby Reynolds, Tiffany Rodriguez, Rebecca Nielsen, Carlos Lazo, Nancy Dodson, Shannon Colley, Janice Rendahl, Kim Osgood, Kelly Griffin, and Sarah Takayoshi

**Absent:** Bill Bagnall and Angie Maynard

**OLD BUSINESS**

**Review and Approval of Minutes**

Obadiah asked committee members to review the minutes from the October 1, 2018 CMAC meeting.

It was MOVED by Janice Rendahl and SECONDED by Shannon Colley to approve the October 1, 2018 CMAC minutes as written.

Obadiah called for the question. Motion carried.

**ASSIGN REVIEWERS AND LIAISONS**

Next Meeting is February 4, 2019. Reviewers and liaisons for the February meeting:

*The Alchemist:* Liaison: Tiffany. Reviewers: Carlos, Kelly, Rebecca, Tiffany, Sarah  
*Guided Flight Discovery Pilot:* Liaison: OB. Reviewers: Nancy, Niki, Adra, Shannon, Tracy  
*Private Pilot Ground School:* Liaison: OB. Reviewers: Nancy, Niki, Adra, Shannon, Tracy  
*Project Lead the Way Aerospace Engineering:* Liaison: OB. Reviewers: Janice, Sarah, Bill, Angie  
*Visible Body:* Liaison: Reviewers: Kelly, Kim, Rebecca, Janice, Nancy

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

Obadiah introduced new members who weren't at the first meeting in October: Tracy Patterson, Chief Financial Officer and Adra Davy, Assistant Director of Elementary Special Education.

**CONSENT AGENDA**

**American Government: Institutions and Policies** – District Core Curriculum for AP Government, Grade 12

**College Physics – Explore and Apply** – Alternative Core Curriculum for AP Physics, Grades 9-12

It was MOVED by Kelly Griffin to approve the consent agenda. Motion was SECONDED by Nancy Dodson.

Obadiah called for the question. The motion carried.

## **NEW BUSINESS: PRESENTATIONS FOR APPROVAL**

### **Naglieri Nonverbal Ability Test**

Assessment for Highly Capable Program qualification, grades K-12  
Submitted by Jen Benson, Director of Intervention Programs

Jen first presented to CMAC in the winter of 2017-18 to share information about the HiCap assessment pilot, then returned in the spring of 2018 with an update. She is returning tonight to request approval of two assessments for the Highly Capable Program.

Jen said the Highly Capable Program is driven by a yearly grant from the State, which requires review of:

- Assurances
- Identification (eligibility) process
- Program services
- Monitoring and evaluation
- School Board approval

Jen is seeking approval of the tool to be implemented across the identification plan that is approved by the Board. CMAC doesn't have the authority to approve the HiCap assessment plan - that is built into the State grant process and must be approved by the Board.

Jen shared the general 2018-19 eligibility process and timeline with the committee, noting that the timeline is greatly improved over last year. This will allow more time for professional development and work on planning service models, etc.

Jen then shared the Highly Capable Eligibility process by grade level. Children will have multiple opportunities to move forward in the process based on thresholds that will be set by the Multidisciplinary Selection Team (MST).

The HiCap office has made several modifications to improve the data process and parent communication.

The Naglieri Nonverbal Ability Test (NNAT3) will be used as the screening tool. Overview of the assessment:

#### NNAT3 Description

- Nonverbal measure of general ability
- Intended to assess cognitive ability independent of linguistic and cultural background (students do not need to read, write, or speak English to take part in the assessment)
- A measure of cognitive ability, rather than what has been mastered through access to academic instruction.
- To be used to predict students' cognitive potential. Will be used in conjunction with academic achievement data toward determining eligibility.

#### Delivery

- Online (paper and pencil version available as needed)
  - 30 minutes, 48 questions
  - Adjustment/removal of timer, answer masking, color/contrast options available
  - Version student receives is based on birthdate
  - Administered by certificated teacher or HiCap proctor, dependent on screening or assessment placement

- Winter administration during the school day
- Large/small group and individual administration options
- Interventions analyst will prepare student data for upload into Synergy

The *NNAT3* is one component of the annual K-12 Highly Capable Eligibility process. By law all students must be provided a yearly opportunity to take part in the testing process. This assessment provides information about a student's potential to participate in advanced coursework. HiCap qualification will not be determined on the *Naglieri* assessment alone, it is used as part of the identification process.

Jen shared information from the results of the assessment field test, noting that the full report is available on the Highly Capable website.

