

Instructional Materials Committee Meeting Agenda and Minutes

Date: Tuesday, June 14, 2022

Time: 4:00 pm

Present (via Microsoft Teams):

Darcy Brixey, Chair, IMC (Instructional Materials Committee)

Caleb Perkins, Co-chair, IMC

Patrick Gray, Principal Representative, IMC

Jen Beatty, Parent Representative, IMC

Andrea Young, Notetaker, Instructional Materials Specialist, IMC

Kyle Wang, Parent Representative, IMC

Maci Nelson, Math Program Representative/Presenter

Anita Koyier-Mwamba, Black Studies Program Manager

Elissa Farmer, Math Program Manager

Agenda:

- **4:00-4:05 Welcoming new member, Patrick Gray**
- **4:05-4:20 Math: Math Empowerment, Desmos, Maci Nelson, Math Curriculum Specialist on behalf of Elissa Farmer (<1000 students)**
- **4:20-4:35 Black Studies, Black History 365, Anita Koyier-Mwamba, Black Studies Program Manager (<1000 students)**
- **4:35-4:45 Instructional Materials for other new courses
French 4 (used for UW college in the high school)**
- **Reminder about alternative process**
- **Action item: motion that the classes above (Math Empowerment, Black Studies, and French 4) have satisfied the alternative process section in the request of materials.**
- **4:55-5:00 Final questions/comments**

MINUTES

Welcoming new member, Patrick Gray

Patrick is the principal at Blaine K-8 and used to work in the Math department at JSCEE (John Stanford Center for Educational Excellence). He helped facilitate the middle school math adoption in 2017-18. Patrick was approved by the Board as an alternate when the current IMC was approved in 2020. He is replacing Principal Charmaine Marshall.

Math: Math Empowerment, Desmos, Maci Nelson, Math Curriculum Specialist on behalf of Elissa Farmer (<1000 students)

Per Board Policy No. 2015, the IMC is authorized to approve a revision in process in the case of instructional materials adoption for courses with total district enrollment of fewer than 1,000 students. To fulfill this aspect of the policy, the IMC will hear from content managers that oversee the new courses that fit this description to ensure the chosen materials are in accordance with Board Policies 2015 and 0030.

Maci Nelson, Math Curriculum Specialist for secondary/middle school, did a presentation of *Desmos* math, the curriculum they have been using for and would like to formally support for the Math Empowerment course. Math Empowerment is a course for grades 6, 7, and 8 and was developed with levy funding by Anita Lenges at UW along with Elissa Farmer at SPS (Seattle Public Schools). It's an opt-in math course for 12-16 students who are achieving below grade level. It has a pre-teaching emphasis, and has "a plan strengthening students' math identity, agency, sense-making, mathematical joy, mathematical mindset and achievement." Desmos is an online math learning platform, and some teachers used it during remote learning to deliver math to students. It uses a blend of paper and tech and supports immediate feedback from teachers and peers. Teachers and students rated it as better than the previous math curriculum they were using for Math Empowerment. *Why Desmos?* As part of the 7th grade goal, they want to support this program centrally. EnVision curriculum does not have materials to support a second math class. Teachers and students enjoyed using the platform during remote learning. Less than 1000 students enroll in Math Empowerment, this year they have 860. Patrick asked who would have access to the program. Maci said if someone is teaching Math Empowerment then she grants them access to the program/curriculum, and it's not meant to be used outside that, although schools could purchase licenses for Desmos with building funds to use outside the Math Empowerment course. Elissa said they assign the Desmos licenses to the teachers individually who are teaching Math Empowerment, however.

Darcy clarified that the IMC is not approving the curriculum itself, but they're approving the process used to choose the curriculum.

Kyle asked if they have data on student achievement/teacher feedback for Desmos. Maci said they have anecdotal feedback and the Desmos website also has data from surveys from teachers around the US. Kyle asked how long it has been around, and Maci said it was just piloted last year. Caleb asked if other curriculum options were looked at. Maci said that teachers were using the curriculum and Elissa gave some further background info – the course was created in 2015 by the math department for 6th grade, and the math department wrote curriculum. It was funded via a levy through 2019. The course still exists but there was no funding for materials so they are doing this process to get central funding for all three grades.

