

Northshore School District
Curriculum Materials Adoption Committee Minutes
May 17, 2021
3:30 PM

CALL TO ORDER

The meeting of the CMAC, Curriculum Materials Adoption Committee, was held remotely on Monday, May 17, 2021 via Zoom, and simultaneously broadcast publicly. Chairperson Obadiah Dunham called the meeting to order at 3:33 p.m.

ATTENDANCE

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

Absent: Shelby Reynolds and Anne Nielsen

OLD BUSINESS

Approval of Minutes

Obadiah asked committee members to review the minutes from the April 19, 2021 CMAC meeting.

It was MOVED by Rebecca Nielsen and SECONDED by Shannon Colley to approve the April 19, 2021 CMAC minutes as written.

Obadiah called for the question. The motion carried.

Approval of Consent Agenda

Bien Dit – New edition of previously approved textbook. District Core Curriculum for World Languages (French), grades 9-12.

Sponsor: Christy Clausen, Assistant Director/Curriculum, Instruction & Assessment

Mathematics: Applications and Interpretation – Request for approval as Core Curriculum for IB Math: Applications and Interpretations course, grades 11 and 12.

Sponsor: Sally Anderson, Inglemoor HS Teacher

Edgenuity – Request to expand approval to include use in high school credit retrieval courses and first time credit courses, grades K-12.

Sponsor: Katie Bjornstad, NSD Online/Remote Learning Lead

It was MOVED by Rebecca Nielsen to remove **Edgenuity** from the Consent Agenda to allow for additional discussion. The motion was SECONDED by Niki Smith.

Obadiah called for the question. The motion carried.

It was MOVED by Nancy Dodson to approve the Consent Agenda as amended, to include **Bien Dit** and **Mathematics: Applications and Interpretation** only. The motion was SECONDED by Rebecca Nielsen.

Obadiah called for the question. The motion carried.

Discussion regarding *Edgenuity* ensued. It was noted that there was some valuable discussion when *Edgenuity* was initially approved that might warrant putting some conditions on the expanded approval. The conditions would allow for the opportunity to review data and feedback regarding student and teacher experiences with the curriculum, as well as follow up on the work the vendor is doing around diversifying representation in the curriculum. Obadiah reminded the committee that since *Edgenuity* is already approved, this discussion is about whether to expand the approval, and the potential conditions that could be included to address the concerns expressed.

One member stated that effective implementation of this curriculum requires some level of teacher oversight in order to be successful. Obadiah noted that Northshore's model of delivery uses certificated NSD staff to oversee the instruction, rather than *Edgenuity*-provided teaching staff.

Concern was expressed about using *Edgenuity* for credit retrieval or as a fully remote instructional program. The language supports imbedded in *Edgenuity* are not adequate to meet the needs of multi-lingual students. Those students need live teachers with time in their schedules to build the accommodations needed. This concern is for students who qualify for English Learner (EL) services. Accessing *Edgenuity's* embedded supports requires that students are fluent and literate in their first language at a high level. Obadiah suggested that this would be a specific data point that the sponsor could be directed to collect and provide in a report back to CMAC. It was added that the data should include all students requiring accommodations based on services such as Special Education, English Learners, and students with 504 plans.

A member asked for clarification that in expanding the approval to include use for credit retrieval, *Edgenuity* would replace APEX (the curriculum currently used for credit retrieval)? Yes, that is the plan.

It was MOVED by Rebecca Nielsen to extend approval for *Edgenuity* for use in credit retrieval and new credit-bearing courses in grades K-12, with the condition that the sponsor return to CMAC in the spring of 2022 with specific data and feedback on:

- Experience and ease of use for students and staff
- Accessibility and supports given to Special Education and English Learner students
- Vendor progress in diversifying representation in the curriculum

The motion was SECONDED by Nancy Dodson.

Obadiah called for the question. The motion carried.

NEW BUSINESS

Presentation for Approval

Fountas & Pinnell Classroom: Phonics, Spelling and Word Study – Request for approval as District Core Curriculum for English/Language Arts in the areas of Phonics, Word Study, and Spelling, Grades K-2

Sponsors: Christy Clausen, Assistant Director/Curriculum, Instruction & Assessment

Katie Peffer, TOSA/K-5 English/Language Arts

Katie Peffer has been leading the adoption and pilot process for the past three years, and was joined by two teachers who participated in the pilot, as well as Christy Clausen. Katie started by reviewing information that has been provided to CMAC over the course of the pilot process. The process has focused on identifying the very best K-5 literacy program that meets the academic needs of all students. Through a three year review process, the Curriculum Review Team identified 3 curricula from an initial field of 14, to pilot in 2018-19 and 2019-20. In January 2020 the team reached a unanimous decision to recommend adoption of *Fountas and Pinnell Classroom*, along with two companion materials – *Handwriting Without Tears* and *Flyleaf's* decodable texts. Due to the

