

Northshore School District
Curriculum Materials Adoption Committee Minutes
November 30, 2020
3:30 PM
Meeting Held Remotely via Zoom

CALL TO ORDER

The meeting of the CMAC, Curriculum Materials Adoption Committee, was held remotely on Monday, November 30, 2020 via Zoom, and simultaneously broadcast publicly. Chairperson Obadiah Dunham called the meeting to order at 3:32 p.m.

ATTENDANCE

Present: Obadiah Dunham (Chair), Rebecca Nielsen (Co-Chair), Tracy Patterson, Adra Davy, Niki Smith, Shelby Reynolds, Ayva Thomas, Anne Nielsen, Greg Cox, Ashley Andrews, Shannon Colley, Nancy Dodson, Kim Osgood, Janine Schmoll, Carolyn Urrutia, and Eli Yim

Absent: Jennifer Ellis, Jacqueline Probst

OLD BUSINESS

Approval of Minutes

Obadiah asked committee members to review the minutes from the October 5, 2020 CMAC meeting.

It was **MOVED** by Rebecca Nielsen and **SECONDED** by Nancy Dodson to approve the October 5, 2020 CMAC minutes as written.

Obadiah called for the question. The motion carried.

CMAC Purpose and Roles

Obadiah reminded members that the responsibility of the committee is to recommend materials to the School Board for approval. Obadiah shared the roles and expectations of CMAC members, as well as the elements to look for when assessing the materials submitted to CMAC for approval recommendations.

NEW BUSINESS

Assign Reviewers For Next Meeting

Reviewers and liaisons were assigned for projected submissions for the February 1, 2021 meeting.

- a) **CK-12** – Supplemental curriculum for HS Chemistry, grades 9 -12
 - i. Liaison: Obadiah Dunham
 - ii. Reviewers: Niki Smith, Eli Yim, Greg Cox, Nancy Dodson, Kim Osgood
- b) **Edgenuity** – Alternative Core Curriculum for Highly Capable Students
 - i. Liaison: Obadiah Dunham

- ii. Reviewers: Carolyn Urrutia, Rebecca Nielsen, Ashley Andrews, Anne Nielsen, Adra Davy
- c) **Just Mercy** – School Supplemental Curriculum for HS English
- i. Liaison: Carolyn Urrutia
 - ii. Reviewers: Ashley Andrews, Greg Cox, Shannon Colley, Ayva Thomas, Eli Yim

Presentations For Approval

Core Curriculum: Introductory Craft Skills

Request for approval as District Core Curriculum for Construction Trades Academy, grades 10-12
Sponsor: Derek Jacobsen, Teacher / Bothell High School

This textbook will be used along with another construction textbook that is already approved as the core texts for Construction Trades Academy, which is a new course this year. Teachers who piloted the book agreed that it will be a benefit to students as it teaches them real-life skills needed in the construction trades, such as safety, hand and power tools use, construction math, and 21st century skills. Performance tasks are included throughout the textbook to reinforce and assess student learning.

The text will not require any additional teacher training though additional training is available on how to teach and implement the entire Construction Academy course, which is a nationalized curriculum. Funding will come through the CTE department. The text is the basis for the entire course and will be implemented immediately upon approval.

Obadiah mentioned that the depictions in the book seemed to lack diversity, mostly white males are represented in pictures and drawings in the text. Derek noted that additional materials for teachers that accompany the textbook include PowerPoint presentations, which include more diversity. Derek also addresses that in the course of his teaching.

CMAC members engaged in discussion:

- It was noted that a picture of someone other than a white male didn't appear in the text until module 8. Although this is mainly a technical manual, it is a concern.
- One member stated that the textbook does include a comparison of standards in other countries, which is a positive element about the materials.
- One member asked her husband to look at the textbook, as he works in the trades. He felt that the textbook does an excellent job covering the skills required to prepare students for the construction trades. It may be that the other concerns need to be addressed outside of the text itself.
- Another member wondered whether the students who take this class are diversely represented, and would not want the lack of diversity in the text to discourage students from taking this course.
- That is an important reason why CMAC addresses these topics, because it is important that students of color and gender diversity are encouraged to take a class such as this. CMAC has in the past placed conditions on approval recommendations requiring sponsors to return and update the committee on efforts taken to address such concerns.
- The textbook is available in Spanish – could copies also be ordered Spanish? Obadiah said that would be a simple condition to apply to an approval recommendation.
- It was suggested that rather than not approve the text, leaving the class without a good strong textbook, it would be better to recommend approval and give the teacher the opportunity to thoughtfully address and articulate the issues of diversity in the text and classroom. This could be beneficial to our system as a whole by promoting these conversations among teachers.
- One member asked how CMAC might do a better job of supporting teachers in confronting these types of questions? Rebecca noted that the bias evaluation form is being revised to better reflect

the type of information the CMAC needs to see with regard to diversity and bias when submitting materials for consideration. The intention is that the revisions to the form will do a better job prompting sponsors to address these topics prior to coming before CMAC.

It was MOVED by Niki Smith to approve *Introductory Craft Skills* as District Core Curriculum for Construction Trades Academy, grades 10-12, with the following conditions:

- Sponsor to return to CMAC in one year to report on efforts taken to address underrepresentation of diverse populations in the textbook.
- Textbook order should include at least 5 copies in Spanish

The motion was SECONDED by Carolyn Urrutia.

