

Spanish Instructional Materials Adoption Committee

Meeting Summary October 30, 2018 9:00 am – 3:30 pm



Location: JSCEE 2778

In attendance: Michele Anciaux Aoki, Jay Waltmunson

SPS Teachers/Staff: Mary Lanza, Cara McEvoy, Chris Quigley, Teresita Tobon, Amos Wiedmaier, Tricia Nielsen, Janice Lehmann, Cathy Schmider, Elizabeth Thomson, Harvey Wright

Community members: Chris Fontana, Mary Giordano, David Simmons, Patricia Venegas-Weber, Angelica Mendoza-De Lorenzo, Sabrina Spannagel

[Spanish Adoption Web Page](#)

Agenda (part 1) 9:00-11:00

- Welcome and Introductions
Members shared their Seattle Public Schools connections and reasons for joining the Adoption Committee.
- Group Norms (developed by the group)
 - *Share the air; step up and step back*
 - *Value contrasting views (even if you don't reach consensus)*
 - *Listen for understanding (make the effort to understand)*
 - *Raise hands to talk*
 - *Keep students' interests in the forefront*
 - *Be solution minded*
 - *Be present at meetings (phones off)*
 - *Do your homework*
 - *Check your biases*
 - *Start on time and finish on time*
- Goals for Meeting 1
 1. Develop consensus on Selection Criteria for Spanish Instructional Materials Adoption
 2. Provide input on Racial Equity Analysis Tool for Spanish Adoption
- **Key Documents for Background Context**
 - **District Strategic Plan ("Formula for Success")**
 - Performance Indicators
We aim to improve student outcomes in the following areas:
 - Increase in Pre-K enrollment
 - Increase in ELA and Math proficiency
 - **Higher rates of four-year graduation**
 - **Increase in post-secondary enrollment***Students require two credits of world language to graduate high school and to enroll in post-secondary schools, in particular, 4-year universities.
Providing improved instructional materials will help more students meet the high school graduation and college admission requirements.*
 - **Key Element #1**
 1. **Effective Teaching** – We aim to hire and cultivate great educators who are passionate about their work. Through excellent and transformative teaching, we want our teachers to inspire and empower our students.
Newly hired teachers of Spanish with access to high quality instructional materials are more likely to experience success for their students without having to spend hours of their own time creating curriculum and lesson plans and finding resources to use with their students. They are more likely to stay in the profession.

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- **Key Element #2**
2. Strong Systems of Academic and Social Support – We understand that a “one size fits all model” will not work. Our vision is for every student to succeed in the classroom. To support their academic success, we apply the MTSS (Multi-Tiered System of Support) framework in our schools. This framework is centered on the whole child – their story, their strength and their need. Our goal is to identify targeted strategies to meet each student’s academic and social needs.
When teachers are teaching without adequate materials, it makes it more difficult for them to identify which students are struggling because of the inadequacy of the instructional materials and which are struggling because of their own personal needs. In addition, lack of materials makes it nearly impossible for teachers to differentiate and provide targeted strategies to meet each student’s needs, both academic and social.
- **Key Element #3**
3. Commitment to Racial Equity – Seattle Public Schools is committed to racial and educational equity; we are strengthening our schools, examining biases and partnering with families and the community to increase opportunities and outcomes.
It is currently a fact in the district that there is a large racial disparity in access to world language classes because schools in the southern part of the city have not been offering these courses as widely as schools in the north-end. A new adoption does not change that immediately, but if a school is provided the instructional materials, they are more likely to create the learning opportunities for the students. More effective language classes will attract more students and the north/south gap in enrollments should decrease.
- **SPS Policy No. 2015 Selection and Adoption of Instructional Materials**
The Adoption Committee
 - Purpose: Provide subject matter expertise and to provide the perspectives of family members who have current and/or past students in the grades for which the adoption is contemplated.
Provide written communication strategy for public notification regarding the adoption...
 - Adoption Committee’s Responsibilities:
 - Develops Selection Criteria
 - Reviews materials submitted by publishers
 - Solicits feedback through a variety of media
 - Reviews responses
 - Recommends instructional materials for a District-wide adoption
 - Provides the fiscal assessment including the procurement and on-going cost of the adoption
 - Spanish Adoption Deliverables Approved by IMC
 - Spanish Adoption Timeline
http://www.seattleschools.org/academics/international_education/2019_spanish_6-12/
 - Communications Plan – approved by IMC
July 2018 – April 2019

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- Equity Analysis Tool (first pass)
Members read through the document, took notes, and thought of questions.

Agenda (part 2) 11:10-12:00

- Criteria for Adoption (Examples reviewed by the Committee)
 - French/Japanese World Language Adoption in 2009-2010 (revised in 2016 for Japanese)
 - Science Adoption 2018
- World Language Standards and Proficiency Targets (Materials in the packet reviewed by the Committee)
 - [World-Readiness Standards for Learning Languages \(5 C's\)](#)
 - [ACTFL Proficiency Guidelines Pyramid](#)
 - [ACTFL Oral Proficiency Levels in the Workplace](#)
 - Seattle Public Schools World Language Department [Course Outcomes](#) (2010, updated 2016)

Additional materials available for review

- [Washington State K-12 World Languages Learning Standards \(2015\)](#)
- [ACTFL Proficiency Guidelines \(2012\)](#)
- [NCSSFL-ACTFL Can-Do Statements Proficiency Benchmarks](#)
(Members did an activity in smaller groups to familiarize themselves with the benchmark levels and three Communications Modes.)
- Criteria for Spanish Adoption
(Members reviewed the draft Criteria based on the 2009/2016 World Languages Criteria and the more recent Science Adoption 2018 Criteria.)
 - Voting protocol was reviewed
 - **Green** – if you agree with the Category
 - **Blue** – if you have concerns, but would support it
 - **Red** – if you disagree with this Category
 - INITIAL VOTE of the 5 Categories
 - Standards Alignment
Green: 16 **Blue:** 1 **Red:** 0
 - Assessments
Green: 16 **Blue:** 1 **Red:** 0
 - Accessibility for Diverse Learners
Green: 15 **Blue:** 2 **Red:** 0
 - Evaluation of Bias Content
Green: 14 **Blue:** 3 **Red:** 0
 - Instructional Planning and Support
Green: 17 **Blue:** 0 **Red:** 0

There was also discussion about whether there needed to be a category for Spanish-specific language elements or Categories for Community Engagement or Family Engagement. A final decision was not made.

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Agenda (part 3) 1:00-3:30

- Criteria for Spanish Adoption Analysis
 - What to keep, delete, change, or add?
- Equity Analysis Tool (consensus vote)
Main discussion centered around the community survey – how to ensure that it was an equitable, what would be the right timing, and the kind of feedback that could be acted on.
- 2:50 - Kyle Kinoshita spoke to the committee about the context for the Seattle Spanish Adoption. He pointed out some of the history behind the adoption process and relative priority of world language given new graduation requirements. He also alluded to constrained funding and ultimately an approved decision that includes taking cost into consideration.

- **Next Steps**
 - Submit Criteria and Racial Equity Analysis Tool to the Instructional Materials Committee
 - If IMC approves the Criteria, use them to review and evaluate the submitted materials
 - If IMS does **not** approve, then revise the Criteria
 - Schedule next meeting to review materials submitted by publishers
We discussed when to schedule the next meeting to finalize the Criteria, then meet to review materials submitted by publishers. Teachers generally preferred during the day, and many voiced wanting to use the next job-alike on Wednesday Nov. 14 for that purpose.