Northshore School District
Curriculum Materials Adoption Committee Minutes
April 15, 2019
3:15 PM
Administrative Center Room 208

CALL TO ORDER

The meeting of the CMAC, Curriculum Materials Adoption Committee, was held on Monday, April 15, 2019 at the Administrative Center in Bothell, Washington. Chairperson Obadiah Dunham called the meeting to order at 3:20 p.m.

ATTENDANCE

Present: Obadiah Dunham, Tracy Patterson, Shelby Reynolds, Tiffany Rodriguez, Rebecca Nielsen, Nancy Dodson, Kelly Griffin, Kim Osgood, Janice Rendahl, Angie Maynard and Sarah Takayoshi

Late arrival: Niki Arnold-Smith

Absent: Adra Davy, Bill Bagnall, Carlos Lazo and Shannon Colley

OLD BUSINESS

Review and Approval of Minutes
Obadiah asked committee members to review the minutes from the March 19, 2019 CMAC meeting.

It was MOVED by Tracy Patterson and SECONDED by Janice Rendahl to approve the March 19, 2019 CMAC minutes as written.

Obadiah called for the question. Motion carried.

NEW BUSINESS: CONSENT AGENDA

Code.org Computer Science Principles – District Core Curriculum for AP Computer Science Principles course, Grades 9-12

It was MOVED by Kelly Griffin and SECONDED by Kim Osgood to approve the consent agenda as presented.

ASSIGN REVIEWERS AND LIAISONS

Next Meeting is May 20, 2019. Reviewers and liaisons for the May meeting:

Unique Learning Systems: Liaison: Adra. Reviewers: Kelly, Shannon, Kim, Rebecca, Janice
ELD Curriculum: Liaison: Niki

- *iLit (web-based)*: Reviewers: Carlos, Kelly, Sarah, Bill, Shannon
- *National Geographic Learning (Edge and Inside)*: Reviewers: Rebecca, Nancy, Tracy, Niki, Adra

K-12 Assessment: Liaison: Not needed. Reviewers: Angie, Janice, Tiffany, Nancy, Kim

NEW BUSINESS: PRESENTATIONS FOR APPROVAL

Project Lead the Way Aerospace Engineering
District Core Curriculum for Aerospace Engineering course, Grades 10-12
Submitted by Damen Schuneman, Director / Career and College Readiness

Project Lead the Way (PLTW) is a program introduced at Woodinville HS three years ago. Aerospace Engineering is a course designed for students who have completed the PLTW introductory course. Three years ago Damen sought approval for the Intro to Engineering Design course, then followed that with Principles of Engineering, and now Aerospace Engineering. Aerospace Engineering is part of a full, comprehensive engineering program at WHS.

This course follows an approved framework that has been vetted by OSPI. The course is part of the national PLTW curriculum developed by multiple university partners. The content is online and is updated regularly to keep it current. Damen is pursuing the opportunity for college credit through Edmonds Community College.

The curriculum has four units of study:
1. Introduction to Aerospace
2. Aerospace Design
3. Propulsion
4. Alternative Applications

This course aligns well with other related CTE courses in Robotics, CAD, and Composites. Students explore the fundamentals of flight in air and space through a variety of hands on projects, software simulations, in class presentations, field trips, on site mentors, and more. Students learn how to apply science, math, and engineering concepts to potential careers in aerospace and aviation.

This course is being piloted at WHS this year, with two sections offered. They have completed the first semester. The teacher received required training by PLTW over the summer. Technology has approved and installed the Prepared3D Aviation software component used with this curriculum. Teacher feedback included praise for the training, lots of connections to math and science content, and that students are incredibly engaged and wanting more!

Implementation timeline:
- Teacher has completed required training
- Technology resources have been vetted and approved by NSD Technology
- Course resources were procured by CTE
- Prepared to offer course in 2019-20 if approved

Professional Development Plan – Maintenance Years:
- Future PLTW staff will need to attend required training by PLTW
- Aerospace is a second level course that can be accessed by students after taking Intro to Engineering or Principles of Engineering course.
- Appropriate CTE pathway needs to be in place prior to offering PLTW Aerospace Engineering
- PLTW courses need to be budgeted for the Spring prior to launch

Funding:
Items to consider:
- Required training for additional staff (est. $2500 per)

- PLTW curriculum subscription ($3000 annual cost)
- Program implementation costs with specialized equipment (flight simulator, wind tunnel, etc.)
- Annual consumable expenses

Questions:

- **Q:** Do students incur any fees? **A:** There should not be any fees for any of the CTE classes. CTE receives enhanced funding from the state to run their programs.
- **Q:** Are there math prerequisites for this course (there is a lot of math involved)? **A:** Damen said he believes that the course description has a prerequisite for Algebra II.
- **Q:** How do we encourage young women to take these types of courses? **A:** Damen said they are actively working to reach more young women, encouraging them to take courses such as these (STEM courses).