COVID emergency, there was a pause in the process. They took advantage of that pause to facilitate a whole school pilot at Ruby Bridges and Crystal Springs elementary schools in the 2020-21 school year. There were several benefits to these whole-school pilots:

- To see how the materials work in a whole school setting, and with the special populations and programs housed at the two schools
- To prepare for future implementation and problem-solve areas of potential challenge
- Opportunity for coaching a group of core implementation teachers and establish a group of teacher leaders

The team was also able to take advantage of the additional time to attend professional development and study legislation on dyslexia that goes into effect this fall. They also had the opportunity to take in-depth coursework on the Science of Reading (SoR), and how *FPC Phonics, Spelling, and Word Study* aligns with the core tenants of SoR.

Christy explained more about the Science of Reading’s “Essential Elements of Effective Foundational Reading Instruction”. She highlighted the SoR findings regarding daily instruction in phonological awareness, phonemic awareness and a phonics-first approach rather than guessing at words. Christy stressed that this is the approach NSD teachers will use in their instruction. The proposed curriculum components were then analyzed for alignment with the SoR tenets, meeting all elements. Christy also noted that the current NSD phonics curriculum does not address many of the state standards, while FPC meets them all. Katie shared feedback from the 66 teachers participating in the pilot, with very strong support in all categories.

The curriculum team is still unanimous in its support of the entire FPC package for grades K-5. However, based on the need to be fiscally conscientious while also having the greatest instructional impact, the current recommendation is to adopt *Fountas & Pinnell Classroom: Phonics, Spelling and Word Study* for grades K-2.

Kristina Saunders, 4th grade teacher at Lockwood, shared her experience as a pilot teacher. Kristina is also a member of the NSD Dyslexia Committee and the MTSS Bargaining Committee. She stated that Northshore needs curricular alignment across the district. This curriculum aligns with the Science of Reading, it is manageable within a classroom setting, and teachers can pick it up and use it immediately. Kristina was teaching 3rd grade at the beginning of the pilot, and admitted that her attitude when the pilot started was skeptical. She found that the ease of use was a revelation, and that students really responded to it. Students used the concepts they learned in other content areas, too. She feels that the curriculum “unlocked” the key to reading for many students. She also found that differentiation was easy with this curriculum, and did not leave students feeling as if the differentiated materials were “baby-ish”. The usability and learning translates throughout the program. Kristina’s key takeaways: This curriculum provides a common understanding and language for the teachers, as well as for the learners. The scope and sequence unfolds throughout the year, it is systematic and sequential. These materials will provide powerful tools that will support teaching for dyslexia. She looks forward to having these materials in all grades K-5.

Megan Nash, 2nd grade teacher at Crystal Springs, piloted both remotely and now in-person as part of the whole-school pilot. This curriculum was one of the few things that transferred seamlessly from remote to in-person learning. Megan admitted she was initially not enthusiastic about the idea of the whole-school pilot during the 100% remote setting for this school year, as she felt that it would be one more thing she didn’t have capacity for. She now feels that this has been a great experience. The time with these materials has proven to be the best 15-20 minutes of the day for her and her students. The continuity between grade levels is something she and her colleagues noticed during the whole-school pilot experience. She is excited to have common curriculum and language between teachers and across the district.

A three-part foundational skills course to prepare for implementation has been developed, and over 650 teachers have already participated in the first level. In addition to the 3-part series, they will provide a 3-hour required introductory training for all K-2 teachers who will implement this curriculum in the fall. To provide support at the building level, there is one lead teacher in each elementary school who will support the implementation. The ELA Lead Team has received professional development on the entire *Fountas and Pinnell Classroom* curriculum and

will also be provided with 3 half-day learning opportunities throughout the next year as they support the implementation.

Christy shared the 3-year implementation plan, which she referred to as their “Recipe for Success”. Ongoing professional learning is critical. They plan on providing that through workshops, trainings, webinars, and onsite coaching.

