

Port Angeles School District
Instructional Materials Committee 2007-08 Report
District-Wide Instructional Materials Recommendations for 2008-09
June 23, 2008

EXECUTIVE SUMMARY

In an attempt to thoughtfully summarize this report, there are several points that are most noteworthy. Several content areas are represented on the Instructional Materials Committee as are multiple grade spans, truly inclusive of the K-12 system. Many teachers and principals in the district have spent a significant amount of time in the study and discourse regarding best practice instructional strategies and curriculum materials for the particular identified student needs. **It is important to note that our teachers and principals are committed professionals who have the respect of this committee and whose thought, spirit, passion and expertise will continue to sustain us long into the future we can yet only imagine.** One of the most critical roles this committee played was listening to the shared expertise of our own teachers and principals, and striving to support them in their conscientious and diligent pursuit of excellence for all children in our stewardship.

In the end, the Instructional Materials Committee recommends several adoptions to the board of directors. The committee approved the proposed high school chemistry text as a formal recommendation. The district piloted a sixth grade reading text from the same publisher that the current K-5 grade levels use. This currently piloted reading text is now being formally recommended for district adoption at sixth grade, as it is a continuation of the current elementary reading series. At least one new novel being proposed for approval in the high school American Studies course should be piloted in one section of the course next year. The following report text will outline both the process and rationale for these recommendations.

The Instructional Materials Committee anticipates further opportunities to review math, science and language arts curriculum materials as these district committees will be active in the coming year. Teachers at various grade levels in the district will be piloting instructional materials and will be sharing their thinking with the committee in a relentless focus on continuously improving our instructional capacity as a system.

A challenge embraced by the district staff this year was wrestling with the essential question of “Whose interests are being served in a curriculum adoption?” This prompt proved to be illustrative of the often competing interests in planning effective teaching and learning experiences. The attached Appendix B captures in chart form the necessary factors in managing complex change and the nature of the relationship between vision, beliefs and values with skills and resources. This tenuous, symbiotic relationship must be in balance for instructional materials development and implementation transitions to be effectively managed.

Another salient point that continued to surface with regard to effective implementation of new instructional materials was the conversation around focused professional development for the competent and confident utilization of the new materials by all affected staff to nurture all af-

ected students. The move to more inquiry and constructivist instructional strategies underscores the ability of the teaching and learning experience to more effectively distinguish between the outcomes of knowledge versus the outcome of understanding for students.

Professional development was a key factor in the effective roll-out of new curricula this past year. The curriculum adoption specialists were instrumental in maintaining a fidelity of implementation across the district.

Finally, the staff continues to work with the ideals of three significant tenets for effective teaching and learning across the district for all students. These are (1) an understanding that we clearly are working in a standards-based system today in education; (2) there must be coherence across the entire district with regard to the particular instructional and/or content focus; and (3) equity must exist for all students and staff within the district. These guiding principles are remarkable in their simplicity; but exacting in their implications.

INSTRUCTIONAL MATERIALS COMMITTEE MEMBERSHIP

The staff, board and community members listed below represent the Instructional Materials Committee membership for the current 2007-08 school year. The representative list also will continue their work during the upcoming 2008-09 school year. These hard-working professionals represent every school in the district, librarians, building administrators, the special education department and the community. Classroom teachers, support teachers, and administrators began their work this winter and will continue their work by collaborating on instructional materials issues in the coming year.

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|---------------------|----------------------|
| 1. Karen Anderson | 13. Terri Longin |
| 2. Vicki Corson | 14. Nancy McHenry |
| 3. Cindy Crumb | 15. Gary McLaughlin |
| 4. Eve Datisman | 16. Nancy McLaughlin |
| 5. Loren Engel | 17. Kathy Millar |
| 6. Coya Erickson | 18. Scott Moseley |
| 7. Erika Kuch | 19. Brian ODonnell |
| 8. Mike Frick | 20. Trent Pomeroy |
| 9. Jeri Goebel | 21. Michelle Reid |
| 10. Tracy Hosselkus | 22. Mimi Tiderman |
| 11. Keith Johnson | 23. Alan Turner |
| 12. Anna Lee | 24. Everett Young |

BACKGROUND

The background for this report is primarily rooted in the purpose of this committee as stated in board policy and procedures. This committee has long been the group assigned the oversight with regard to textbook adoption review, instructional materials review and challenges to instructional materials as they might occur in the course of events. It is a committee with significant longevity and stature, perhaps at some level, the backbone of curriculum and instructional oversight for the district.