It was MOVED by Rebecca Nielsen to approve ***Project Lead the Way Aerospace Engineering*** as district core curriculum for the CTE/STEM Aerospace Engineering course, Grades 10-12. Motion was SECONDED by Janice Rendahl.

Question:

- **Q:** Is this a satellite course that is available to students at all our high schools? **A:** Yes.

Obadiah called for the question. The motion carried.

Guided Flight Discovery – Private Pilot
District Core Curriculum for Aviation course, Grades 9-12
Submitted by Damen Schuneman, Director / Career and College Readiness

This is a very technical textbook intended for the new Aviation course. This course is intended to teach students about aviation and prepare them to pass their FAA ground school exam. Within the text it identifies which part of the test the text content applies to.

The book has complete and concise explanations of fundamentals of flight for private pilots. Throughout the text, there are many added features that allow for expanded learning that include;

- **Discover Inserts** that provide expanded information
- **Human Factors** section that explain how the mind and body function during flight
- **FAA sample test questions**

This is the first year for the Aviation program. Damen has been working for two years to lay the groundwork to bring an Aviation program to the district. Only two other school districts in the state have an Aviation program and they both use this textbook. One of the CTE partners, Snohomish Flying School, confirmed that this textbook is used in many flight prep programs. The first semester pilot has been successfully completed, and the teacher shared the following feedback:

- The course has been successful, students are very interested and the text is easy to follow
- Content is rich in the Sciences and Math
- Teacher's guide has in depth lesson plans as well as assessments and projects
- Content is age appropriate and industry-driven

Funding:

Items to consider:

- Growth of the program is expected

- Costs associated with program include:
    - Text books ($4,000)
    - Flight simulator system ($20,000)
    - Flight sim software ($3,000)
    - Joy sticks ($3,000)
    - Consumable items, field trips, subs, etc. ($5,000)
    - Total estimated cost = $35,000

This is a very technical book. Although it has limited diversity in the pictures, it is really a technical volume.

It was MOVED by Nancy Dodson to approve the ***Guided Flight Discovery – Private Pilot*** as district core curriculum for the CTE/STEM Aviation course, Grades 9-12. Motion was SECONDED by Kelly Griffin.

Obadiah called for the question. The motion carried.

KING Schools Private Pilot Ground School and Test Prep
Core Curriculum for Aviation course, Grades 9-12
Submitted by Damen Schuneman, Director / Career and College Readiness

Damen recognized that it isn't sufficient to teach students just with a textbook to prepare them for the FAA ground school exam. Snohomish Flying School suggested this online flight simulator designed for the Private Pilot Ground School exam. This is an online tool that is always current with updated FAA rules and regulations. Damen demonstrated the online tool, saying that it is user-friendly and easy to navigate. Each lesson has a short video, with "cross-check" assessments at the end of the lesson. The assessments are all related to the FAA exam. The teacher has the ability to monitor students' progress and make sure they are working at the appropriate level in the curriculum.

This tool is used by many flight prep programs. Normal cost to consumers is $599 per student, NSD's cost is $199 per student. Once in the program NSD students will have lifetime access at no cost to them. The online curriculum can be downloaded to the App on the student's own device and can be accessed offline.

It was MOVED by Rebecca Nielsen to approve ***KING Schools Private Pilot Ground School and Test Prep*** as district core curriculum for the CTE/STEM Aviation course, Grades 9-12. Motion was SECONDED by Kelly Griffin.

Obadiah called for the question. The motion carried.

Refugee
District Supplemental Curriculum for English/Language Arts, Grade 7
Submitted by Rebecca Nielsen, Teacher / Northshore Middle School

Teachers don't have many approved novel options for 7th grade. *Refugee* would add a contemporary, diverse novel to their collection. Rebecca field tested this novel last year with about 100 7th graders in mixed ability classes. This was taught as a read-aloud. She found that it was highly engaging for students, with well-developed characters of a similar age. Students engaged in rich discussions and focused, close readings. Her current 8th graders who read the book last year as part of the field test are still discussing the book and its characters. Some have said that it is the highlight of their middle school reading.

