Biology Adoption Committee

APRIL 24, 2019

PLEASE SIT WITH YOUR ASSIGNED TEAM

- **BETH, SUZANNE, MIKE**
- **PHIL, TOM, JEREMY**
- **LEE, JOHN**
- **CINDY, SUE, ROSE**

*Angie DiLoreto, Science Curriculum Developer – Facilitator
*Cindi Guyer, BHS Science teacher
*Phil Allen, IHS Science Teacher
*Beth Gatewood, IHS Science Teacher
*Lee Holt, IS Science Teacher
Jeremy Brown, NHS Science Teacher
*Rose H, student
Yusra Obaid, OMS Advanced Learning Science Teacher
Mike Schiehser, BHS principal
*John Delport, Special Education specialist
*Sue Kelly, English Language Learner specialist
Caroline Titan, Equity specialist
Jake Duke, STEM Developer
*Suzanne Reeve, SHS Instructional Technology Curriculum Leader
*Tom Duenwald, central office director and parent
*Present

Agenda

- Welcome
- Data Analysis Day
- Decision?
- Implementation Planning
- Next steps

Checking In

- Your Name
- Your school/role
- How are you feeling about today?

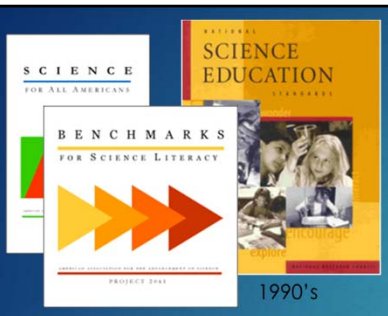
Consensus Process

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

Team Norms

- In large group conversation: Prop card vertical when you want to speak
- In small group conversation: Monitor your airtime
- Keep an open mind
- Be present (limit technology use)
- Be honest
- Assume positive intentions
- Listen for understanding
- Ask questions

