

Mercer Island School District
Learning Services
4160 86th AVE SE
Mercer Island, WA 98040
206-236-3330

Meeting Notes

April 14, 2015

Instructional Materials Committee

Facilitator: Fred Rundle, Director of Learning Services

Note taker: Vanessa Adams, Learning Services

The meeting was called to order at 4:03 pm.

Members present:

David Baxter
Larry Bencivengo
Rebecca Hedlund
Annie Koning
Jason Mead
Lindsay Oliveira
Lori Otto Punke
Denise Radow
Fred Rundle
Jessica Weinman
Mark Zmuda

Fred welcomed everyone to this second IMC meeting of the school year. He announced that the first presentation would be for College and Career Readiness (CCR), noting that CCR was formerly known as Career and Technology Education (CTE), and remarked that there are new and exciting things happening in the CCR program.

Material Science Technology, by Len Booth. Published by Technology Education Concepts

MIHS Science teacher Sam Gadbury and MIHS CCR teacher Kristine VanderHoeven presented a recommendation of the *Material Science Technology* textbook for adoption as core materials for the HS Material Science class, grades 11-12. The number of students this recommendation will impact (annually and over five years) is: Annually-11th grade = 15; 12th grade = 15 (one section is expected in year one). Over five years the expectation is 240 assuming two sections in years 2, 3, 4, and 5. One teacher will be required. The proposal was approved by the CCR Parent Team on January 14, 2015 and has met all other appropriate approvals.

Kristine stated that Material Science is a new class that will be introduced in the 2015-16 school-year for juniors and seniors who have taken at least chemistry and biology. So far, 37 students have requested to sign up. The class will give students another option for science or provide another choice for students who really like CCR classes. She shared that there is growing interest in material science in the Puget Sound area, noting that it's an applied science and can cross different industries, and that the UW has a strong material science program.

Sam remarked that *Material Science Technology* was compared to several other textbooks and was determined to have the most to offer with more variety than the others. He had his students look it over and they liked it.

Fred opened the floor for questions:

How many labs? At least one large lab per week is anticipated.

Funding for lab material? Funding has been built into the budget at the front end.

Is this class inline with industry standards? Yes.

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Is this class useful towards college goals? There is an equipment articulation agreement with Edmonds Community College for 5 credits of Material Science, which can transfer to the UW.

Why is the 'Women and Minority Report' missing from the proposal package? The Women and Minority section was not applicable because there weren't any photos of people, just hands, tools, and diagrams.

Is the material accessible to girls? Kristine said she felt it was friendly to females and that one of the parent evaluators, a female engineer, agreed. Fred said one of the requirements to maintain CCR Accreditation is through the Office of Civil Rights and they did an extensive report.

Is this a one-time course? Right now it is a one-time course. It could be extended.

Will there be robotics or material sciences competitions? There was a major state competition last month.

Is this book inquiry-based? It is hoped that the inquiry-based approach will increase students' willingness to engage and explore further.

Vote: There was a motion to approve adoption for core materials; the motion was seconded; all voted in favor; there were no abstentions.

Bookshop Common Core, Mondo Publishing

The *Bookshop Common Core* series of curriculum materials proposed for core material adoption is a research-based classroom package of student materials and teacher resources offering instruction in reading and phonics, covering all of the rigorous CCSS requirements. The number of students this recommendation will impact (annually and over five years) is all 3-5 students (approximately 4000 students). The proposed materials will be used in all three elementary schools, and will be taught in 3rd and 4th grade. The 3-5 Adoption Committee approved this curriculum on March 9, 2015.

(Fred, as a member of the 3-5 Literacy Committee, recused himself as facilitator for this portion of the meeting. David Baxter volunteered to serve as temporary facilitator). Additional presenters were Nova Williams, Aimee Batliner-Gillette, 5th grade teacher Jill Lyon, and 4th grade teacher Brooke Carwithen.

Fred explained that an adoption team was formed made up of teachers of all grade levels from every elementary school, as well as administrators, parents, and a learning support teacher. They reviewed the core materials and sent a proposal request to publishers. Of the 13 publishers who responded, two finalists were chosen using a rubric of criteria. The finalists were compared to meet the goals of easy accessibility for teachers and substitutes, content organization and flexibility for different learning styles. Though they determined that the overall program of *Bookshop Common Core* would be best for students moving forward, Fred remarked that the harsh reality is, there isn't a perfect textbook out there. Therefore, additional materials may be required down the road to meet the needs of all students. Nova noted that the previously adopted K-2 Mondo curriculum gave a sense of what the program is capable of and will provide continuity for kids going into grades 3-5, leaving fewer gaps when they reach IMS. Aimee described the clarity of connection to common core standards and clear structure to address the issues of alignment amongst schools, noting also that it is well mapped-out to support teachers.