Northshore Middle School has received a PTSA grant to purchase four class sets (140 books) at approximately $11.00 per copy.

No professional development would be needed to teach the novel. Rebecca noted that as part of the NSD Secondary Novel Review project, the entire secondary novel collection will be reviewed, using the guidance of the Strategic Plan/Equity Analysis. They will also look at ways to pair non-fiction resources with novels to provide multiple perspectives on a theme.

Questions:

- **Q:** How would you go about including the related non-fiction resources to provide that balanced exposure for students? **A:** Rebecca said that is part of the work of the focus group, and is becoming more common place with teachers as a general rule.
- **Q**: Would it be wise to have a condition placed on the novel to include more information about context and other experiences for students? **A:** Rebecca doesn't believe it is necessary to include a condition, but wanted to inform the committee of the work that is being done in that regard.
- **Q**: How many novels would be ideal to see approved per grade level? **A:** That is difficult to say. At this time there is only one core novel at the 7th grade level (*Tangerine)*. This novel, *Refugee*, also ties in with the 7th grade social studies curriculum.

It was MOVED by Nancy Dodson to approve ***Refugee*** as district supplemental curriculum for English/Language Arts, Grade 7. Motion was SECONDED by Kim Osgood.

Obadiah called for the question. The motion carried.

INFORMATION PRESENTATIONS

High School Chemistry Resources

Presented by Chris Mirecki / Science TOSA

Chris said that there is a need to update student resources aligned to state standards and college readiness for high school chemistry. High school chemistry currently has two outdated core materials that don't align to the Common Core State Standards. They would like to pilot two "Open Education Resources (OERs)". OERs are educational materials that are in the public domain or which have an open license. Anyone can legally use, copy, adapt, and re-share them.

The tool used to screen potential resources is NextGen TIME. There are four possible lenses available by which to screen resources. The group focused on *Student Thinking* and *Teacher Support*.

CK-12 (Flexbook 1.0 or Flexbook 2.0)

- Open Education Resource (OER)
- Next Generation Science Standards (NGSS) aligned
- Customizable by building or district-wide

Both versions are available online. Flexbook 1.0 is also available to print, though simulations are only online. Flexbook 2.0 is only online.

Openstax

- Open Education Resource (OER)
- Available online with links to videos and simulations

- Available offiline in downloadable PDF format.
- Not NGSS aligned because these resources are higher-ed aligned
- Hardcopy is available from Amazon

Funding

- Resources are free, funding would be needed for trainings and possible PLC work, provided by Curriculum, Instruction, and Assessment (CIA) department.
- Funding to support technology for chemistry pilot will be provided by technology and CIA department

Technology support for the pilot in the form of laptops/Chromebooks will help us determine technology needs, such as:

- Is the technology needed daily, a few times per week, etc.?
- How 1-1 can be implemented and utilized in the classroom. This pilot provides a good opportunity to begin the implementation of moving to a 1-1 device to student environment.
- Will students need online access outside of classroom time to review and access resources?

Pilot Plan

- Total 12-14 teachers district wide
    - 3 teachers per comprehensive high school
    - 1-2 teachers from SAS/NN
- Training for teacher in June (depending on teacher availability) and August (Summer Institute)
- Implement resources first semester with monthly meetings to review progress. Collect data on:
    - Teacher level of use - frequency of use during classroom instruction
    - Student level of use – frequency of use in and outside of class.
- Compile data and feedback, report back to CMAC in January on effectiveness of resources to support student learning for all students.

Professional Development Needs

- Teacher training for:
    - Setting up and planning with online resource
    - Customizing the resource to align it with the NSD NGSS aligned unit sequence.
    - Setting up LMS Google classroom for assignments, work collaboration and student feedback.

Implementation Timeline

- Fall 2019 – pilot
- Winter 2020 – report to CMAC
- Spring 2020 – pending CMAC and Board approval, implement district-wide
    - Form district level chemistry PLC to:
        - Review unit sequence and determine if district or building level customized books will be created;
        - Monitor and support teachers implementing the resource
- Fall 2020 – full implementation by all teachers

They are currently looking at ***CK-12*** as core curriculum for Chemistry, with ***Openstax*** as supplemental for higher-readiness level students.