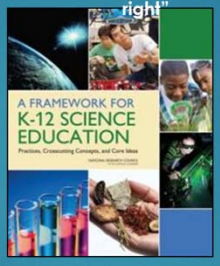
Important Convergence



1990's

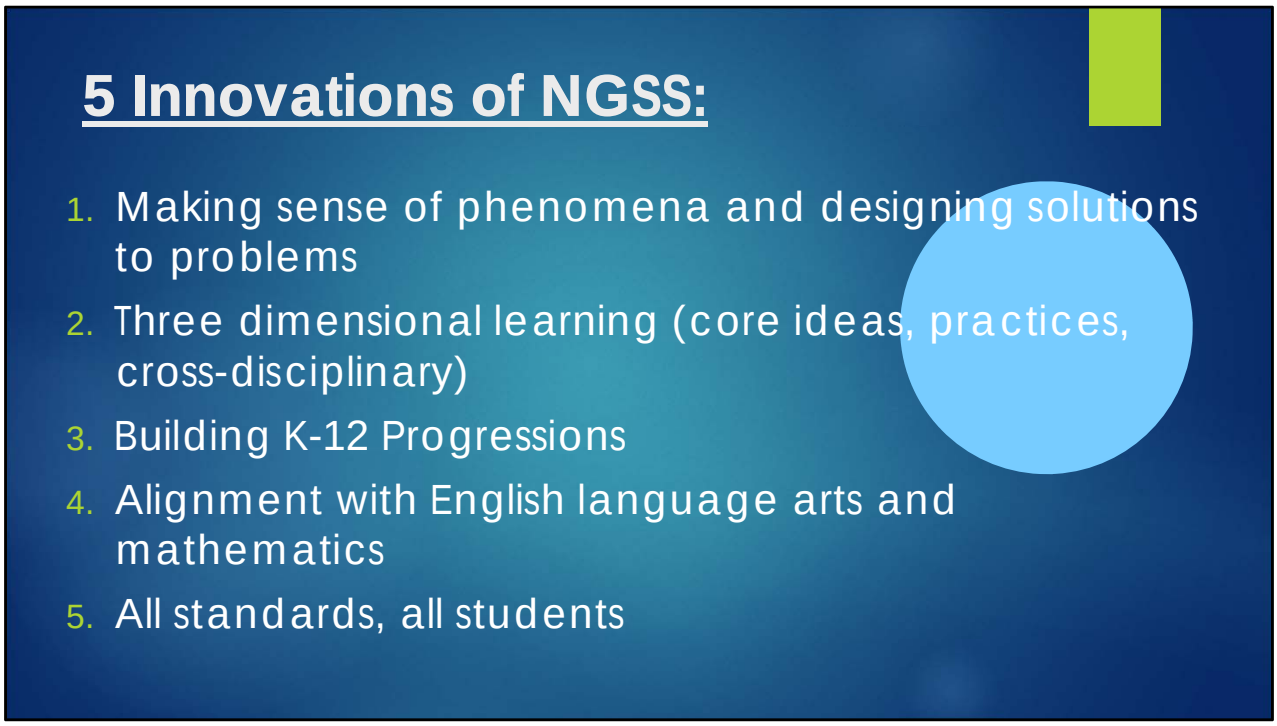
1999-2009

Step 1
"Getting the science right"



Step 2
"States developing NGSS"

The Framework & Standards were reviewed and refined by over 40,000 teachers, scientists, engineers, educational researchers, youth and other stakeholders in K-12 science ed.



The reason we are looking at these two materials is because they fundamentally position students around phenomenon, the typical textbook materials may have added a phenomenon in the past four years, but it's not baked into the resources yet.

Another key shift is that students are the ones using the practices to access the disciplinary core ideas and attending to the crosscutting concepts. Materials that don't center students in the practices also were screened out.

