

Instructional Materials Committee Meeting Agenda and Notes

Date: Monday, May 12th, 2025

Time: 4 pm

Present (via Microsoft Teams):

Darcy Brixey, Chair, IMC

Caleb Perkins, Co-chair, IMC

Andrea Young, Notetaker, Instructional Materials Specialist

Cornetta Mendoza, Principal Representative (West Woodland Elementary)

Walter Chen, Parent Representative

Jesse Flores, Parent Representative

Absent:

Patrick Gray, Principal Representative (Catharine Blaine K-8)

Agenda:

- Welcome and Introductions, Darcy Brixey
- Reminder of Instructional Materials Committee tasks, Darcy Brixey
- Presentation on K-5 ELA instructional materials adoption, Kathleen Vasquez, ELA and Social Studies Program Manager

Action items:

- Vote to approve the timeline and communications plan for the K-5 ELA instructional materials adoption
- Vote to approve the membership of adoption committee for the K-5 ELA instructional materials adoption

Minutes:

Committee members introduced themselves. Kathleen Vasquez, presenter, introduced herself. Darcy reminded Instructional Materials Committee members of the committee's duties and responsibilities outlined in Board Policy 2015 and Supt Procedure 2015SP.B.

Kathleen presented background information on the previous K-5 adoption, in 2017 (Center for the Collaborative Classroom, or CCC). The last adoption was partly digital, partly print materials. The digital licenses have expired but they have a 1-year extension. CCC was selected because of its "intentionality around foundational skills, but since then advancements have generated better resources in the field."- PowerPoint presentation by Kathleen Vasquez. CCC has revised their resources, but the district purchased an older model without access to updates. The timeline for this adoption begins at the end of May, and the adoption committee wants to finish writing the selection criteria before the end of the school year. When the selection criteria are established and approved by the IMC, an RFP will be issued. When school starts in fall, the adoption committee will begin evaluating materials submitted in the RFP. Before evaluating using the general selection criteria, they run the candidates through the anti-bias checklist. In the third phase, they do 7 weeks of field testing, and in the fourth (final) phase, they review the data, evaluations, surveys, field test data, and propose a finalist. Next, Kathleen presented a timeline

with adoption committee meeting dates and deadlines. They hope to make their final recommendation to the school board February 11, 2026.

Walter Chen asked about how the field testers are selected. Kathleen said their practice is to put out a call. Any teacher can apply to field test, but not everyone is accepted. Some of the criteria for selection for field-testing includes why the teacher is interested, and whether they will commit to teaching the materials as intended for the duration of the 7-week field test. They also want to make sure they have a balance of grades K-2 and 3-5 teachers, as well as teachers representing different regions (i.e., a balance between the north, south, and central areas of the district). Walter asked if the district/committee is open to purchasing two different adoptions if one is better for K-2 and another is better for 3-5, for example. Kathleen said they would love to have a comprehensive curriculum, but they will be putting out an RFP asking for both comprehensive curricula and vendors who partner to provide all components. Cornetta Mendoza asked if anything in the process is affected by government considerations/mandates. Kathleen explained that they are supported by the state superintendent of public instruction and the district would continue using their anti-bias checklist with that continued support. Cornetta asked if teachers involved in the field testing would be supported by instructional coaches. Kathleen said yes, if funding permits. Jesse Flores asked if the adoption committee would have multiracial/multiethnic members, and Kathleen said the application included selecting as many ethnic/racial categories as one chose to, and some members chose more than one. Jesse also asked if they had any Pre-K members of the committee. Kathleen said that Pre-K families and teachers were part of the public request for applications for committee membership, but they did not get any Pre-K teachers on the committee. They did get one Pre-K family/community member. They had 61 staff members apply, and 54 parent/community members apply for the committee, double the usual amount.

Kathleen moved on to the communication plan, the goal of which is to reach the broadest number of SPS stakeholders interested in informing the instructional materials adoption process. They posted a public website for the adoption with all resources relating to the adoption, including information about the last adoption, the current committee members, the strategic plan, etc. They will communicate using Schoology, as well as School Leaders Communicator (the email newsletter for principals). The Communications department supports the ELA department through strategic communication using social media, direct email and newsletters.

Kathleen showed a chart with the communication plan, including the dates of communications, the message communicated (such as RFI, deadlines for adoption committee applications, etc.), the intended audience for the communication, the channels used (i.e. emails, SLC, etc.), and some additional notes about each one.

Kathleen talked about the goals and priorities of forming the adoption committee and how they want the committee to reflect the diverse perspectives and needs of students in all five regions and all schools within the district. They had strong engagement because of the timing of the adoption committee request. They also publicized it twice on social media. There was an imbalance of applicants from families and teachers, but because they did outreach at underrepresented schools, they received a better balance. They tried to get a fair number of teachers with gen ed endorsements but also SPED and multilingual endorsements, and they tried to get teachers from diverse backgrounds on the committee. They used a rubric-based scoring system to evaluate applicants across criteria such as educational

priorities, experience, and how they will contribute to the committee goals. They accepted 30 staff members (24 teachers, 2 principals, 2 literacy coaches, 1 multilingual consulting teacher, and 1 SPED consulting teacher). Kathleen showed a chart that outlined the regions each staffer works in. The chart also had a column with stats on the endorsements each person has, and another column with racial/ethnic background stats. They selected 8 members from the family/community category, and Kathleen showed a chart of the regions represented, as well as the programs represented (gen ed, AL/HCC, sped), as well as ethnic background of the community-based committee members.

Andrea asked how they decided on the number of members on the committee. Kathleen said they initially decided on 40 members. Their goal is to come to a consensus with all decision making, so they decided to limit it to 38 in the interest of balanced representation and expertise. Cornetta Mendoza asked if Kathleen would be the person who goes over the criteria and standards with the adoption committee members when they start meeting. Kathleen said they will have two full meetings where they will talk about best practices in language arts instruction, committee rules, rubrics, district strategic plan, and background information, so they understand what the commitment is and what the goals are. They will get into small groups to form criteria and then review the other groups' criteria.

- Action item: Vote to approve the timeline and communications plan for the K-5 ELA instructional materials adoption. The instructional materials committee voted yes unanimously to approve.
- Action item: Vote to approve the membership of adoption committee for the K-5 ELA instructional materials adoption. The instructional materials committee voted yes unanimously to approve.

Cornetta Mendoza asked if adoption minutes are posted online after meetings, and Kathleen said her job is to summarize what happened in the meeting and post them online. This is usually the Monday or Tuesday after a Saturday meeting. She also said they will give frequent updates to the board. Jesse Flores asked if data from the 2017 adoption is going to be presented to the committee. Kathleen said they have the first 3 years of implementation data available. Covid and moving on to the next science adoption complicated further data collection on the last ELA adoption. Jesse said he asked the question because society is in an inflection period because of artificial intelligence. Jesse talked about K-5 education being important for establishing a baseline for critical thinking, and if the district is going to adopt a digital curriculum, it needs a curriculum that is critically analyzed by humans, not just artificial intelligence. Walter Chen asked if the IMC could get the selection criteria a few days before the next meeting so IMC members can have more time to evaluate before the approval vote.

Darcy Brixey moved to adjourn the meeting at 5:07 pm. She reminded everyone that the next meeting is scheduled for June 16th, 4 pm on Teams.