

CNTA & EDUCATIONAL SERVICES CURRICULUM MEETING:

Minutes

February 16, 2018 | 12:00 p.m. – 2:00 p.m. | Ed Services Department

Members in Attendance: Barbara Wolfinbarger, Jennifer DeVries, Christina Rodriguez, Jerry Goar, Kirsten Johnson, Sarah Ragusa, Tonya Spencer, Philip Saxena, Jennifer Bourgeois, Tonya Spencer

Guest: Gina Boster

Members Absent: Lisa Simon, Angela Thomas, Julie Cooley

Minutes	Proposed Agenda Items
<p><u>Minutes Review:</u></p> <ul style="list-style-type: none"> The following revisions were made to the 1-26-18 minutes: <ul style="list-style-type: none"> Bullet added to discussion - Draft Elementary Timeline Under Textbook Adoption, bullet one, the following adjustment was made and will read as follows: <ul style="list-style-type: none"> <i>It was expressed that this need is important when it pertains to administrative facilitation of the process. As facilitators cannot integrate in the process, TSA participation is most valuable when they can add their professional input to the process.</i> Corrected acronym under Assessment Update, bullet eight: ELPAC <p><u>Discussion Items:</u></p> <ul style="list-style-type: none"> <u>Textbook adoption process documentation by Barbara Wolfinbarger</u> <ul style="list-style-type: none"> A draft timeline was reviewed from the recent ELD/ELA adoption; Barbara briefly reviewed how pilot teachers and delegates were chosen based on demographic and geographic information. Additionally discussed was how elementary and intermediate teams were constructed, how team consensus was created and how over & under representation was avoided. In addition, a PowerPoint was distributed that discussed how the framework was presented. It was highlighted that during the process elementary teachers were specifically asked: <i>What do you want (as a teacher) to see in the materials?</i>; It was highlighted that all feedback pertaining to this question was integrated in the adoption process as well. The group reviewed the timelines, discussing the different aspects and strengths of the steps taken during the previous adoption. The team created a draft of the process broken down into two areas: Agreements and Processes. The drafted adoption process will be distributed to the CNTA/ED Services team members; the group will continue to build/word-smith the document at the next meeting. <u>Brief ELD Update/Clarification by Chris Rodriguez</u> <ul style="list-style-type: none"> The group was informed that the ELD piloting period has been extended and the following questions have arisen: How long can the process be lengthened? When should it go through Board approval? Is public viewing of the materials necessary for all content areas? 	<ul style="list-style-type: none"> Textbook Adoption Suggestions- Math, Science, & History Draft Textbook Adoption Process Secondary Report Card/ Transcript Update Elementary Report Card Timeline Review <div data-bbox="1438 1218 1936 1339"> <p>Next Meeting:</p> </div> <div data-bbox="1438 1339 1936 1421"> <p>March 16, 2018</p> </div>

- Barbara Wolfinbarger agreed to do some research on whether public viewing is mandatory for all content areas, however it was explained that the purpose of the public viewing step is to provide transparency and that it is planned to have the chosen ELD materials go up for Board approval in the Fall of 2018. It was expressed that because choosing the right materials is important, there is certainly some flexibility in the length of the piloting process.
 - Brief update: Feb 23 voluntary pull out day for the current ELD pilot
- Elementary Report Card Timelines by Philip Saxena
 - The previous and the new timelines were distributed. The group will review and compare these documents. Feedback and discussion on this topic will be carried out at the next meeting.
- CTE Report and Update by Gina Boster and Chris Rodriguez
 - Gina & Chris gave an update to the team on the current research being done on CTE pathway development process.
 - It was noted that during the normal process (for courses in general), a teacher may volunteer to teach a course; after it has been reviewed and approved by the curriculum committee, cumulative committee and site administration, it then can be presented to the Board for approval; once approved it can become a districtwide offering. Once this happens teachers can decide/volunteer as to whether they would like to teach the course.
 - This normal process does not pose a problem to 'stand-alone' courses, but does create a concern for CTE courses. CTE courses are not stand-alone, but sequenced; they are dictating and overlapping. It was explained that stand-alone courses do not affect other teachers teaching the same class. Whereas, CTE teachers need to follow the same sequence, when a new pathway is developed. To possibly resolve the issue, it was suggested that when a new CTE pathway is proposed teacher input should be included from all the unit members the new course would affect, at some point before the course goes to the Board. This concern is what is currently being discussed/collaborated upon with Gina Boster, CTE Director.
 - The group agreed that this needs to be considered. This discussion will be continued at the next meeting. Barbara agreed to bring some brief accountability/ subgroup information on this subject to help in the review of the CTE pathway process.
- Secondary Report Card/Transcript Update
 - Research is still being conducted. This subject will be discussed at the next meeting.