The final critical and foundational innovation is that all standards are for all students. Our school system in Bellevue is inequitable. There are researched ways to better connect with students we have not traditionally been successful with. The three ways we can address the educational debt we owe our students we have traditionally underserved is to 1. know them, value them, elevate their gifts; 2. use better instructional practices to support student learning; 3. use specifically anti-racist curriculum. All of these require heart and in order for us to affirm, inspire students to thrive, we need support to make those changes on behalf of students.

BSD Vision and Mission

MISSION

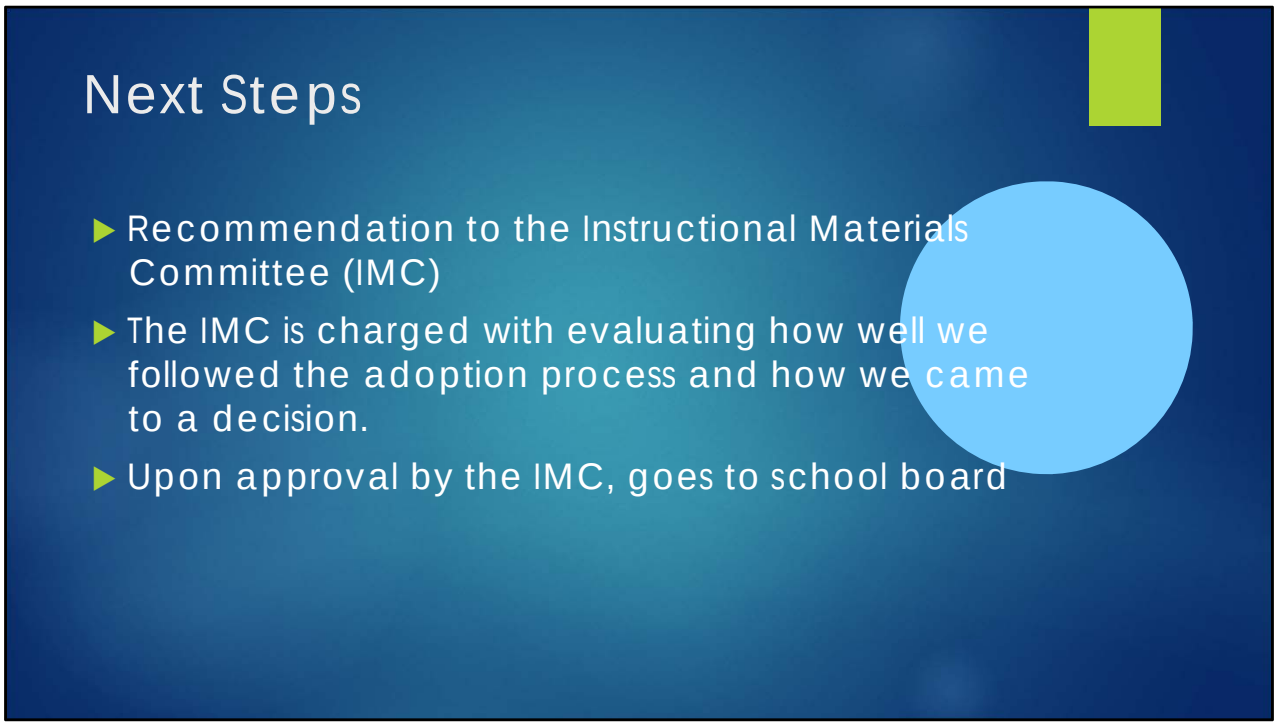
To serve each and every student academically, socially, and emotionally, through a rigorous and relevant education that is innovative and individualized. As a learning community that values one another's humanity, we provide courageous support for an equitable and exceptional education for all students.

