

Middle School Math Textbook Adoption Committee- Meeting #2- April 18, 2017

Committee Members present-

SPS Staff: Lisa Kadobayashi, Jasmine Riach, Sara Burke, Jenna Velozo, Hillary Graham, Travis Sims, Jon Moor, Seth Bundy, Lynn Rody, Julie Gatti, Erin Rasmussen, Anita Koyier- Mwamba

Community members: Fred Ngobi, Felix Darvas, Helen Gerety, Carol Cheyne, Jacqueline Shin, Philip Kong, Andrew Reder, Kim Fergus, Charity Allen, Valerie Mackam, Phyliss Lewis

Visitors: Rick Burke from SPS School Board, Jennifer Brown-Mendoza, Kyle Kinoshita

1. Introduce the day's goals to the committee:
 - Review SPS strategic goals and core values
 - Learn from each other's expertise
 - Decide on weights within review criteria
 - Decide on the screening tools for families
 - Articulate the difference between Round #1 review and Round #2 review
2. Ground the committee's work in the SPS strategic plan by reading and discussing the SPS strategic plan. Participants used a protocol to have discussions at their table about the intersections of adoption committee work and the SPS strategic plan.
3. Task: Use expertise and SPS strategic goals to finalize weight distribution of review categories. Committee members chose groups to work in to finish the creation of the review document. Groups worked together to find consensus on criteria and weights assigned to each criteria under the category.

Category Breakdown Groups

Content-

Jenna Velozo
Sara Burke
Seth Bundy
Felix Darvas
Travis Sims

Teacher Tools and Resources

Jasmine Riach
Lisa Kadobayashi
Hillary Graham
Carol Cheyne

Student Needs and Accessibility

Erin Rasmussen
Julie Gotti
Charity Allen

Andrew Reder

Assessment

Kim Fergus
Jon Moor
Fred Ngobi
Valerie Mackam

Family and Community & Culturally Responsive

Helen Gerety
Lyn Rody
Phyliss Lewis
Philip Kong
Jacqueline Shin

4. Category groups presented their recommended weight distributions within the categories to the committee:

Content:

- 1) Edited to include language regarding standards because standards are important to be included for new teachers especially. Assigned 6 points
 - 2-4) were given 11 points because focus on problem and group wanted math problems to contain a lot of weight. Some light edits done to original statement but criteria remained essentially the same to original
 5. Emphasis that content should be expected to spiral through the course.
 6. Important to keep criteria regarding Standards of Math practices
 - 8) Omitted
- Question from other committee members: There is a great deal of criteria, should some be combined?
- Group's response was that it was considered but they thought each criteria was different enough to remain independent of other criteria

Vote on consensus: Agreement on weights (thumbs up, thumbs to side, thumbs down)
Committee was in agreement

Student needs and accessibility

Went through and decided to combine some criteria.

- 1) The materials are engaging for students. Changed from 5 to 3 points. Still has highest ranking.
- 2) No change to original
- 3) Original read: The format is consistent throughout text (changed 'text' to 'instructional materials')
- 4) Merged with original 8: The instructional materials are easily accessible (ADA friendly) in a variety of formats (print, web-based) to enhance learning to all students (ELL, SpEd, gifted and talented).
- 5) Merged with original 7: The instructional materials prompt learning in multiple modalities (reading, listening, watching, peer collaboration, mentorship, manipulation) for each respective domain: conceptual, procedural and application.
- 6) Left in original form

Vote on consensus: Agreement on weights (thumbs up, thumbs to side, thumbs down)

Committee was in agreement

Teacher Tools and Resources

- 1) Combined 1 and 4 from original: Resources (i.e. assignments, lessons, and projects) can be modified and are differentiated for a range of students. Points changed from 7 to 6
 - 3) Teacher and student materials are available digitally (editable) and in hard copy. Changed from 1 point to 2 points.
7. Changed from 1 point to 2 points

Vote on consensus: Agreement on weights (thumbs up, thumbs to side, thumbs down)

Committee was in agreement

Assessments

- 1) Combine with #5: Assessment materials are available digitally and in hard copy and be modified (3.5 points)
- 2) Changed to 4 points
- 3) Changed to 4 points
- 4) Changed to 1.5 points (least weighted item)

Vote on consensus: Agreement on weights (thumbs up, thumbs to side, thumbs down)

Committee was in agreement

Family and Community Resources & Cultural Responsiveness

- 1) Changed from 5 points to 3 points
- 2) Changed to 2 points- Changed to "Resources affirm ..."
- 3) Omitted because repetitive
- 4) Added: Material includes multi-lingual resources beyond Spanish. Changed to 3 points
- 5) Left as is

Cultural Responsiveness

- 1) The material confirms cultural variation- weighted 3 points
- 2) Changed to 3 points
- 3) Changed to 3 points

Vote on consensus: Agreement on weights (thumbs up, thumbs to side, thumbs down)
Committee was in agreement

Vote on budget category

4 options:

Step function

Proportion

Linear model that gives the most point to least expensive

Exponential function based on standard deviation

Committee eliminated proportion as a strategy for assigning these points. The exponential function based on standard deviation was chosen by a majority vote as the tool for assigning weights to programs based on pricing.

5) Review of Family and Community Feedback form

Anything need to be added/edited?

- Define content (with asterisk)
- The materials to be adaptable (add accessible)
- Define what assessments are
- Homework
- Make the categories a little more personable ('my student')
- Change "rank" to "score"
- Take out "I believe..." from first question
- Change rank to 1-4
- Recommendation to change rank to 1-4 and have a question that asks parents to rank what category is the most important to them.

Important to committee:

- Initial survey was mostly taken by North end parents and community members
- Take surveys and materials to community centers, elementary schools, etc

- Reinforce the vision and mission of SPS in getting community involvement in survey
- Motion to rate all criteria 1-4 with a “multiplier”. Motion passed.

Next steps:

As time was running out, the committee agreed that the vote to approve the edited version of the community feedback form will occur via email this week.

Meeting concluded at 3:30.