

7TH GRADE BOOK SELECTION TEAM

March 5th: ESC WEST 250

AGENDA

8:00-8:30 Introduction- Note taker

8:30- 11:30 Book discussion Brown Girl Dreaming Book discussion
(Break around 10:00)

- Bias Examination
- Novel Evaluation

11:30-12:15 Lunch

12:15- 3:00 Book discussion One Crazy Summer(Break around 1:30)

- Bias Examination
- Novel Evaluation

3:00-3:30 Next steps (We only addressed one book at this meeting)

Notes from this meeting can
be found in the Note section
on the final slide

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OUR OBJECTIVE

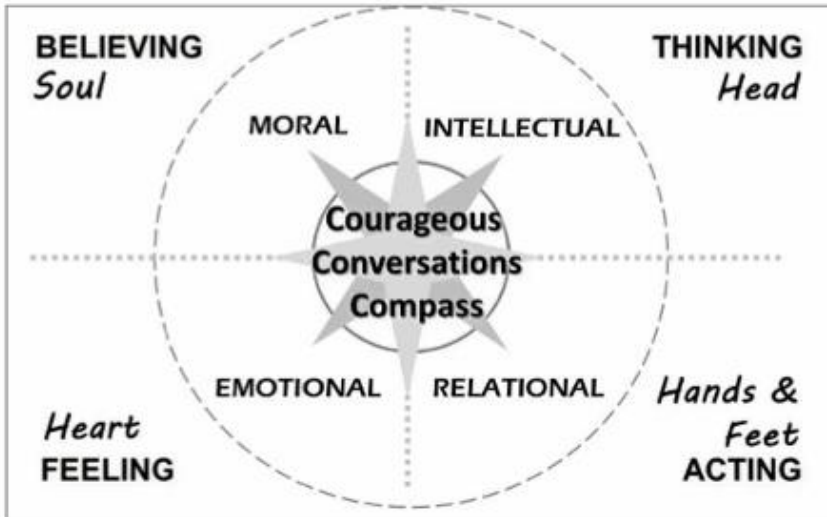
Collaboratively discuss the novels *One Crazy Summer* and *Brown Girl Dreaming* to ensure texts are of value, appropriate for 7th grade and fit the needs of the 7th grade year. Today's work will be brought back to your teams for further discussion with the goal of voting at the next meeting whether one or both texts will move forward in the pilot process.

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7TH GRADE NOVEL SELECTION COMMITTEE

Committee Member	Affiliation
Kristin Barna	Tillicum Middle School
Amy King	Odle Middle School
Rebecca Davis	Big Picture
Carol Prinsloo	Chinook Middle School
Scott Norton	Highland Middle School
Rachel Guim	Tyee Middle School
Bjorn Unneland	ELL
Terry Lee	Parents and Community
Kathy Myers	Administration
Cathy Wellington	Secondary ELA Curriculum Developer

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Your name
Background
School you are affiliated with

REMINDERS



*Don't
Forget!*

- We are making a recommendation for adoption of instructional material that will be the base for our curriculum. The texts are not the curriculum.
- All decisions are made based on sound research, the best interests of our students, and align with our district mission and criteria.
- We are choosing texts that will be required for all students in the course.
- Please keep an open mind throughout the process.

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Also worth considering resources for kids at home (e-reader for SpEd, etc.).

NORMS

- Presume positive intent
- Speak with consideration and respect for others and their efforts
- Acknowledge and appreciate others perspectives
- Monitor your personal air time.
- Keep an open mind
- Listen and participate



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EQUITY OF VOICE

Monitor your air time

Use name card to indicate interest in speaking

Monitor each other- Who haven't we heard from?

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DESCRIPTION OF THE PROCESS

Selection process to develop criteria for materials review

Pilot follows selection of at least two materials to collect data while using the materials with students.

Adoption recommendation to the Instructional Materials Committee (IMC)

Implementation following School Board approval to begin district-wide use.

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Need to pilot to different demographic areas. Ideally, we have as many people piloting as possible, and all texts are piloted in all buildings. Can't really have students read them all to test them out (unlike how math texts can be compared). How can we get comparative data? Asking one teacher to pilot multiple texts for different periods is probably far too much work.

Type of data: teacher, student, and parent surveys, assessment data (although assessment data may not work here)

DECISION MAKING PROCESS

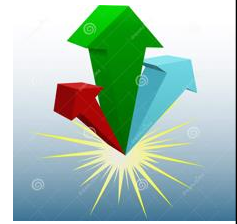


The culminating activity of the 7th Grade Book Selection Committee will be to reach a decision regarding which 7th grade instructional materials to recommend to the Instructional Materials Committee for adoption. The IMC will recommend final approval to the Bellevue School Board. Each committee member has one vote that must be exercised. No abstentions will be allowed. A clear recommendation will be indicated by 6 out of 10 people in favor of the materials.