VISION

To affirm and inspire each and every student to learn and thrive as creators of their future world.

Timeline *Draft* – *All meetings in Olympic room*

Date	Task
~~10/24/18~~	~~Begin adoption committee orientation, look at NGSS, look at evaluation docs~~
~~12/19/18~~	~~Use the unit evaluation docs to review Next Gen Storylines – *Why Don't Antibiotics Work Like They Used To?*~~
~~2/27/19~~	~~Use the unit evaluation docs to review Educurious – *Environmental Health*~~
~~3/20/19~~	~~Use the course evaluation docs to review both materials~~
4/24/19	Review Teacher and Student Survey Data, review Evaluation data, determine if we have enough evidence to make a recommendation

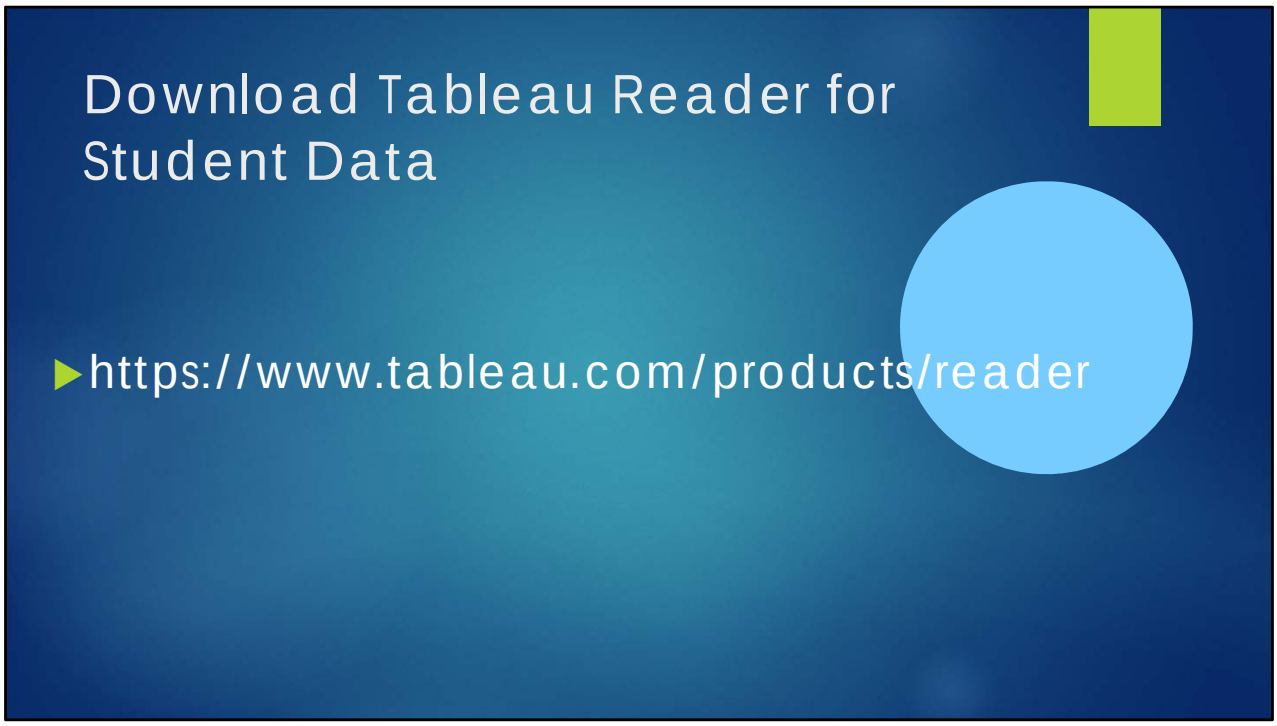


Helpful to know the next steps before we look at the data and deliberate. The role of the IMC is to determine that we followed a process and used data to inform our decision making.

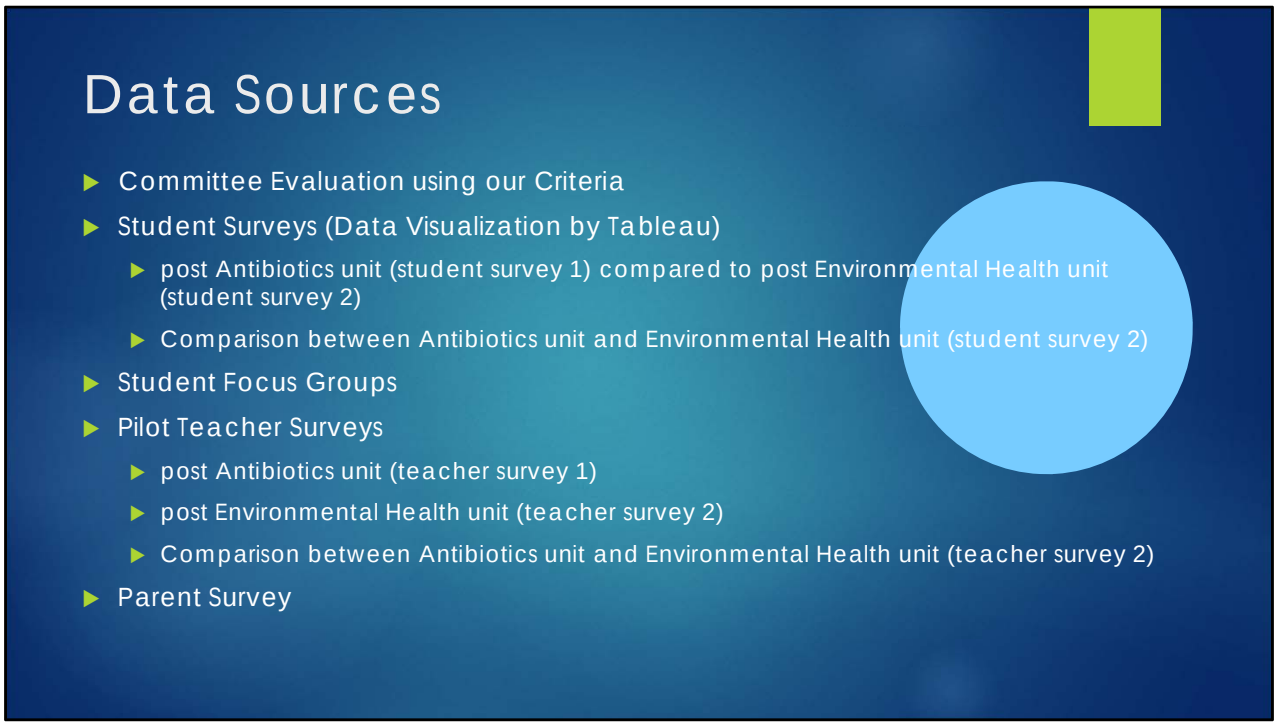
Recommendations and associated processes will be presented to the Instructional Materials Committee (IMC) – likely in May.

