

**2020-21 MS ENGLISH LITERATURE SELECTION ADVISORY COMMITTEE
AGENDA & NOTES**

4/28/21; Virtual: <https://pausd.zoom.us/j/94766097557>; 4:10 – 6:10

DESCRIPTION	NAME	PRESENT
ENGLISH INSTRUCTIONAL LEADER	Deanna Jones (8) Fletcher MS djones@pausd.org	Yes
	Kim Lohse (7) JLS MS klohse@pausd.org	
	Brooke Tassa (6) Greene MS btassa@pausd.org	Yes
MS ENGLISH TEACHER	Erin Chan (6) Greene MS echan@pausd.org	Yes
	Liz Lewis (7) JLS MS lewis@pausd.org	
	Ander Lucia (8) Fletcher MS alucia@pausd.org	Yes
	Jim Meininger (6) JLS MS jmeininger@pausd.org	Yes
	Kari Nygaard (8) JLS MS knygaard@pausd.org	
	Jennifer Valero (8) JLS MS jvalero@pausd.org	Yes
	Hart Walsh (6) Greene MS hwalsh@pausd.org	Yes
	Noel Woodward (7) Fletcher MS nwoodward@pausd.org	Yes
	Kelly Zalatimo (8) Greene MS kzalatimo@pausd.org	Yes

PARENT REPRESENTATIVE	Shala Howell Fletcher parent shalahowell@gmail.com	Yes
	TBD Greene parent	
	Iva Reid JLS parent izreid@gmail.com	
STUDENT REPRESENTATIVE	Olivia Souter Fletcher student Olivia's parent's email: souter98@sbcglobal.net	Yes
	Maia Lin Greene student Maia's parent's email: clarissa.shen@gmail.com ; Jamesplin@gmail.com	Yes (5 min.)
	Arturo Garrido Gomez JLS student Arturo's parent's email: nallelygj@gmail.com	Yes
	Fenton Zarlengo Fenton's parent's email: zarlengo@panix.com	Yes
HS ENGLISH TEACHER	Shaina Holdener Gunn HS sholdener@pausd.org	Yes
ELEMENTARY TEACHER/TOSA	Laura Hull Elementary TOSA lhull@pausd.org	
SPECIAL EDUCATION REPRESENTATIVE	Jenny Chin JLS MS jchin@pausd.org	Yes
ENGLISH LANGUAGE REPRESENTATIVE	Jedd Bloom Greene MS jebloom@pausd.org	Yes
TEACHER LIBRARIAN	Kristen Lee Fletcher MS klee@pausd.org	Yes
MS ADMINISTRATOR	Ana Reyes Greene MS Dean areyes@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. Agenda Overview	
3. Review and Edit Board Packet Enclosures and Slides	<ul style="list-style-type: none"> <input type="checkbox"/> Overview of contents of Board Packet <input type="checkbox"/> Jigsaw: Deeper dive into a portion of the Board Packet <input type="checkbox"/> Group presentations: Summarize your document(s) and any suggestions you made <ul style="list-style-type: none"> ○ Room 1. Looked at General Statement: document gave background info. Why did we go through this process? What was the process? Talked about Committee members. Materials and how they were evaluated and selected. Findings: what we decided. 8th-grade timeline being pushed out 6 months is mentioned. There is information about the four core texts and why we picked them. Supplemental literature lists: will be attachments. Fiscal impact: budget and how much it will cost. Plan for implementing the two new core titles. No suggestions for this section. ○ Room 2: Looked at Overview presentation. 10 – 12 slides. Approval ratings of different texts. Votes on each book. Reasoning for different books. Overview of goals for each book. Visuals/information were clear. No suggestions. ○ Room 3: Checklist for AR 6161.1. Super technical. Added one comment on p. 4 related to male/female representation. Could that be changed to gender representation? All the standards and how we met them. ○ Room 4: Checklist for AR 6161.1: Very Ed-Code'sh. Instructional materials, procedures, meeting dates, composition of committee over 2 years and the selection criteria for materials (Lexile levels), attention to minority representation. No changes suggested.