**Question:** Are students who are already qualified required to take the assessments again?

**Answer:** No – single and dual qualification students will not need to retest this year. 1<sup>st</sup> grade students will test again because they have not qualified for specific content areas yet (reading and/or math).

One CMAC member mentioned that while giving the test in her classroom she wasn't sure how to handle the already qualified students who were not provided with a login to test, because those students had not been previously identified as "HiCap" to the class. Jen noted that they had received similar feedback from teachers and would address that better next year.

Jen highlighted some of the results of the field test program analysis:

- Passing rates are different for each racial/ethnic group
- Students who are not low income had better passing rates than low income – while they didn't pass at the same rate as average income students, the passing rate for low income students is the same as the low income percentage overall in Northshore.
- English Learner students passed at almost the same rate as non-EL, as did 504 students.
- Special Education students passed at a lower rate than non-Special Ed.

Jen noted that the percentage of students in each group represented who moved forward mirrors or improves on the percentage of students overall in Northshore for each represented group.

The final eligibility is based on a portfolio of data. Based on data, Jen believes that the *Naglieri* is a factor in identifying more students in special populations who would not have been identified previously (prior to using the *Naglieri* screener).

The *Naglieri* screener will be given as part of the HiCap winter eligibility process in December 2018/January 2019. Directions for administration are provided by the publisher and is pretty straightforward. If interest necessitates, teacher training will be provided during Summer Institute and through the New Teacher Training series. Jen noted that they are also willing to provide training sessions at school sites as needed. Technology support is provided by the building School Technology Specialists. Yearly analysis of the effectiveness of the program is provided to Dr. Reid, the School Board, and the Northshore community. In addition, as noted previously, the HiCap program is required to submit data yearly for the State grant.

#### Funding

- Cost: 9.95 per student
  - When administered as a HiCap assessment, a proctor cost is also incurred
- Funding source: Highly Capable Budget

Jen summarized the request before the committee:

- Name: *Naglieri Nonverbal Ability Test (NNAT3)*

- Category: Highly Capable Assessment tool
- Grade Levels: K – 12
- Area: Assessment

It was MOVED by Tiffany Rodriguez to approve the Naglieri Nonverbal Ability Test (NNAT3) as an assessment tool for qualification purposes for the Highly Capable program, Grades K-12. Motion was SECONDED by Rebecca Nielsen.

Obadiah called for the question. The motion carried.

### **Torrance Test of Creative Thinking (TTCT)**

Assessment for Highly Capable Program qualification, grades K-12  
Submitted by Jen Benson, Director of Intervention Programs

The Torrance Test of Creative Thinking (TTCT) requires the examinee to reflect upon their life experiences. Students are invited to draw and give a title to their drawings, or to write questions, reasons, consequences and different uses for objects. This test is a measure of creative potential.

- Responses are mainly pictorial in nature
- Small amount of writing required (proctors can assist with verbatim writing of the title)
- The test-taking environment is not typical of other test taking situations (“Have fun!”)
- Students are scored on several aspects, including creative titles for pictures, expressions, imagery, and humor

The state definition of Highly Capable includes a student who is unique from their peers in creativity. Torrance was recommend by Dr. Donna Ford, a consultant who worked with NSD last year. It provides information regarding a student’s creativity and imagination.

### **TTCT Delivery**

- Paper/pencil, 30 minutes total (extended time available)
- One version for all students
- Scholastic provides directions - administered by trained HiCap proctor
- Winter administration (December/January) during the school day
- Suggested small group and/or individual administration
- Interventions analyst will prepare student data for upload into Synergy

TTCT is not a part of the 2018-19 HiCap eligibility process due to cost, and time for scoring (up to 8 weeks). Jen feels that there could be a good use for this tool in the Multidisciplinary Selection Team (MST) process.

When used last year, the Torrance was paired with academic data and about 50 students met qualifications based on this tool who would not otherwise have met qualification thresholds to move on in the eligibility process (out of 629). Within that 50, there were many different groups represented (ethnic, Special Education, ELL, low income, etc.) Jen sees this as a potential option for the MST to use to learn more about a certain group of students for a particular purpose, or for future programs centered on uniquely creative thinkers and problem solvers.

As with the Naglieri, there will be continued yearly analysis when implemented.

### **Funding:**

- Cost: \$3 per booklet, \$8 per student for scoring, plus proctor cost
- Funding source: Highly Capable budget

Obadiah clarified with Jen that last year the *TTCT* was used wide-scale for the HiCap eligibility process, but this year it won't be. Instead, it may be used for certain groups of students by the Multidisciplinary Selection Team to provide additional information as needed, if that information has not already been gathered. There will be a need to screen students for creativity going forward, as that is a component of the Highly Capable definition.