The IMC is charged with evaluating how well we followed the adoption process and how we came to a decision.
If you're interested in co-presenting with me, please let me know.

Once the IMC approves, it goes to the school board. Typically, it is on the consent agenda with other IMC approved curriculum adoptions.



Before we go on to the data sources, you'll need the Tableau Reader for the student data.



We have a lot of data to go through today.
We're going to use a data protocol for each set of data.
1. Make individual predictions about the data. This will surface our ideas and biases. (timer 2-3 minutes)
2. In trios, make observations about the data; decide as a trio which observations you'd like to share
3. In trios, question, wonder, identify inferences or interpretations; decide as a trio what you'd like to share

The reason I'm using this protocol is to provide more talk time. For those of you who process by talking, you can get to what you're thinking in the small group. For those of you who do not process by talking, you'll be able to get to your ideas by the end of the small group time. The goal is to have an evidence based conversation. Breaking apart observations and inferences is a solid data practice.

Data Protocol – Committee Data

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1. Predict
   - Category 1 – Standards Alignment
   - Category 2 – Assessments
   - Category 3 – Inclusive Ed Practices
   - Category 4 – Eval Bias Content
   - Category 5 – Instructional Planning and Support
2. Observe
3. Question/Wonder – Interpret

Predictions of what you'll see in each data set

Scoring Training

4 Superior Evidence	3 Strong Evidence	2 Moderate Evidence	1 Minimal Evidence	0 No Evidence
Strong representation	Consistent	Present in a few places	Inferred but not explicitly stated	Not present
Clear connections and through-line	Many places	Appropriate opportunities	Saying criteria there but not really in depth	
Relevant	Where relevant, deeply attended to	Present but not elaborated	Shallow	
Explicitly described	Clear throughout			

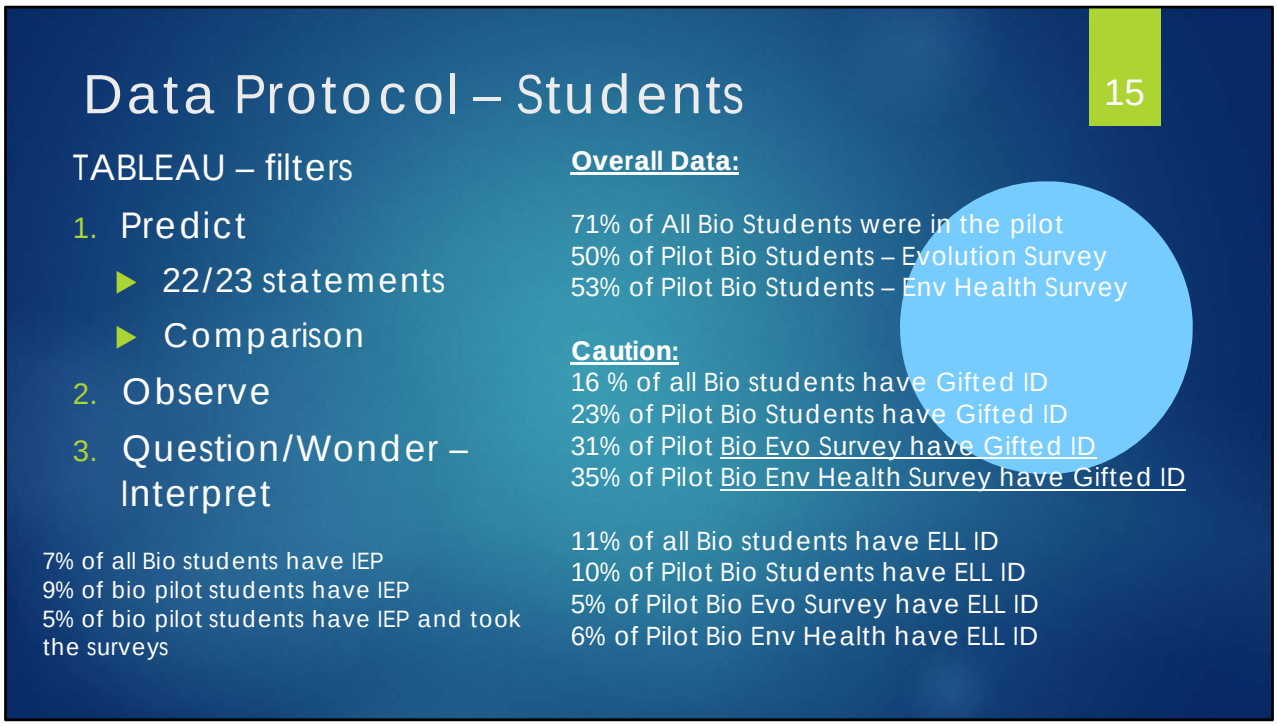
*Be sure to describe evidence location(s) on Evaluation document

