

## **K-5 ELA Instructional Materials Adoption Committee Meeting**

November 3, 2016

**Members in attendance:** M. Bannister, K. Berman, K.O. Capobianco, M. Correa, S. Diller, B. Fernandi, G. Frazzini, K. Gillean, M. Gordon, K. Hansen, C. Jimenez, Y. Lee, T. Magelssen, K. Mills, S. Nguyen, K. Nichols, J. Papineau, E. Parnell, P. Riley, A. Singh, K. Stoneberg, M. Sylver, K. Vasquez, E. Wheeler

**I. Adoption Updates:** The committee learned of recent updates regarding the ELA Adoption.

**\* Field Test:** 27 teachers and 700 students participated; K-2 and 3-5 field tests for each vendor in each of the 5 regions; field testers received 2 full days of initial-use training in August and were given 2 days of planning and preparation; all field testers were provided with online vendor support; central office literacy team supported field testers with implementation challenges, check-ins and problem-solving. All field testers participated in an individual survey and all families of students who used the resources were invited to respond to an online survey as well.

**\*Round 2 public review and feedback :** The window for review is October 3-Nov. 30. The viewing sites are: Boren STEM K-8, Broadview-Thomson K-8, Green Lake Elementary, Madrona K-8, South Shore PK-8, JSCEE Professional Library, (2nd floor)

**\*Round 2 Committee Timeline:** Committee Review/Feedback Consideration Nov. 3, Nov. 9, Dec. 9; IMC meeting on Dec. 13 for process approval; January C & I Policy; February Board Intro and Action; Spring 2017 materials ordered; Professional development begins late spring and will run through summer 2017.

**II. Schools' literacy needs:** Participants were asked to jot down the two most important literacy needs, concerns or issues at their individual schools and connect them to one of the five criteria categories—anti-bias and sensitivity, ELA instruction, standards alignment, usability and accessibility, and assessment. The purpose was to remind participants to the varying needs in Seattle Schools.

**III. Instructional Unit Review:** Committee members examined one complete instructional unit, including all of the parts within it e.g., vocabulary, small group guided instruction, independent reading etc. Participants noted strengths, challenges and questions pertaining to the criteria categories. A K-2 and 3-5 unit from every finalist was reviewed during this process.

**III. Review and analyze field test teacher data:** All field testers took a survey after completing the six-week field test. The purpose was to get individual responses prior to participating in a focus group and to apprise committee members of some of the potential concerns, issues or needs or particular finalists. Committee members combed through the data to understand the perceived strengths, challenges and discrepancies noted by field testers.

**IV. Focus group questions:** Committee members then considered their reading of the complete unit as well as the initial field tester survey data in the development of questions for field tester focus groups.