There was discussion regarding students who might qualify based mainly on their creative scores on the *TTCT*, and put into advanced academic programs based on that data, but aren't ready for the advanced academics. The 50 students Jen referred to who moved forward in the eligibility process due to the *TTCT* scores would not have had that opportunity otherwise because their scores on the *Naglieri* didn't meet the qualification threshold to move forward in the eligibility process.

It was MOVED by Rebecca Nielsen to approve the *Torrance Test of Creative Thinking (TTCT)* as an assessment tool for qualification purposes for the Highly Capable program, Grades K-12. Motion was SECONDED by Carlos Lazo.

Obadiah called for the question. The motion carried.

***The Crossover*** – District Supplemental Curriculum for English/LA Grade 6  
Submitted by John Helgeson, ELA TOSA

*The Crossover* will supplement the *SpringBoard* core curriculum. The novel was awarded the 2015 Newberry Medal and 2015 Coretta Scott King Honor. The author is an African American author, poet and educator. The book's protagonist is a 12-year-old African American middle school student. Themes dealt with in the book include family relationships, brotherhood, sportsmanship, and coming of age. They looked at many reviews when selecting this novel, many of which noted that "...it will likely to grab reluctant readers...", or "...massively appealing package for reluctant readers..." It is a unique verse novel, which is an experience middle school students don't get with any other novels in the curriculum.

#### Selection Process:

- Fall 2017
  - Middle School ELA department heads determined the need for an additional novel
  - Criteria: length, interest level, date of publication, diversity of characters, contemporary topics
  - Reviewed recommended reading lists, talked to librarians and teachers
- Winter 2018
  - Narrowed list down to top 5 (with input from departments)
  - 6th Grade teachers and ELA Department Heads were surveyed regarding top 5 titles
  - Top 5 narrowed down to the top 3 choices
- Spring/Summer 2018
  - Teachers read the top 3 titles
- Fall 2018
  - Teacher survey regarding top 3 titles and *The Crossover* was chosen as title to move forward

The book is 240 pages, though the length is deceiving because of the poetic verse style (lots of white space on the page). John highlighted the connections this novel has to the Common Core State Standards.

No professional development is required. They would like to purchase approximately 120 copies per middle school (800 copies total). Total cost: \$14,118.40 from the District Curriculum budget (has already been budgeted for this school year).

Is there an audio version available? If so, will it be purchased for schools? Nancy Dodson checked online and didn't see an available audio version, but suggested that there may be a YouTube video available, as with many other novels.

It was MOVED by Niki Arnold-Smith to approve *The Crossover* as District Supplemental Curriculum for English/Language Arts, Grade 6. Motion was SECONDED by Shannon Colley.

There were several positive comments about the novel by CMAC members who have read it.

Obadiah called for the question. The motion carried.

**OPEN (Online Physical Education Network)** – District Supplemental Curriculum for Physical Education, Grades K-5

Submitted by Shelly Sears, Moorlands Elementary

OPEN is a database of lessons that teach fitness knowledge and skills and would supplement the core curriculum EPEC. In 2017-18 the district received a grant from King County to purchase equipment that supports the OPEN curriculum and train teachers in the curriculum.

The curriculum is associated with Shape America, aligns with PE standards and is continually updated with new materials. The current core curriculum mainly focuses on gross motor skills and is lacking in lessons that apply and demonstrate fitness knowledge and movement strategies. A large group of elementary PE teachers have field tested OPEN, implementing the lessons and materials into their classrooms with positive feedback.

Training has already been provided through the King County grant. On-going training for new teachers is done through elementary meetings and support from elementary PE teachers.

There is no cost to the district for the curriculum – it is a free online resource.

Shelly answered questions from the committee:

**Q:** Is DrumFit a part of this?

**A:** No.

**Q:** What is the ongoing plan for professional development and equipment that was provided by the grant, for instance for new schools and teachers?

**A:** There is no cost for the curriculum, most of the equipment needed are pretty basic things that schools already have. For new schools, the initial cost of equipment would be funded by Capital Projects.

**Q:** How is training provided for new teachers? As new teachers are trained, how are teachers compensated?

**A:** Elementary PE teachers have met as a group on "I" days, and elementary conference days for training.

**Q:** This sounds like it is filling a part of the current core curriculum, so should it be core?

**A:** Shelly believes it is still supplemental because it doesn't teach core skills, but provides teachers with more activities to utilize the cores skills taught in the core curriculum.

