

# 7<sup>TH</sup> GRADE BOOK SELECTION TEAM

May 22nd: WISC Helens

# AGENDA

12:00-12:15 Introduction-

12:15- 4:00 Book discussion Inside Out and Back Again

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

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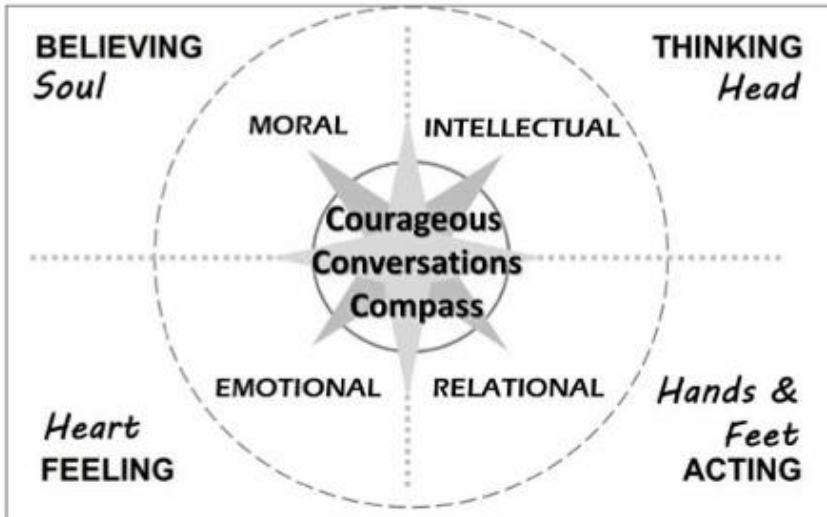
## OUR OBJECTIVE

Collaboratively discuss the novel *Inside Out and Back Again* 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 which two of the three novels will move forward in the pilot process.

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## 7<sup>TH</sup> GRADE NOVEL SELECTION COMMITTEE

Committee Member	Affiliation
Kristin Barna	Tillicum Middle School
Amy King	Odle Middle School
Rebecca Davis	Big Picture
Carol O'Neil	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
Hope Hurla	Special Education
John Eklof	Equity



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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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## DECISION MAKING PROCESS

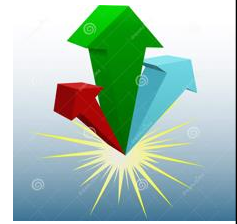


The culminating activity of the 7<sup>th</sup> Grade Book Selection Committee will be to reach a decision regarding which 7<sup>th</sup> grade instructional materials to recommend to the Instructional Materials Committee for adoption. The IMC will recommend final approval to the Bellevue School Board. 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).

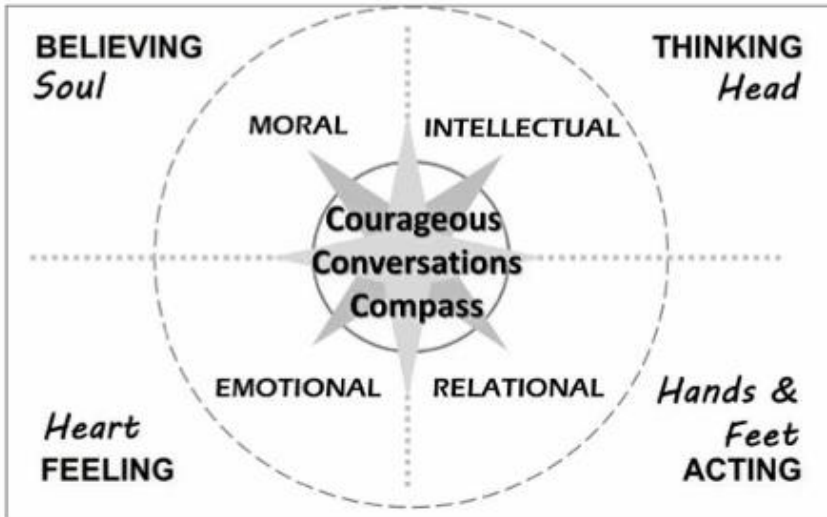
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This hasn't ever actually happened. Usually, a clear choice comes out.

## 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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## 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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Feedback on Inside Out and Back Again:

There is historical context about the Vietnam War that will need careful scaffolding, especially for ELL students.

Teachers will need carefully inform students about stereotypes and hold careful discussions in class. Students will need supports for having conversations about sensitive materials (both listening and speaking).

We will need to support new and new-to-district teachers in facilitating courageous conversations.

It would be helpful for the parent community to know how to facilitate conversations at home and be aware of what is happening with the text. The historical context of the war is still fresh for many families.

Teachers outside of the language arts department could be made aware of the text and provided with opportunities to engage with their students (ex. talking points).

The book presents a perspective that would be good for students to hear. It represents the history of some families in the district, some students also have an immigration experience, and students who don't have that experience will benefit from understanding Ha's perspective.

This text was recommended by 11/12 committee members to be considered for the pilot.