

2020-21 MS ENGLISH LITERATURE SELECTION ADVISORY COMMITTEE:**8TH-GRADE READING GROUP****AGENDA & NOTES**1/20/21; Virtual: <https://pausd.zoom.us/j/94766097557>; 4:00 – 6:00

DESCRIPTION	NAME	PRESENT
ENGLISH INSTRUCTIONAL LEADER	Deanna Jones (8) Fletcher MS djones@pausd.org	Yes
	Kim Lohse (7) JLS MS klohse@pausd.org	Yes
	Brooke Tassa (6) Greene MS btassa@pausd.org	Yes
MS ENGLISH TEACHER	Ander Lucia (8) Fletcher MS alucia@pausd.org	Yes
	Kari Nygaard (8) JLS MS knygaard@pausd.org	Yes
	Jennifer Valero (8) JLS MS jvalero@pausd.org	Yes
	Kelly Zalatimo (8) Greene MS kzalatimo@pausd.org	Yes
PARENT REPRESENTATIVE	Iva Reid JLS parent izreid@gmail.com	Yes (4:40 and on)
STUDENT REPRESENTATIVE	Olivia Souter Fletcher student Olivia's parent's email: souter98@sbcglobal.net	Yes
HS ENGLISH TEACHER	Shaina Holdener Gunn HS sholdener@pausd.org	Yes
ENGLISH LANGUAGE REPRESENTATIVE	Jedd Bloom Greene MS jebloom@pausd.org	Yes
TEACHER LIBRARIAN	Kristen Lee Fletcher MS klee@pausd.org	Yes

DIRECTOR, SECONDARY ED	Kathie Laurence District Office klaurence@pausd.org	Yes
ASSISTANT SUPERINTENDENT, SECONDARY	Sharon Ofek District Office sofek@pausd.org	
FACILITATOR, TOSA	Karen Logue District Office klogue@pausd.org	Yes

AGENDA ITEM	NOTES
1. Welcome!	
2. Public Observers	All meetings are open to the public
3. Agenda Overview	5 goals: <ul style="list-style-type: none"> - Become re-acquainted - Review thinking and process of last 18 months - Establish new norms and expectations - Return to book lists and identify titles to read for next time - Leave with a clear idea of what to do for Feb.
4. Introductions	Remember: you are representing yourself and your constituent groups. Keep your constituencies informed about what we are doing here and inform us about what your constituencies are thinking
5. Review Big Picture Thinking to Date	<input type="checkbox"/> Committee's Charge Process governed by BP and AR 6161.1 Two products: a recommendation for 2 core lit texts (read in their entirety by all the students in a grade) and a recommendation for a supplemental menu (teacher/course-alike team choice) <input type="checkbox"/> Guiding Questions English teachers came up with these at JMS in April, 2019 Questions have informed our vetting tool (Committee-developed in fall of last year) and topics we have explored as a Committee (e.g. Common Core Shift presentation that the ILs did last fall, Literary Nonfiction presentation that librarian did in fall of this school year) <input type="checkbox"/> MS student survey: brief refresher September 2019; 1833 responses (~68% of all of our MSers at the time). Key takeaways (see slideshow). <input type="checkbox"/> Q and A

	<p>Question in chat: are the 7th grade teachers piloting <i>Flying Lessons</i> this year? When will <i>Booked</i> be piloted if it is selected?</p> <p>Answer: 7th-grade group decided pilot was not necessary. Exploring other ways to collect student input once teachers have voted</p>
<p>6. Review Work/Process to Date</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Vetted current PAUSD lit 208 titles – core, supplemental, additional teacher-used books, old books in book closets. Cast wide net <input type="checkbox"/> Vetted new titles Started January, 2020 and got interrupted in March. Continued in fall of this year (41+ titles in 8th) <input type="checkbox"/> Consolidated and narrowed down choices Considered vertical articulation <input type="checkbox"/> December decisions See slide 23 <input type="checkbox"/> Q and A Reminder from librarian: <i>Hero Next Door</i> and <i>Flying Lessons</i> are anthologies from <i>We Need Diverse Books</i> – diverse characters, authors, family constellations, diverse genres...
<p>7. Establish Group Norms and Expectations</p>	<ul style="list-style-type: none"> <input type="checkbox"/> December impasse See slide 26 <input type="checkbox"/> Compromise See slide 18 Clarification: what exactly is a pilot? Not a marriage; more like a second or third date Part of piloting is collecting data from teachers and students Committee comes together after pilot to review data. If decision is not clear, committee can elect to pilot something else and to continue process Do need piloting teachers from all 3 schools <input type="checkbox"/> Create new norms and expectations Listened to student perspective on impasse: Felt like committee’s work was rejected as “insufficient,” being told “no, try again” No problems with feedback in general, but problem with the feedback being anonymous Being told the topics were too hard/mature felt degrading Having these conversations (about police brutality, social justice, etc) – incredibly important to our age group. We have heard it before –want to have these conversations with other students/teachers

	New norms/expectations (see slide #31)
8. Re-Examine Books Lists and Identify New Titles to Read for February	<p><input type="checkbox"/> Orientation to 8th-grade-specific awards lists See Resource Repository for book lists Purple color – books on several lists</p> <p><input type="checkbox"/> Divide up awards lists Room #1: Publishers Weekly, ALA Youth Media Awards, Best Fiction for Young Adults Room #2: California Young Reader, Coretta Scott King Awards, Great Graphic Novels Room #3: Printz Award, National Book Award, Newbery Medal, Schneider Family Room #4: Stonewall Awards, YALSA Award for Nonfiction, YALSA’s Teens’ Top Ten</p> <p><input type="checkbox"/> Identify titles to read and vet for next meeting See Resource Repository for 8th-grade graphic organizer</p> <p><input type="checkbox"/> Debrief with whole group Question: <i>Long Way Down</i> –rated okay for grade 8, but graphic novel is grades 9 and up. How do we feel about grade 9 and up? Librarian: don’t have 9 and up in library. Facilitator: recur to this question in Feb.</p>
9. Thank you and good-bye!	<p><input type="checkbox"/> For Wed., Feb. 10, 4:00-6:00:</p> <ul style="list-style-type: none"> ○ Read and vet books you selected ○ Talk to your department and/or course-alike team about the books you are reading. Solicit their thoughts and tell them yours

Next Meeting:

Wednesday, February 10, 4:00-6:00

Virtual: <https://pausd.zoom.us/j/94766097557>