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Approval process completed text by text, not all at once.

CONSENSUS



Consensus for Establishing the Decision-Making Process

- Thumbs Up: I think it's a good decision and will advocate for it.
- Thumbs Sideways: I am comfortable with the proposal, but would like to discuss some minor issues.
- Thumbs Down: I still need to discuss certain issues and suggest changes that should be made.

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We'll use this process multiple times.

DECISION-MAKING PROCESS



All committee members must be comfortable with taking a vote before voting is implemented. This comfort level will be identified by a thumbs consensus vote including all members based on the question: “Do you feel that you have enough information about the two instructional materials to make an informed recommendation to the Instructional Materials Committee?” Once all members show thumbs up, the committee members will vote to select the final text(s).

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REVIEW FOR BIAS

As we work to increase success for all students, it is important to recognize the impact of bias in classrooms, instructional materials and teaching strategies. Bias in general may be identified by determining whose interest is being portrayed and whose interest is being excluded. Evaluating for bias requires us to learn about others and to respect and appreciate the differences and similarities. Examine the questions below for each of the novels. Please take notes in the space provided as you examine each text.

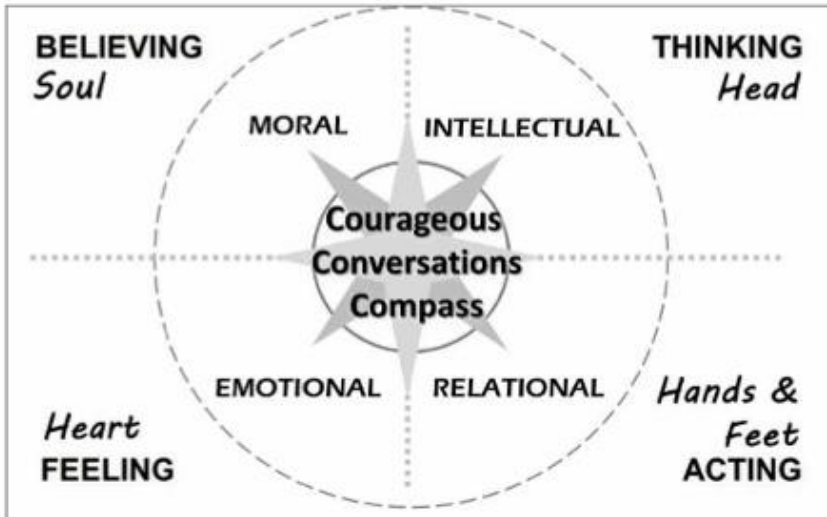
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ELA NOVEL EVALUATION

Curriculum Materials Reviewer Form

Name of Reviewer:		Subject:					
Reviewer's position:							
Date:							
Title:		Publisher:					
Author/Editor/Creator:		Edition/Version/Copyright:					
Considerations Based on State and District Guidelines							
Check the appropriate response (5 = High, 1 = Low)							
		5	4	3	2	1	N/A
Degree to which material supports best practice instructional strategies (Teacher Only)							
Degree to which content is current (Teacher Only)							
Degree to which organization is logical, consistent, and facilitates lesson planning (Teacher Only)							
Degree to which text features support content (e.g. table of contents) (Teacher Only)							
Degree to which material connects to other content areas and life experiences							
Degree to which material is adaptable to varied instructional strategies and student abilities (Teacher Only)							
Degree to which material appeals to students of different backgrounds							
Degree to which material stimulates students' critical thinking and problem-solving							
Degree to which material reflects a respect for the worth and dignity of all people							
Degree to which material presents differing views of controversial or sensitive issues							
Any overall rating of this material							
Reviewer Signature:		Date:					

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NEXT STEPS

Take the discussion from today back to your building/community

Please discuss with your team:

- After hearing about our discussion from today which books would your team like to move forward to the piloting process?
- What questions does your team have about either of the books?

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Brown Girl Dreaming Notes:

Without historical context, a lot of the events in the book may not make sense to students, which may result in a loss of student engagement. The curriculum for which this book has been proposed does not correspond to a Social Studies curriculum in which the context is explained, so the teachers of this book would have to make any historical explanations.

- The portrayal of religion throughout the text may be of concern to some families—Jehovah Witness
- Context (historical figures, cultural references, etc.) needed for comprehension
- Verse form may be challenging to engage with
- The lack of a straightforward linear plot may cause challenges with comprehension

Positive aspects of this book:

- Positive portrayal of an African-American female protagonist
- This perspective is underrepresented in our curriculum
- The poetic format of the text is relevant for the teaching of literary devices

The team agrees that this text is developmentally appropriate for 7th graders.

The team unanimously recommends this text to move forward in the piloting process.