How many classrooms per school will pilot? They will work with technology to determine the resources and support available.

There are very few OER resources available that are as comprehensive as CK-12. Many OER resources that are more limited in scope point back to CK-12.

K-5 ELA Curriculum

Presented by Christy Clausen / Asst. Director, Curriculum & Instruction, and Katie Peffer / ELA TOSA

Christy reviewed the process of the Curriculum Review Team, which has been shared with CMAC previously. Two rounds of piloting were done this year beginning in the fall, resulting in a K-3 curriculum recommendation at the end of the pilot.

K-3 Pilot Process:

- 2 rounds of piloting
    - 25 teaching days per round
    - 24 teacher teams (40 teachers)
    - 6 teams per grade level
    - Both fiction and nonfiction piloted by each team
- Feedback collection for each round of piloting: bi-weekly teacher feedback, end of pilot parent, student, and teacher summative surveys.
- Community viewing hosted on Nov. 6th - collected parent, community member, and teacher feedback
- Student growth measured using STAR Early Literacy and Reading assessments

Curriculum Must-Haves

- Aligns to CCSS
- Supports all elements of ELA: reading, writing, speaking, listening, & language
- Addresses all five components of reading
- Promotes essential components of a comprehensive core
- Promotes research-based instructional practices
- Supports explicit, systematic instruction of phonological & phonemic awareness, alphabetic principle, and phonics
- Provides intervention component to support struggling readers & writers with differentiated practices and strategies
- Provides differentiation for all students
- Provides formative assessments for progress monitoring

The K-3 Curriculum pilot gathered data from a variety of sources: teacher summative survey; teacher bi-weekly feedback; student and parent surveys; community viewing, student growth measured by pre- and post- STAR assessments.

Overall, the results for *Fountas and Pinnell Classrooms* out-scored the other two pilot resources in almost every area.

Consensus and Recommendation for K-3 ELA

- Convened for 3 days in January with curriculum team
- Studied results of pilot and analyzed data from multiple sources
- Hosted open discussion and worked toward consensus
    - Data comparisons
    - Positives and challenges of each instructional resource
- Reached consensus and recommendation for K-3

- Unanimous recommendation for *Fountas and Pinnell Classrooms* as core curriculum, K-3

In addition to the K-3 ELA Pilot, concurrent work relative to K-5 ELA was also occurring in the district:

- Grade 4-5 ELA Pilot to start next year
- District Dyslexia Committee, in its 2nd year. At the end of this year they will have a recommendation for supporting students with dyslexia.
- District ELA Supplemental Subcommittee, comprised from members of the ELA Curriculum Review Team and Dyslexia Committee members, whose purpose is to look specifically at Tier 2 and 3 intervention needs. They will work into next year and reach a recommendation.
- District Assessment Committee, with a recommendation expected this year.

In addition, there is a new WA State Dyslexia law that has specific language regarding types of screeners and resources to support students with dyslexia.

With all this important work happening across the district, and the mission to have a comprehensive core K-5 program, they felt it wasn't the right time to put forth just a K-3 adoption.

Next Steps:

- Conduct a Grade 4-5 pilot next year, following the same timeline as K-3
- Plan for a K-3 extended pilot with *Fountas and Pinnell Classrooms* instructional materials.
- Consider recommendation from ELA Supplemental Subcommittee on intervention materials
- Next year…recommend a **complete ELA package** in the effort to seek a comprehensive, core ELA program for K-5 students.

Questions:

- One member asked for clarification regarding piloting next year. They will begin the grades 4-5 pilot next year, and extend the K-3 pilot with *Fountas and Pinnell Classrooms*. As other pieces, like intervention materials, are identified, they can be incorporated into the pilot. It would also allow thorough planning for implementation.
- A member asked about the budgeting process. Obadiah mentioned that it's possible that the curriculum could be rolled out in smaller grade level groups, such as beginning with K-1 next spring. This would allow for spreading the expenditure out a bit, as well as allowing more time to train teachers.
- Is the Fountas/Pinnell grade 4-5 curriculum complete? It is close, and will be ready by the pilot. That was another reason why it was decided it is better to wait to bring K-5 together at all at once for approval.

ADJOURNMENT

It was MOVED by Niki Arnold-Smith to adjourn the meeting. Motion was SECONDED by Rebecca Nielsen.

Rebecca called for the question. Motion carried.

Meeting adjourned at 5:13 PM.