

**Instructional Materials Committee**

Feb. 22, 2022 Meeting Notes

**IMC members in attendance:**

Lisa Buckley, Katrina Hayrynen, Cynthia Richardson, Todd Torgeson, Natalie Eining

Members not in attendance: Marilyn Rockwell-Bengen

Non-voting chair: Adrienne Somera, Director of Teaching and Learning

**General Information:**

Larisa Shuvalova will be joining the IMC at our next meeting as a representative from the high school.

Additional material proposals possible this school year: World History, third year high school math options, middle and high school health.

**Core Curriculum Proposal 1: DESMOS 6-A1 math**

<b>Title</b>	<b><i>DESMOS Math</i></b>	<b>Copyright</b>	<b>2023</b>
<b>Publisher:</b>	Amplify, DESMOS Inc.		
<b>Subject/Course:</b>	Math, Algebra		
<b>Grade Level:</b>	6 <sup>th</sup> , 7 <sup>th</sup> , 8 <sup>th</sup> , Algebra 1 and Pre-Algebra		

Material Website: <https://amplify.com/desmos-math/>

Identification Committee: Brent Clark, Megan Wolven, Heather Kvidahl, David Brannon, Collin Magnusson, Billy Balas

Publisher Summary:

*We design student-centered lessons that promote mathematical curiosity and student engagement, building on the coherence and rigor of the Illustrative Mathematics program. Each unit includes student notes, skill practices, and rich assessments to help students show what they know and can do.*

Criteria for Selection of Core Instructional Materials: Identification Committee Evidence Summary

Core instructional materials shall be selected based upon the degree to which they meet the following criteria (as outlined in Meridian School Board Policy 2020)		
Criteria:	Identification Team Evidence/Comments	IMC Comments
Demonstrate likelihood of impact as shown by scientific or evidence-based research	<p>Math teachers piloted DESMOS materials with their classes and found the materials support student learning and have had a positive impact on students' math knowledge.</p> <p>The materials reflect evidence based mathematical teaching practices. Lessons also include frequent assessment opportunities to guide instruction.</p>	<p>Math department pilot evidence is strong</p> <p>Meets criteria</p>

	The DESMOS materials were reviewed by Ed Reports and were awarded full points for alignment to the mathematical standards.	
Enable implementation of the district's developed curriculum and meet state standards and College Readiness requirements	The DESMOS materials were reviewed by Ed Reports and were awarded full points for alignment to the mathematical standards.	<p>Sufficient evidence</p> <p>Like the alignment between middle and high school</p> <p>PLCs have been able to use the DESMOS pilot to connect district initiatives</p> <p>Meets criteria</p>
Provide sufficient flexibility to meet the varied needs and abilities of the students served	The DESMOS materials are designed to support student strength and abilities. Each lesson is designed using Universal Design for Learning Guidelines. Lessons include specific teacher guidance and strategies to accommodate and support students based on their needs and abilities. Opportunities for extension and support are provided. Interactive digital experiences and flexible print activities are included.	<p>Evidence in the lessons, slides, materials for student support</p> <p>Agree, sufficient evidence</p> <p>Meets criteria</p>

<p>Provide clear and appropriate differentiation components for English Language Learners, special education students, students with academic opportunity gaps, and highly capable students;</p>	<p>DESMOS lessons include embedded support for students with disabilities. They provide teachers with strategies to increase access and eliminate barriers without reducing the mathematical demand of the task.</p> <p>Lessons include suggestions for instructional supports for multilingual students and incorporate opportunities for students to develop and use language. Lessons provide opportunities for students to engage in speaking, listening, reading, and writing.</p> <p>DESMOS lessons include embedded “Are you ready for more” challenge problems for students who need extension.</p> <p>Readiness check assessments allow teachers to see if there are concepts and skills from previous grades that may need review or support.</p>	<p>Appreciate that there are activities and materials included to fit all student groups</p> <p>Meets criteria</p>
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<p>Where appropriate, present balanced but differing views of issues, controversial or otherwise, in order that students may develop critical analysis and informed decision-making skills;</p>	<p>While math materials do not include reference to many issues, the structure of DESMOS materials are problem based and provide opportunities for critical thinking skill development and problem solving.</p>	<p>Meets criteria</p>
<p>Demonstrate consideration of appropriate format(s) (including technological, visual, and/or auditory components);</p>	<p>Desmos Math digital materials include accessibility features, including dynamic narration for interactive elements, narrations for graph and sketch components and descriptions for images and videos.</p> <p>Most digital activities are screen reader friendly</p> <p>Text to speech is available for students with adjustable in playback speed.</p>	<p>Flexibility of digital and paper allows more access</p> <p>Meets criteria</p>

<p>Support an equitable access to learning and learning materials for all students; including the provision of appropriate, high-quality accessible instructional materials to all students with disabilities who require them;</p>	<p>DESMOS lessons embed suggestions for instructional moves to support students with disabilities. They provide teachers with strategies to increase access and eliminate barriers without reducing the mathematical demand of the task. The digital components allow math concepts to be presented in multiple ways, helping students to make sense of math problems.</p>	<p>Meets criteria</p>
<p>Are free of stereotyping and gender, race, class, and other forms of bias, recognizing that under certain circumstances biased materials may serve as appropriate resources to present contrasting and differing points of view, and biased materials may be employed in order to teach students about bias, stereotyping, and propaganda in</p>	<p>No concerns</p>	<p>Equity page included in the materials from the publisher</p> <p>Meets criteria</p>

historical or contemporary contexts.		
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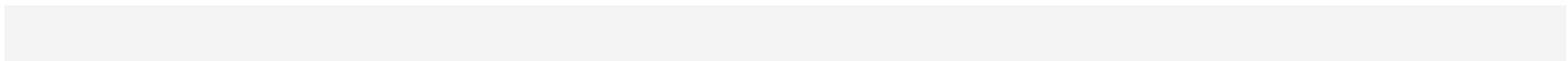
**IMC Recommendation:** Move the proposal forward to the school board