EVIDENCE in the Instructional Materials

- Superior evidence – rarely achieved, best example of this component
- Strong evidence
- Moderate evidence
- Minimal evidence
- No evidence – not present, or not found

Describe evidence location on

Evaluation document



Since students with the Advanced Learning identifier were overrepresented in the survey data, it would be helpful to toggle that identifier on and off to compare the data.
Since students with the ELL identifier were underrepresented in the survey data, it would be helpful to toggle that identifier on and off to compare the data.
Since students with an IEP identifier were underrepresented in the survey data, it would be helpful to toggle that identifier on and off to compare the data.

Data Protocol – Pilot Teachers

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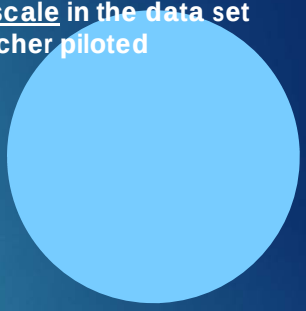
PAPER

1. Predict
2. Observe
3. Question/Wonder – Interpret

Caution – watch <u>scale</u> in the data set
One first year teacher piloted

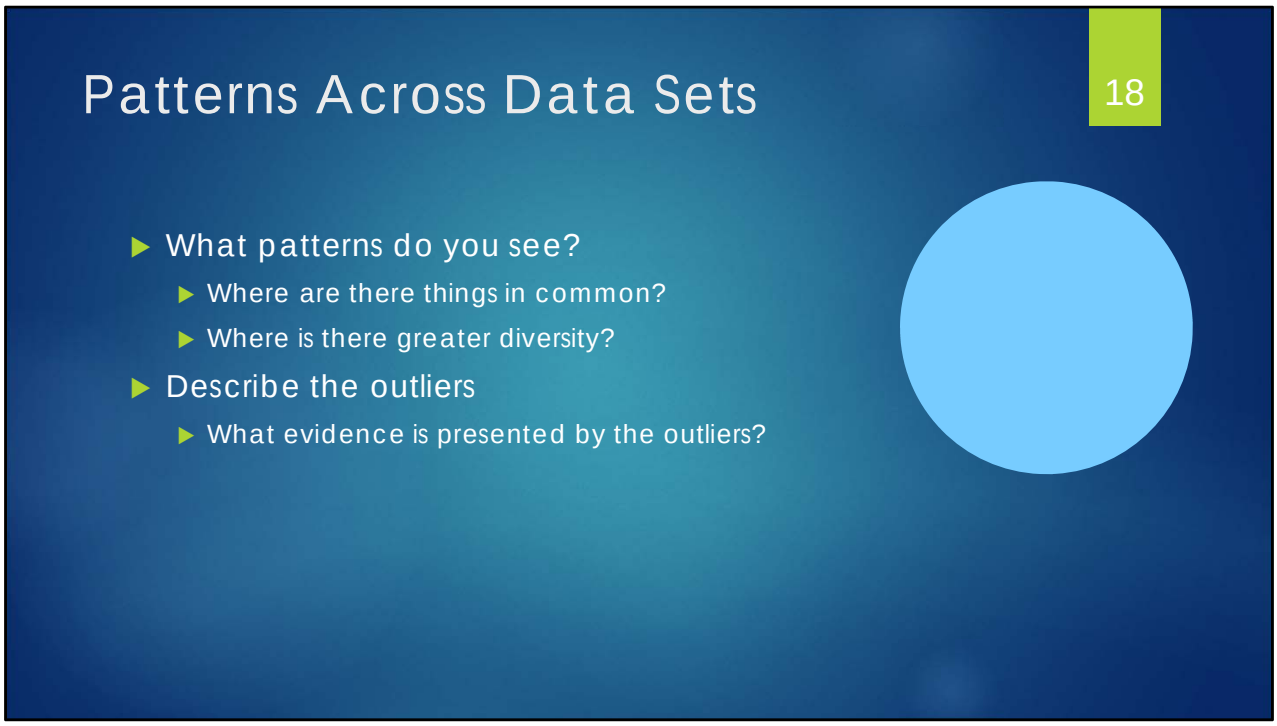


<u>Teacher Data:</u>
74% of Bio Teachers Piloted
79% of Pilot Bio Teachers did Evo Survey
86% of Pilot Bio Teachers did Env Health Survey

Data Protocol – Parents

17

1. Predict
2. Observe
3. Question/Wonder – Interpret

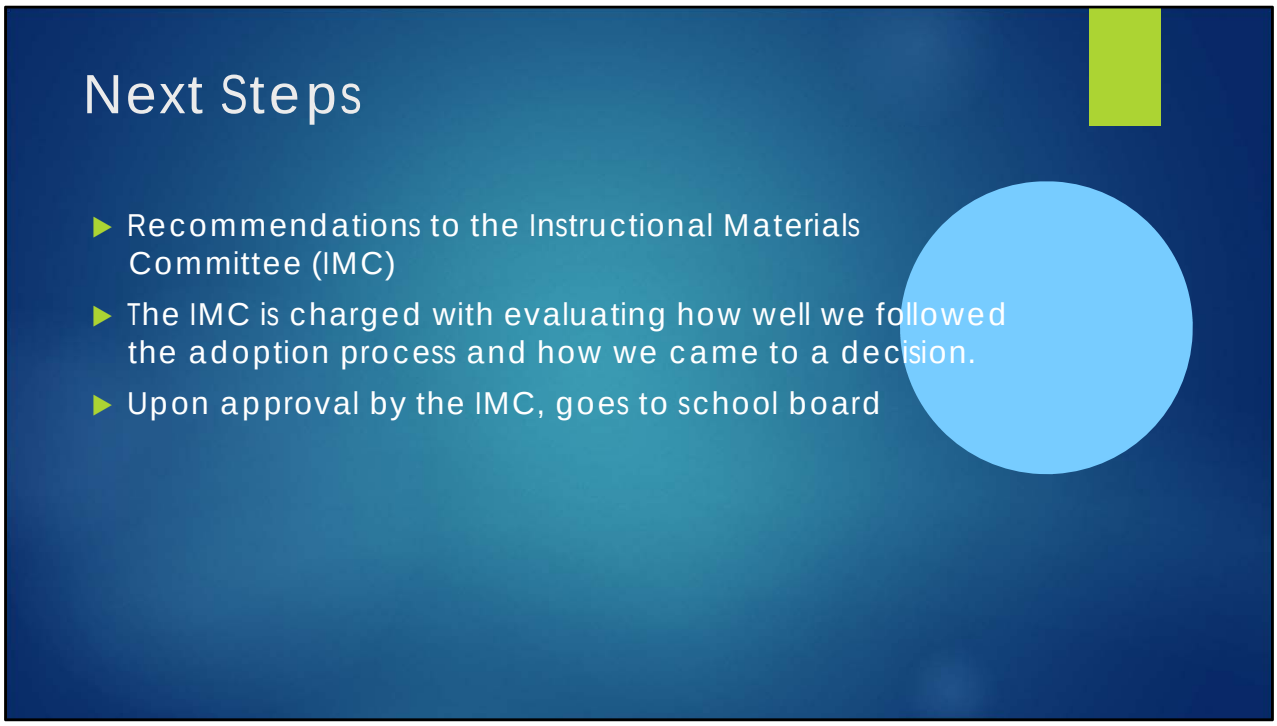


Since the data sets were so dense, we got to this point in the discussion before our time ran out. We took a preliminary vote to determine our next steps. Educurious received 6 thumbs down votes and 2 thumbs to the side votes. Inquiry Hub received 4 thumbs up, 4 thumbs to the side votes. We set an additional time to gather to discuss implementation to support the questions or issues remaining.