A member expressed concern that training for this program is being provided on the individually-directed early release days. Niki clarified that training was provided during Summer Institute and will also be provided during new teacher training for new teachers. One member commented that specialists will often choose to collaborate on the "I" days on professional development activities. It was also noted that even though this is supplemental,

which means optional, it appears that the majority of elementary PE teachers are embracing this curriculum. This could lead to implications that teachers are required to use it in order to be on a par with peers.

Another member said that the PE teacher in her school told her the program also sells PE equipment. The lessons will show what equipment is needed and give the option to purchase (“click here to purchase”). Niki and Tracy both said that the district has safeguards in place so teachers can’t just “click and buy” impulsively.

It was MOVED by Kelly Griffin to approve OPEN (Online Physical Education Network) as District Supplemental Curriculum for Physical Education, Grades K-5. Motion was SECONDED by Adra Davy.

How should we address the question about whether the curriculum is being used as core vs. supplemental? It was requested that sponsors provide an update next year regarding how the curriculum is actually being used, and whether it should be considered core rather than supplemental.

Rebecca Nielsen MOVED to amend the motion to include the condition that a PE representative return to CMAC in December of 2019 to update the committee on how the curriculum is being used. The amendment to the motion was SECONDED by Nancy Dodson.

Obadiah called for the question on the proposed amendment to the original motion. The amendment was approved

Obadiah called for the question on the motion as amended:

To approve OPEN (Online Physical Education Network) as District Supplemental Curriculum for Physical Education, Grades K-5, with the condition that a PE representative return to CMAC in December of 2019 to update the committee on how the curriculum is being used.

The motion carried.

## **INFORMATIONAL PRESENTATIONS**

### **K-12 Assessment Pilot**

Presented by Derek Tucci, Asst. Director of Assessment and Niki Arnold-Smith, Asst. Director of Curriculum and Instruction

The NSD Strategic Plan revolves around RTI (Response to Intervention) – knowing where students are, knowing how much growth they’ve made and how we can best support them. Derek and Niki were given a charge to look at the needs around the district with regard to assessments and what should be done to meet those needs. In January of 2018 they were asked to form an Assessment Work Team, with the support of Cabinet and Labor Management.

Major Duties of Work Team:

- Identify, define, prioritize, and select formative and summative assessment systems that help monitor progress towards goals (K-12)
- Assist in the annual review of assessment practices to ensure they meet the needs of students and are supportive of the NSD Strategic Plan
- Develop and maintain a K-12 Assessment Calendar (including state and district assessments)
- Create a timeline for implementation and a communication plan that considers all stakeholders

The work team is comprised of 15 members and includes certificated classroom staff, building administrators, TOSAs, Assistant Directors of Assessment and Curriculum and Instruction, and members of the Instructional Technology department.

The Assessment Work Team Vision is based on the strategic plan and discussion with teachers throughout the district. District-wide assessment practices will:

- Provide students, teachers, and families, with easily-interpretable results that highlight areas of strength and areas of growth
- Enable teachers to identify rates of growth through summative and formative assessments
- Align with standards and curriculum
- Are inclusive of students' differences and use methods that are appropriate for different student groups
- Support and inform common, calibrated district-wide reporting practices

In order to assess the needs, all teachers and administrators were surveyed. Top priorities identified:

- Continuity between grade levels to determine growth
- Common Assessment K-12 in reading and math
- Bridge data between Elementary/Middle/High
- Common K-5 math assessment

Screening Criteria was identified and used to select two assessments to pilot. The team established criteria in the following areas:

- General Assessment
- Test administration
- Results
- Support beyond the test

The team used resources that rated assessments in several areas to select the assessments to consider for piloting. *Star 360* and *iReady* are the two assessments identified for piloting in the 2018-19 school year. Interest forms were sent out to teachers to gauge interest in participating in the pilot, and they received a greater response than expected. The team chose to pilot each assessment for half of the year this school year. Pilot teachers were trained in August and September. Over 200 teachers are piloting, with almost every building represented.

At the end of the pilot a survey will be distributed to pilot teachers using the same screening criteria used to select the assessments to pilot. Presentation to CMAC for approval is anticipated for this May.

### **English Language Development Pilot**

Presented by Elizabeth Meza, Coordinator, English Learners (EL) Program and Rose Liao, EL TOSA

Elizabeth and Rose shared information on the secondary English Language (EL) Development Pilot. The EL Curriculum Review team includes a principal, an Instructional Technology Coordinator, three EL/ELA teachers (two high school, one middle school), as well as Rose and Elizabeth.

The team developed criteria to screen the curricula being considered, based on the following:

Is the curriculum...