Unanimous agreement among members present

**Proposal 2: OpenSciEd**

6-8 science, Biology, Chemistry, Physics

<b>Title:</b>	<b>OpenSciEd</b>	<b>Copyright:</b>	<b>2022-23</b>
<b>Publisher:</b>	<b>OpenSciEd</b>		
<b>Subject/Course:</b>	<b>Middle School Science, High School Biology, Chemistry and Physics</b>		
<b>Grade Level:</b>	<b>6-12</b>		



Core instructional materials shall be selected based upon the degree to which they meet the following criteria (as outlined in Meridian School Board Policy 2020)

Criteria:	Identification Team Evidence/Comments	IMC
<p>Demonstrate likelihood of impact as shown by scientific or evidence-based research</p>	<p>External evaluation: <a href="#">NGSS Design Badge (info)</a></p> <p>Highly aligned with the NGSS standards and the 3-dimensional nature of the standards, disciplinary core ideas and cross-cutting concepts.</p> <p>Uses a phenomena-based approach as suggested by the science standards</p> <p>Aligned with English and Math standards, students are reading text at grade level, citing text evidence and engaging on other cross curricular</p>	<p>Reviewed by NGSS and peer review, align with standards</p> <p>Meets criteria</p>
<p>Enable implementation of the district's developed curriculum and meet state standards and College Readiness requirements</p>	<p>External evaluation shows alignment with standards and curriculum design research: <a href="#">NGSS Design Badge (info)</a></p> <p>Middle school <a href="#">Scope and Sequence</a> , High School <a href="#">Scope and Sequence</a></p> <p>Aligned with the Next Generation Science Standards</p> <p>Provides opportunities for digital literacy, connections to standards for English/Language arts and Math</p>	<p>Clearly based on NGSS</p> <p>Progression 6-12 is beneficial for students</p> <p>Meets criteria</p>



<p>Provide sufficient flexibility to meet the varied needs and abilities of the students served</p>	<p>Materials have suggestions for supports for learners and point out suggestions for connecting diversity</p> <p>There are opportunities for differentiation within the materials. Additional support and training for teachers will help them to be able to understand and apply teaching strategies suggested in the materials to support students.</p>	<p>UDL is in place in the materials. We will want to support teachers in using the suggested strategies.</p> <p>Materials are editable</p> <p>Meets criteria</p>
<p>Provide clear and appropriate differentiation components for English Language Learners, special education students, students with academic opportunity gaps, and highly capable students;</p>	<p>Students are engaged with rigorous science content and activities.</p> <p>Some of the materials include leveled reading, but not all. While it is important for students to read grade-level text, this will require added support for students who are not yet at grade level in reading. There will be a need for additional support while students are coming up to standard, currently there is some challenge with the degree of differentiation and some units may need supplemental support for some of the reading or writing.</p> <p>Readings are available digitally, this allows for access with digital reading support tools.</p> <p>Simulations and videos are included with many of the units, this provides additional access.</p> <p>There is potential for materials to have alignment with Universal Design for Learning access principles.</p> <p>Materials call out in some cases areas that may be confusing to students who have language issues, providing teacher background for addressing these needs.</p>	<p>ML materials are digital, Spanish is available, Google translate can be used for other languages.</p> <p>Will want to be sure that we include PD for teachers</p> <p>Simulations and videos can help with concepts</p> <p>Meets criteria</p>

	Staff will need time and support in identifying and implementing some of the student support suggestions in the materials.	
Where appropriate, present balanced but differing views of issues, controversial or otherwise, in order that students may develop critical analysis and informed decision-making skills;	<p>Students are involved in evaluating sources and developing knowledge through experimentation.</p> <p>Materials are in some cases intentionally designed to include many student voices and experiences.</p>	Meets criteria
Demonstrate consideration of appropriate format(s) (including technological, visual, and/or auditory components);	<p>Materials include some video and simulations.</p> <p>Materials are available digitally.</p>	<p>Options of paper and digital, digital tools included in some cases</p> <p>Meets criteria</p>

<p>Support an equitable access to learning and learning materials for all students; including the provision of appropriate, high-quality accessible instructional materials to all students with disabilities who require them;</p>	<p>Students are engaged in hands-on experiments and activities for many of the lessons.</p> <p>Materials are available in Spanish.</p> <p>Some videos are available for student use.</p> <p>Digital materials can allow access via chromebook access tools and features</p> <p>Teacher slides have graphics, but some are text based.</p> <p>Reliance on discussion can be challenging for some students, additional support will be needed as students develop this skill set.</p>	<p>Structures for discussion are built into the materials. Will need to attend to support for student discussion, the increase in discussion can be a challenge for some students.</p> <p>Assessments are rigorous, support will be needed for students and teachers.</p> <p>Meets criteria</p>
<p>Are free of stereotyping and gender, race, class, and other forms of bias, recognizing that under certain circumstances biased materials may serve as appropriate resources to present contrasting and differing points</p>	<p>No concerns</p>	<p>Meets criteria</p>

of view, and biased materials may be employed in order to teach students about bias, stereotyping, and propaganda in historical or contemporary contexts.		
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Discussion:

Lab work at middle school will need to be attended to, support of materials and making sure that is part of the adoption to have the materials in place for teachers to implement well.

Recommendation that the high school teachers have a chance to review the open source materials as they are finalized to make sure they continue to meet their needs.

**IMC Recommendation:** Move the proposal forward to the school board

Unanimous agreement among members present