

# K-5 English Language Arts Adoption Meeting Minutes

May 30, 2025

9:00 am-3:00 pm

## Meeting Purpose:

To initiate the K–5 ELA Instructional Materials Adoption process by grounding committee members in relevant policies, exploring the evaluation tool development process, and beginning to build

## Agenda & Discussion Summary:

### 1. Orientation to Policies and Guiding Frameworks

Committee members began the day by reviewing key policies and practices that will shape and guide the adoption process. These documents provided the foundational understanding of the expectations and values embedded in the work:

- **Seattle Public Schools Racial Equity Policy (No. 0030):** Emphasizes equitable access and outcomes for all students, particularly those historically underserved.
- **Instructional Materials Adoption Policy (No. 2015):** Outlines the district’s formal process for evaluating and adopting instructional materials.
- **Washington Administrative Code 392-190-085 – Elimination of Bias:** Provides legal expectations around bias-free instructional content.
- **Definition and Rationale for High-Quality Instructional Materials:** Offers a shared understanding of what constitutes rigorous, relevant, and equitable materials.

These frameworks ensured that all members understood the ethical, legal, and instructional responsibilities that shape and guide the committee’s work.

### 2. Introduction to Evaluation Tool Development Process

The committee engaged in a hands-on simulation of the evaluation tool creation process. This simulation walked members through several critical stages:

- Starting from **individual personal interests and priorities**,
- Moving toward **group agreements** on what matters most
- **Forming categories** that reflect shared values and goals

- **Generating specific evaluation criteria**, and
- **Determining the relative weight or importance** of each category.

This experiential activity aimed to demystify the criteria development process and prepare members for collaborative tool development in future meetings.

### 3. Building Background Knowledge: Key ELA Concepts

To ground the committee in current best practices and research-based instruction, members were assigned readings on a range of relevant ELA topics. These topics included:

- **The Science of Reading:** Insights into evidence-based reading instruction.
- **Knowledge Building:** The importance of integrating content knowledge into literacy instruction.
- **Text Quality and Complexity:** Criteria for selecting appropriately challenging and engaging texts.
- **Integration of Reading and Writing:** Emphasizing connections across language skills.
- **Culturally Responsive Practices:** Addressing students' identities and experiences in materials.
- **Universal Design for Learning (UDL):** Ensuring accessibility and engagement for all learners.
- **Multilingual Learners and Literacy Needs:** Tailoring instruction to support students acquiring English.
- **Student Discourse and Oral Language Development:** Encouraging academic conversations to build literacy.
- **ELA Assessments:** Understanding how assessments align with instruction and support learning.

After reading, members shared key takeaways from each topic, facilitating a group-wide understanding of essential considerations for evaluating instructional materials.

### 4. Synthesis and Focus Area Selection

To conclude the day, members worked together to:

- **Synthesize the key ideas** from all readings and discussions, organizing them into six broad instructional categories that reflect the core areas to guide evaluation.
- **Reflect on their personal knowledge and expertise**, and
- **Select two areas of focus** each for deeper learning and criteria development in future meetings.

This step was designed to prepare the committee for focused work in developing robust and aligned evaluation criteria.