Reminder about alternative process

Darcy talked about the alternative process and where the information about the alternative process will live (online, that is). The two documents guiding this process are Board Policy 2015 and Supt Procedure 2015SP.B.

Black Studies, Black History 365, Anita Koyier-Mwamba, Black Studies Program Manager (<1000 students)

Anita Koyier-Mwamba talked about the new Black Studies curriculum her department chose for the Black Studies course. She said some teachers have developed their own curriculum and taught it over the years, but they wanted to standardize and support something centrally. They had contracted with a group to develop curriculum for an 11th grade Black Studies course and expanded it to a world history Black Studies course for 10th grade and added a 7th grade course. Eventually they would like every school to be able to provide a Black Studies course. They wanted to provide a strong curriculum that would align with the significant issues/events in US history. The book they chose, *Black History 365*, was developed by a lot of important Black scholars. She showed the cover and a few pages of the book and said that teachers could create lessons using the book and specific topics that were of interest to them and their students. She said they looked at how non-Black students would engage with the curriculum as well, and the benefit they would receive from a

curriculum like this. She talked about how this could facilitate healthy civil discourse about US history. Darcy clarified that after the board approved the Black Studies course and the course was piloted, Anita was hired to continue the process and find an official curriculum. Patrick asked how long the course is, and what grade level – Anita said that 11th grade is a 1-year course, 10th grade is 1-semester course with an option to extend to 1 year, 8th grade is a 1-year course. Patrick asked if this would be a text for all the grade levels. Anita said yes, but it is a big book with more material than any one course would be likely to get through in one year or semester. She said it is a required course for graduation. Garfield and Franklin students gave feedback that they wanted it to be an honors course/college credit course. Caleb clarified/mentioned that he is playing a supporting role in helping the Black Studies program. Kyle asked what type of teacher resources would be required to integrate this into general history courses. Anita said the plan is to keep adding to the cadre of teachers, starting with voluntary early adopters, and starting with a virtual course, so if a student's school doesn't offer the course, they still have access to it. The goal is to build up all teachers' skillsets so they can teach it without fear of doing harm in teaching the class. She said she wants to give them an opportunity to learn during the summer and bring back Dr. Muhammad for a Black Studies Institute, for example. By year four of the program, they want every school to have at least a few social studies teachers who are comfortable teaching all social studies courses [including ethnic studies topics in a more integrated way].

Patrick asked about the anti-bias form and said he noticed that there were a few questions that weren't answered, and Anita answered those questions verbally and will correct the form and resubmit. (Note: form was resubmitted after the meeting.) Anita talked about the unique perspectives of each teacher who might teach these materials. She talked about students learning pre-middle passage history and connecting that info to their present identity and experiences. What they want to do is create excitement in children about seeing the world from multiple perspectives. They want to have essay and oratory competitions, as well as study/trips abroad to learn about Black history. Kyle asked if it's part of the American History course – Anita said yes, but it's also part of world history. They want to give more historical context to the typical 11th grade curriculum that starts with slavery and Reconstruction. Kyle asked if it covers topics like the history of Haiti's independence, or Brazilian history. Anita said in the 10th grade history course they talk about world history and topics like the history of Haiti and how they relate to US history. She said they want to lay a foundation for learning about Black history and they want people to learn about intersectionality and how it relates to, for example, Black/Asian history in the US.

Instructional Materials for other new courses: French 4 (used for UW college in the high school)

Darcy said the next topic is French 4 – right now they only have adopted curriculum for French 1-3. The curriculum is called *Entre Nous* and is also a text used for the UW College in the High School program. Patrick asked if it's a consumable or meant to be reused and Darcy said it's meant to be reused.

Action item: motion that the classes above (Math Empowerment, Black Studies, and French 4) have satisfied the alternative process section in the request of materials

Darcy moved, Jen Beatty seconded, and the motion passed unanimously.

Darcy moved to adjourn, Jen seconded, and the meeting was adjourned at 5:15 pm.