In keeping with Board Procedure 2020P, Selection and Adoption of Instructional Materials, the instructional materials committee has been formed to establish and monitor such procedures as may be necessary for the selecting, adopting, and discarding of instructional materials owned and used by the district. The committee will act upon requests for text approval and removal and will evaluate and act upon citizens' requests for reconsideration of instructional materials. The function of the committee is to insure that materials are selected in conformance to stated criteria.

Essentially, the Instructional Materials Committee is charged with the analysis and review of district curriculum committee recommendations for the purpose of recommending adoption to the board of directors, recognizing the board alone has the authority to select and approve instructional materials for the district, and the superintendent is responsible for pilot approvals.

The committee is representative of multiple content areas, grade levels, perspectives, and authority levels; yet, the committee does respectfully find agreement in even the most challenging circumstances. The role they play is critical to the effective functioning of the district and integral to the support of teaching and learning in the Port Angeles School District.

PARAMETERS

All instructional materials must be recommended with due consideration of applicable state and federal laws, the stated goals and/or standards of the district, and procedures established by the instructional materials committee. Policy No. 2020 states that the primary objective in selecting materials is to "implement, enrich and support the educational program of the schools."

The Instructional Materials Committee kept these tenets front and center as they deliberated. Further, Procedure 2020P clearly extols staff to "place principle above personal opinion and reason above prejudice in the selection of materials of the highest quality in order to assure a comprehensive collection appropriate to the instructional program." The policy goes on to cite a number of criteria staff might reference as they endeavor to reach this informed decision.

The Instructional Materials Committee is ever mindful of the modest resources to meet the growing list of materials needs. It is also worthwhile to note that as our students are held more publicly accountable to ever rising standards, we must respond in kind with the quality of text and materials that enable our earnest and hardworking staff to most effectively meet their teaching and learning needs.

PROCESS

The Port Angeles School District Instructional Materials Committee met this year for textbook and curriculum review.

While the Procedure 2020P notes this committee should meet every other month, the committee did not have review tasks warranting this level of time and attention. As for the academic year 2008-09, we have set three formal meetings are set with the understanding that a special meeting may need to be called if a particular situation warrants the committee's oversight. The three

meetings will be November 19, 2008; February 18, 2009 and May 27, 2009. These meetings are on Wednesdays after school from 3:30 – 5:00 p.m. at the Central Services Building.

During the June 12, 2008 meeting, the committee approved the recommendation of the chemistry text for high school chemistry course use. The committee again made its decision by consensus of those who were in attendance after reviewing the criteria rating sheet (see Appendix A).

INSTRUCTIONAL MATERIALS COMMITTEE RECOMMENDATIONS

As outlined in the previous section, the reports and recommendations from the chemistry content area (with the tacit understanding that their adoption needs were time sensitive, given graduation and college entrance requirements, and a late staff change) were considered at the June meeting. The Instructional Materials Committee did hear, question and deliberate regarding the reasoned adoption recommendations, fully understanding the recommendation must be acceptable to the board of directors before these materials might become part of the Port Angeles School District curricula. Further, the committee knows the district is operating with unprecedented fiscal constraints.

Next year's instructional materials need will be the higher level high school math texts. Sample math texts are currently being collected for algebra trig, math analysis and calculus. Two high school math teachers will be attending the Advanced Placement Calculus conference in Bellevue this summer. We expect to view recommended texts at this event, and likely pilot several texts in these upper level courses next year.

The Instructional Materials Committee recognizes the profound need for quality professional development to support the use of these newly recommended texts and materials. While the selection and recommendation of robust, researched and aligned curriculum materials is a necessary condition for quality teaching and learning to flourish, it is only a first order or technical change in the manner in which we do business. The second order change, or adaptive change, occurs with the advent of effective job-embedded professional development accompanying the use of the new materials. Often, and in particular in these cases, the new materials rely on new instructional strategies to enable their effectiveness. This new way of both understanding and utilizing materials moves into the second order or adaptive change realm and likely more effectively supports the sustainability of any new adoption recommendation.

The recommended adoption for the high school chemistry text is the following:

- Modern Chemistry. New York: Holt, Rinehart and Winston, 2009.

The recommended adoption for the sixth grade reading text is the following:

- Level 6 Anthology: Triumphs. Boston: Houghton Mifflin, 2008.

This recommendation is made with the conviction that understanding is the desired outcome for the teaching and learning expectations in the district. The Instructional Materials Committee continues its commitment to supporting the essential vision and mission of the district. The aforementioned recommendation has been discussed.