Implementation Considerations

- 2 year implementation
  - Early adopters and new teachers (year 1)
    - Summer work, August workshop
    - Develop teacher leader expertise (partial FTE release)
    - Bellevue-ise curriculum
    - Work through pacing
    - Build curriculum on OneNote
    - Develop more support materials
    - Collaboration times throughout the year
  - Remaining teachers (year 2)
    - June workshop
    - August workshop

Do we have enough information to make a decision?



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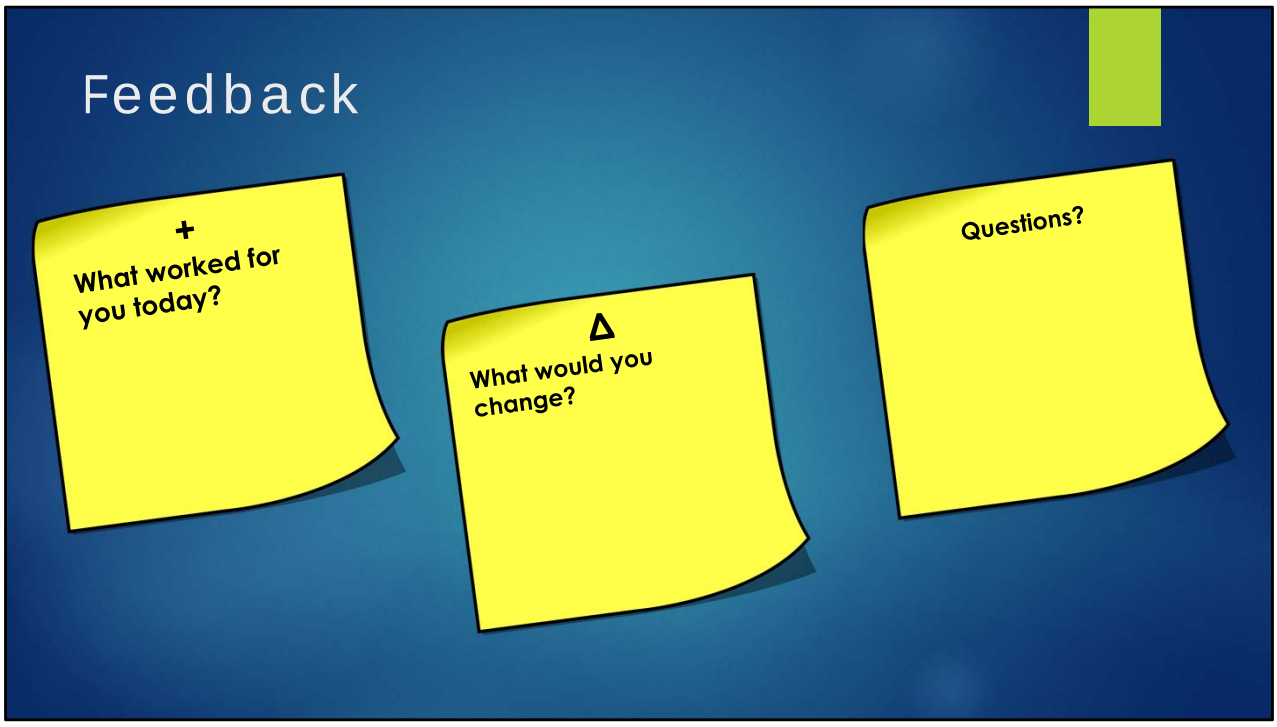
Feedback
+
What worked for you today?
Δ
What would you change?
Questions?