David opened the floor for questions:

Does the student edition come in book form? Yes. It has a rich variety of fiction and non-fiction in different formats, with connections to history and science.

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Will this be support material for Writers Workshop? This is a way to fill the gap with what's missing in Writers Workshop.

Are there online components for kids and families? There is a dialog with Mondo to discover what their online potential might be. They do have an online teacher community. Fred hopes the online capabilities will be more robust next year.

Is there the ability to weave in other topics such as character education? The K-2 teachers found that some of the items honed in on character topics. There are books that show pros and cons of issues that kids are expected to tackle.

How will this curriculum help students make analytical connections in the world of literature beyond that found in school? Some of the curriculum's books can be found in bookstores. This model aims for comprehensive literacy. Part of that includes independent reading, which is valued and important. Sometimes students will be encouraged to self-select books. MONDO Emphasizes guided reading groups.

Are themes in chronological order? They are intended to be sequential using modeling, then gradual release.

How much time for this program will be allowed during the school day? 90 minutes at first.

Are skills repeated over and over? When they repeat, they repeat differently.

Vote: There was a motion to approve adoption for core materials; the motion was seconded; all voted in favor; there were no abstentions.

(Fred resumed as moderator of the meeting).

***Project M²: Mentoring Young Mathematicians*, by M. Katherine Gavin, Tuttia M. Casa, Suzanne H. Chapin, and Linda Jensen Sheffield. Published by Kendall Hunt**

Fred explained that this proposal is for an adoption of core materials for K-2 students in each elementary school who qualify for PEP Math. The number of students this recommendation will impact annually is approximately 75 students. It's difficult to evaluate its impact over the next five years due to the PEP program being in its first year, and the probability of the program expanding. The proposed materials will be used in all three elementary schools, and will be taught in kindergarten, first and second grade. This proposal has the support of the Grade Level/Departmental Team and the Learning Services Coordinator.

Presenter Laura Thompson, PEP TOSA, asserted that she has tried to find more challenging math materials for K-2 PEP students and is now using this *Project M²* series of six supplemental units. This curriculum is also a National Science Foundation project and recently received the 2010 NAGC Curriculum Division Award.

The materials include Student Mathematician Journals. Laura explained that journals are very important to kids. She noted the value of students being encouraged to 'think deeply' through writing about math—to write what they learned, and to verbalize how they learned it.

Fred opened the floor for questions:

How long has *Project M²* existed? Three years. The University of Connecticut developed the program.

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Any issues going from one unit to the next unit? They segue nicely together. This program is intended for use within a larger curriculum. There is a lot of hands-on work. Teachers provide a broad presentation and the students do the learning.

Vote: There was a motion to approve adoption for core materials; the motion was seconded; all voted in favor; there were no abstentions.

Second Step Bullying Prevention Unit, by Committee for Children

This proposal, submitted by Aimee Batliner-Gillette, David Hoffman, and Andy LaBadie, is for an adoption of supplemental materials for an initial implementation at West Mercer and Island Park for 5th grade students. The next step in the implementation will serve grades K-5 at all three elementary schools. If K-5 is implemented, the number of students this recommendation will impact annually is 1950, and 9750 over 5 years.

The *Second Step Bullying Prevention Unit* is a series of 5 targeted, interactive lessons per grade level designed to explicitly teach students to Recognize, Refuse, and Report bullying.

Aimee Batliner-Gillette shared that Lakeridge piloted this program, which was co-taught by the principal, counselor, Special Ed teachers and General Ed teachers during the first year or two, with the goal of a gradual release to teachers. The involvement of so many adults showed Lakeridge students that anti-bullying is a priority in their school.

The focus of this proposal is to make it accessible at all the elementary schools with a pilot in fifth grade at West Mercer and Island Park. Full approval will be requested next year. The lessons address defining bullying behaviors, as well as the power of bystanders, witnesses, and targets to stop these behaviors. Aimee stated that school bullying is often underground and catching it when it's happening is difficult. It can also be challenging to have effective conversations about bullying in the classroom. Educators need tools to address specific bullying behaviors. She suggested implementation at the beginning of the school year would be ideal.

Fred opened the floor for questions:

What are the primary bullying issues for fifth graders? Teasing and name-calling.

Will this unit be tied to professional development for staff? Yes.

Is online bullying an issue in elementary schools? Yes, there are audio and visual insults. At the school level, it is heard about more than seen because the technology that allows bullying is not present in the classroom.

Vote: There was a motion to approve adoption for supplemental materials; the motion was seconded; all voted in favor; there were no abstentions.

Fred announced that there are several upcoming proposals as well as an adoption coming up in May. He suggested possibly combining the last two meetings and setting a date during the last week of May or the first of June. He will send out an email with suggested date(s).

The meeting adjourned at 5:45 pm.