Who would be responsible for addressing the diversity concerns with the publisher? The sponsor, in cooperation with CTE Director Damen Schuneman.

Obadiah called for the question. The motion carried.

Obadiah shared the approval recommendation and conditions with Derek. Derek mentioned that they are looking to also include online access to the textbook. The online version is available in multiple languages, but they will also order hard copies in Spanish.

Mystery Science

Request for approval as District Supplemental Curriculum for Science, grades K-5
Sponsor: Joanne Burkett, Teacher / Canyon Creek Elementary

Joanne was accompanied by Kristie McVay and Amy Chelius, fellow elementary teachers who have also used *Mystery Science* in their classrooms. Joanne explained that the district's core curriculum for elementary science has some gaps in the hands-on parts of science education, and *Mystery Science* fills those gaps. Joanne has had a lot of very positive feedback from teachers regarding the effectiveness of the program. The subscription is free for one year, so a number of teachers have been using this resource on their own, and are so excited about it that they asked Joanne to sponsor it through the CMAC process. After the first year the cost is \$99 per class or \$1249 per school for a year's subscription.

Mystery Science is aligned to the Next Generation Science Standards (NGSS), and is very easy for teachers to use – no professional development is needed. It is also all online, and uses materials that students and families can easily find at home, which has been ideal for distance learning. The videos are very helpful to non-readers and EL students. Joanne suggested that this might also be a good alternative for EL students when an alternate assignment is needed. It could also be used as enrichment for HiCap students.

Each lesson begins with background knowledge to level the playing field. There are diagrams and visuals throughout. There are many opportunities for kids to reflect, turn and talk, etc, and their natural curiosity is encouraged. Teachers can give immediate feedback and adapt instruction as needed. The service is very current, and is growing and changing as it stays up to date. Joanne also mentioned that she looked at the curriculum through a diversity lens, and noted that many different ethnicities and genders are represented in the videos.

A CMAC member asked how would the supplies/materials be purchased when we are back in the buildings? Even though they are common materials, they would need to be supplied when students are not at home using their own materials. Teachers mentioned that some of the materials can be requested from parents or through the PTA. Sometimes the materials can be found in a school's supply room (such as rubber bands). It has been past practice that with supplemental curriculum it is the responsibility of the buildings who choose to use the resource to secure the funding.

There is a past history of poor practice on the part of the company with regard to staff data privacy, but that has been resolved after Allen Miedema addressed those concerns with the company. At this time no student data is collected, but if that changes in the future it could affect the digital resource approval.

There was more discussion regarding the issue of equitable funding. If approved, it should be made clear that schools using this resource should not rely on donations from parents or PTA – the building should identify how the resource will be funded if they choose to use it.

Does this curriculum fill gaps in the core curriculum, or provide enrichment? *Mystery Science* is a “hook” to grab kids’ attention, and TCI is the core curriculum that provides the in-depth elements of the curriculum. *Mystery Science* brings the concepts to life.

Is there a standard amount of science that is expected to be taught in the elementary grades? What is the expectation for teachers? There is a scope and sequence with *Mystery Science*, and the standards are consistent with the TCI units at each grade level. There is not a distinct amount of time required for science in elementary grades. Reading, writing, and math take precedence in the schedule and science, social studies and health are fit in around those subjects.

Joanne mentioned that all the *Mystery Science* materials are also available in Spanish.

It was MOVED by Janine Schmoll to approve *Mystery Science* as District Supplemental curriculum for Science, grades K-5. The motion was SECONDED by Rebecca Nielsen.

Obadiah called for the question. The motion carried.

Reflex Math

Request for approval as District Supplemental curriculum for Mathematics, grades 1-5
Sponsor: Anne Nielsen, Principal / Crystal Springs Elementary

Reflex Math is a supplemental curriculum for math fact fluency. There is nothing in the current math curriculum to help students master their math facts. Anne used this as a teacher and administrator in another district for several years. The only professional development needed is a 30 minute video that teachers can watch to teach them how to use the program with students. There is a site license cost to a school to use the materials. Crystal Springs has been using this program for about a year and a half and has seen a strong increase in the students’ math fact fluency. The program is designed to be used 10 minutes/day or 40 minutes per week in order to see the best results. The program does diagnostics first, and also tests the quickness of students’ keyboarding responses to adapt the program to student levels. Students practice their facts through fun lessons and games, so it is engaging for students while also improving their fact fluency. Crystal Springs funds the program through a yearly fundraiser (a fun run).

Obadiah asked how Anne would explain to another principal or teacher the difference in what *Reflex Math* provides as compared to another already approved resource such as *iReady*? There is nothing in *iReady* that addresses math fact fluency like this does. Are there other funding options besides a site license? Yes, you can subscribe at an individual class level, and the company will work with teachers and principals to tailor costs to specific situations.

One reviewer noted that the games might be more difficult for some students and wondered if moving between game levels might be more a reflection of gaming skill rather than math fact skills? Anne said that the games are just a bonus, students have to do lessons before unlocking the games, and some games are more difficult than others. But the lessons are the focus, not the games. Teachers create a classroom login, students don’t have individual logins. Students then choose their own name from a list. Student progress is tracked in the system using minimal student data.

It was MOVED by Shannon Colley to approve *Reflex Math* as District Supplemental Curriculum for Mathematics - fact fluency, grades 1-5. The motion was SECONDED by Nancy Dodson.

Obadiah called for the question. The motion carried.

ADJOURNMENT

Meeting adjourned at 5:21 PM.