- Aligned with Common Core State Standards and WA English Language Proficiency Standards?
- Embedded with research based teaching and learning strategies that are effective for English Learners (ELs)?
- Culturally relevant?
- Comprised of leveled materials for EL's language and literacy skills, as well as vocabulary development at different proficiency levels?
- Attentive to the language learning needs of ELs in the three categories – learning to use English, learning through English and learning about English?
- Engaging ELs in meaningful interactive activities in all four language domains (Reading, Writing, Listening and Speaking)?



- Helpful for ELs to experience growth in content area classes and narrow achievement gaps?
- Embedded with Tier II and Tier III intervention strategies?

Other factors considered to identify and narrow down the list of materials included suggestions from EL teachers, consultation with neighboring districts, known needs and requests from classroom teachers.

Two curricula were selected for piloting:

- *Edge* (HS) and *Inside* (MS) by National Geographic and Cengage Learning
- *iLit* (HS and MS) by Pearson and Saddleback Press – online program with reproducible materials.

Pilot process:

- Almost all HS and MS EL teachers will participate
- Teachers will pilot each curriculum for 4-6 weeks
- A pre- and post- assessment tool will be used to measure students' growth
- Feedback will be gathered from EL staff and principals
- Assessment data will be shared with the pilot team and administrators
- Selection will be based on teacher and administrator feedback, as well as meeting non-negotiable criteria

Budget information was not given, as the team did not have that information available. Obadiah asked that they get an estimate by January, to include initial adoption costs as well as ongoing costs.

### **Elementary Art Curriculum Pilot**

Presented by Dave Wellington, Assistant Superintendent and Christy Clausen, Asst. Director of Curriculum and Instruction

The district is in the beginning stages of the Elementary Art Curriculum Review process for core curriculum adoption. There is currently no specific art curriculum in the elementary schools, other than the Art Docent program. There is much research on the benefits of art education, including gains in math, reading, cognitive ability, critical thinking and verbal skills. Arts learning can improve motivation, concentration, confidence, and teamwork, and has been linked to lower drop-out rates and enhanced social skills.

Why Art Education?

- NSD is committed to developing and educating the whole child
- The importance of art is recognized in the NSD Strategic Plan – Goal 4: Developing Innovative, Creative and Critical Thinkers.
- Educators and community members express desire for art education
- Art is for ALL students

The art docent program has been in the district for many years, staffed by volunteers. They are looking to expand and update that program, but at the same time make it only one way students receive art education, and not the only way.

The goal is to create an elementary art program that

- Incorporates current standards, practices and materials
- Is articulated across the elementary grades
- Starts with the early grades and builds over time
- Provides a creative experience for NSD students

- Coordinates the efforts of the NSD Art Docent Program with classroom instructional materials to create a more robust art curriculum

A work group has been launched to do the background work, to look at all the curriculum and resources that are available. The work group includes

- Four art teachers from elementary and secondary (to consider articulation through levels)
- Principal
- Art docents and coordinators
- Two central office administrators (Dave and Christy)

A variety of resources are being looked at for consideration and will include these four components: Standards, Pedagogy, Materials and Assessments.

Timeline:

- October-December, 2018: Work group meetings, research and review curriculum, identify potential materials/resources for screening and piloting
- January-April, 2019: Identify teachers to trial resources as part of the screening process, develop a tentative PD plan to support teachers with art
- April 2019: Analyze feedback from teachers based on trial experiences
- May-June, 2019: Share screening and trial results with CMAC, prepare next steps for pilot process
- Fall-winter 2019: Conduct pilot of art curriculum in K-1 classrooms, aiming for teacher participation from each pathway
- Winter-Spring 2019: Reach consensus on recommendation for adoption, develop implementation and professional development plan for multi-year rollout of curriculum

The focus will begin with K-1 classrooms, with the idea of adding grade levels over time.

There was discussion regarding how grades 2-5 would be piloted and implemented. Obadiah noted that it would be important for teachers in those grades to have the opportunity to also pilot the K-1 resources if those resources would be used for the other grade levels. He also noted that the work group should consider the implications of having different curriculum/resources in grades 2-5, if they go in that direction. One member said that consideration should be given to the timing of the pilot for teachers in grades K-1, as those grade levels are involved in a lot of testing in the fall. It was also noted that art standards are based on processes – create, respond, connect and produce. Any core curriculum would have to be flexible to allow for individual teachers’ interests and skills, with the intention to meet the standards in a variety of ways.

## **ADJOURNMENT**

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

Obadiah called for the question. Motion carried.

Meeting adjourned at 6:05 PM.