Appendices to this report are:

Appendix A, Science Adoption Summary of Forms

Appendix B, Managing Complex Change

Appendix A

Science Adoption
SUMMARY OF FORMS USED FOR TEXTBOOK EVALUATION
GROUP SUMMARY REPORT

SUBJECT AREA SCIENCE TITLE Modern Chemistry

PUBLISHER Holt Rinehart & Winston COPYRIGHT DATE 2009 GRADE LEVEL 11, 12

DIRECTION FOR EVALUATION: Scale of 1 to 5: High.....Low, M-missing NA-not applicable

Format

- | | | | | | | |
|---|----------|---|---|---|---|-----|
| 1. Is the book sufficiently durable for 6 years of classroom use? | 5 | 4 | 3 | 2 | 1 | NAM |
| 2. Are the page layouts uncluttered and attractive? | 5 | 4 | 3 | 2 | 1 | NAM |
| 3. Are illustrations, charts, and graphs well chosen to clarify and enrich the text material? | 5 | 4 | 3 | 2 | 1 | NAM |

Organization

- | | | | | | | |
|--|----------|----------|---|---|---|-----|
| 1. Are the materials useful in various instructional settings; i.e., large group, small group, individual instruction? | 5 | 4 | 3 | 2 | 1 | NAM |
| 2. Is there a good chapter summary, index, glossary, bibliography, headings, and table of contents? | 5 | 4 | 3 | 2 | 1 | NAM |
| 3. Are performance objectives specified? | 5 | 4 | 3 | 2 | 1 | NAM |
| 4. Are there activities included throughout the lesson to stimulate understanding? | 5 | 4 | 3 | 2 | 1 | NAM |
| 5. Are there special in-text features that contribute to student involvement and understanding? | 5 | 4 | 3 | 2 | 1 | NAM |

Content

- | | | | | | | |
|--|----------|----------|---|---|---|-----|
| 1. Is the material appropriate to student age and maturity? | 5 | 4 | 3 | 2 | 1 | NAM |
| 2. Is there a balanced presentation of any controversial material? | 5 | 4 | 3 | 2 | 1 | NAM |
| 3. Does the material support the district curriculum? | 5 | 4 | 3 | 2 | 1 | NAM |
| 4. Have minority groups been presented with integrity? | 5 | 4 | 3 | 2 | 1 | NAM |
| 5. Are racial, sexual, religious, and ethnic stereotypes avoided? | 5 | 4 | 3 | 2 | 1 | NAM |
| 6. Are the reading level and vocabulary appropriate for the students who will be using the textbook? | 5 | 4 | 3 | 2 | 1 | NAM |

Skills and Activities

- | | | | | | | |
|---|-----------|---|----------|---|---|-----|
| 1. Is there a plan for developing study skills? | 5 | 4 | 3 | 2 | 1 | NAM |
| 2. Is there a plan for developing thinking skills? | 5+ | 4 | 3 | 2 | 1 | NAM |
| 3. Are there activities for writing, listening, speaking, and groups? | 5 | 4 | 3 | 2 | 1 | NAM |
| 4. Are there sufficient activities for the various ability levels within the class? | 5 | 4 | 3 | 2 | 1 | NAM |
| 5. Do the materials accommodate various learning styles? | 5 | 4 | 3 | 2 | 1 | NAM |
| 6. Are provisions made for skills maintenance and reinforcement? | 5 | 4 | 3 | 2 | 1 | NAM |

Management System

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|---|----------|---|---|---|---|-----|
| 1. Is the manual accompanying the text meaningful and helpful to the teacher without being too confining? | 5 | 4 | 3 | 2 | 1 | NAM |
| 2. Is there supplementary material to accompany the book, such as: audio-visual aids, transparencies, software, etc.? | 5 | 4 | 3 | 2 | 1 | NAM |
| 3. Are materials available for measurement of student achievement? | 5 | 4 | 3 | 2 | 1 | NAM |
| 4. Software evaluation (if available) | 5 | 4 | 3 | 2 | 1 | NAM |

Authorship

- | | | | | | | |
|--|----------|---|---|---|---|-----|
| 1. Is the author(s) an expert in the field covered by the text? | 5 | 4 | 3 | 2 | 1 | NAM |
| 2. Is the author(s) an experienced classroom teacher(s)? | 5 | 4 | 3 | 2 | 1 | NAM |
| 3. Does the text incorporate the latest findings on the subject? | 5 | 4 | 3 | 2 | 1 | NAM |

APPENDIX B

Managing Complex Change