Questions and comments from committee members:

- This could be the most important adoption CMAC members consider in our time on this committee – there is nothing as important as early literacy. The professional development plan is also an important component.
- To what extent do you see that this curriculum addresses the needs around the Dyslexia Committee work?
 - Kristina and Christy served on the Dyslexia Committee, while Katie was on a sub-committee. Kristina has a background in Dyslexia, and said she was definitely looking through that lens when piloting this curriculum. No matter which piece of the program you are using, this program very explicitly gives the decoding skills necessary for students with dyslexia.
 - Christy commented that one of the things we’d like to do is prevent dyslexia and other reading difficulties. The best way to do that is to provide strong Tier 1 core materials that have lessons that clearly speak to phonological and phonemic awareness, and phonics.
 - Katie noted that there is a great pairing opportunity between iReady and FPC. We can also use iReady screening results and pair them with the FPC materials for small group instruction and differentiation. This has been very powerful for teachers. It’s empowering to teachers to have materials that target the needs of their students.
- Excitement was expressed for the commitment to daily instruction in phonics and phonological awareness. Have you looked at iReady data and compared data from Ruby Bridges and Crystal Springs with other schools not using the materials?
 - Katie said that it’s been difficult to pull data up to this point. Teachers didn’t receive training on the Phonics, Spelling and Word Study component until November/December, and the iReady assessments were done in early January. She believes that the May-June iReady data will show growth, now that teachers have been using the materials daily since January. It’s been difficult to get data because there has been no state testing in the last year and other district comprehensive assessments were not done last spring.
- Why isn’t the entire package up for approval if the entire pilot team supports the full K-5 package?
 - Obadiah noted that CMAC does need to consider funding. There is currently not room in the budget for the entire package, so it was decided that this piece was the most beneficial, targeted component with which to begin.
- Will training be available for third grade teachers?
 - A lot of third grade teachers have asked if they can attend the training, and some have. The goal is to bring the training to all K-5 teachers. Third grade is the next step.
- Katie and Christy were thanked for the time and effort they have put into this adoption over the past several years. A concern was expressed about the “Sing a Song of Poetry” unit. The use of the very old nursery rhymes and songs are outdated and a poor choice in today’s environment, with respect to representation, stereotyping and cultural biases.
 - Katie noted that there were concerns about that type of thing across all the curricula they reviewed. They know that in the past few years our awareness and understanding in the area of bias in curriculum has really exploded. They have been keeping track of the problematic texts in each grade level and are working with the Assistant Director of Equity Pedagogy and going through a review process. She noted that there are some genres that are more problematic than others – fairy tales, nursery rhymes, etc. They propose to go through the “Sing a Song of Poetry” unit, scan those pieces that meet the equity bar and provide only that material to teachers. For the longer term, they will work with the vendor to replace problematic texts.

The presenters exited the main meeting room. Discussion continued among CMAC members:

- One member noted two specific concerns that should be addressed by conditions on an approval recommendation:
 - There must be intentional training for teachers in segmenting, blending, and phonemic manipulation, the essential skills for decoding and encoding.
 - There are lessons in the materials that teach extraneous ideas that detract from left to right reading. Teachers should only teach the lessons that focus on encoding and decoding from left to right. Based on the presentation, it appears that the intention is to teach the materials in that way, but a condition is needed to ensure that teachers will be instructed to teach the materials in that manner. This could perhaps be addressed through the development of the scope and sequence.
- There is a concern about not having a timeline for the purchase of the remainder of the program. It would be helpful to have a clear idea of when the funding will be available for the rest of the K-5 curriculum. What about the manipulatives and peripheral pieces that also accompany the K-2 materials – are they included in this proposal?
 - We can't give a timeline for budget availability due to COVID and unknown state funding in the near future. We did have a plan prior to the pandemic, but the financial impact of COVID has been significant. The K-2 piece was felt to be the most critical to address the gap in our phonics instruction and meet the needs of Dyslexia legislation.
 - The manipulatives, etc. are not included in this current proposal, they are recommended as part of the complete adoption.

It was MOVED by Adra Davy to approve ***Fountas & Pinnell Classroom: Phonics, Spelling and Word Study*** as District Core Curriculum for English/Language Arts in the areas of Phonics, Word Study, and Spelling for grades K-2, with the following conditions:

- All teachers will receive explicit training on how to teach segmenting, blending, and phoneme manipulation
- A scope and sequence will be developed that ensures the skills of decoding and encoding will only be taught from left to right.

The motion was SECONDED by Rebecca Nielsen.

Obadiah called for the question. The motion carried.

The presenters returned to the main meeting room. There was some discussion about whether the manipulatives could be funded at the building level (~\$500 per elementary school). There was concern that approach would create inequities across the district. Obadiah said that there would be additional discussion within the Curriculum department about how to equitably fund the manipulatives deemed necessary for the proposed curriculum.

OLD BUSINESS (Continued)

Review of New CMAC Anti-Bias Form

Members reviewed a final draft of the CMAC F-1 form and agreed that the new forms are ready to put into use. The new forms should be posted to the CMAC website by the end of May and will be used for all new submissions beginning in the 2021-22 school year.

ADJOURNMENT

Meeting adjourned at 5:17 PM.