	<ul style="list-style-type: none"> ○ Room 5: Checklist for AR 6161.1: More of the compliance stuff. A couple suggestions – in a 2019 survey... (clarify that 8th graders were being surveyed about their 7th-grade year). The committee asked a group of 20 focus students – who were these students? Volunteer basis – may be skewed towards higher-functioning readers. Conflict of interest – no people on the committee had a relationship with any of the publishing houses. ○ Room 6: Looked at Steering Process, Supplemental Lit Vetting Tool, Core and Supplemental Lit Costs. Overall, we had a couple questions. Clarifying question/statement: The supplemental list is not a limiting list. Teachers can still teach books that are not on the list. ○ Facilitator: That is correct. Teachers can use professional discretion to teach titles that are not on the supplemental list. Provided Supplemental Lists are adopted by the Board, however, teachers teaching books on of the supplemental lists know that they are teaching something Board-approved. <p><input type="checkbox"/> Overview of Board meeting on May 11</p>
<p>4. Thank You and Goodbye</p>	<p><input type="checkbox"/> Special thank you to non-English teachers in 6th and 7th-grade reading groups</p>
<p>5. 6th and 7th-Grade Teachers & ILs: Provide Input on Fall Release Day</p>	<p><input type="checkbox"/> Overview of fall release day</p> <p><input type="checkbox"/> Input on timing of release day for 6th and 7th</p> <ul style="list-style-type: none"> ○ 6th: Could we have a menu of curricular options with joint LTs for <i>Hero Next Door (HND)</i> and <i>D'Aulaires</i>? ○ Greene: wants to teach <i>HND</i> at different points during year – could sprinkle stories throughout year, but starting right away. So earlier with the release day would be good. ○ JLS: not August for release day. January could be good for some people. Maybe later September? ○ Later September – Greene agrees. ○ Fletcher: Teachers planning on teaching <i>HND</i> during Q1 and Q2. Later September would be good. ○ 6th-grade release day → will be planned for later September <p><input type="checkbox"/> 7th:</p> <ul style="list-style-type: none"> ○ Fletcher: Planning to teach <i>Flying Lessons (FL)</i> during Q1 – easing in with short stories.

Beginning of year better, week or two in.
Replace old stories we have taught before with *FL*. Have been doing plot, theme, and narrative writing with the short story unit.

- Greene: Plan is to use *FL* somewhere towards the end of Q1 and all of Q2 as part of narrative reading & writing unit. Earlier in first quarter for release day?
- JLS: Plan to teach *FL* during Q3
- 3rd week of August; later August. Could always do getting to know you activities for the first two weeks at Fletcher.
- **7th-grade release day → will be planned for 3rd/4th week of August**

□ **Input on structure of release day for 6th and 7th**

- **Data: *HND* and *FL* – Should we look at student data during release day? Yes, looking at student responses during beginning of 6th and 7th-grade day would be helpful**
- **Comment: *FL* – students who read the book as part of focus group. 6-7 Greene students read the book; ½ were girls and ½ were boys; some were big readers and others not so much. Important to convey that not all students were part of the Library Club.**
- **Shared LTs – there is a fairly limited number of of literature reading targets that we are likely to use for short stories (plot, character...)**
- **Surveying people about what they are planning on teaching ahead of time? Much of the work could be done ahead if we see what people are planning on doing and where the overlap in LTs might be**
- **Open-ended learning targets focused on reading better. Not everyone may want to teach them.**
- **Shared LTs across district, but teacher-teams can have separate LTs that they also add in. Facilitator: yes, some LTs in common and some site-specific is fine.**
- **Options are good as long as we are staying in this realm of learning targets that we'd like to hit**
- **Fletcher: teachers currently teaching the stories as a contained unit. Might be open to sprinkling them throughout year, but would want to check in with 6th-grade team to see**

□ **Agreed upon structure of day for 6th and 7th:**

- **Start with parameters. Define common LTs first. These are the things we know for sure we are all**

	<p>going to do.</p> <ul style="list-style-type: none"> ○ <u>Branch off</u> into site work groups. ○ <u>See what all the sites</u> did at the end. Share copies of what everyone did – check in partway through/before <u>lunch</u>, so we can influence each other before we are done <ul style="list-style-type: none"> ☐ Way to share documents: Shared google drive. Probably the easiest way to access. No on Schoology group. ☐ Before release day: Finding agreement on common LTs → 1 Rep from each site could get together with facilitator. Reps could bring their site’s likely LTs. We could preview what everyone has and find common ground before the release day. Reps could present on shared LTs at start of release day.
6. Thank You and Goodbye	<ul style="list-style-type: none"> ☐ Special thank you to English teachers in 6th and 7th-grade reading groups

Next Meeting: Eighth-Grade Reading Group Only

Wednesday, May 19, 4:10-6:10

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