



## Meridian School District Instructional Materials Committee

Date: February 22, 2024

Members in attendance:

- Natalie Eining
- Lisa Buckley
- Frank McGowan
- Larisa Shuvalova
- Todd Torgeson
- Misha Young
- Elizabeth Vela

### **Agenda:**

Introductions

Overview of Committee Purpose

Meridian School Board Policy and Procedure 2020

Review of criteria for selection of instructional materials

Review of proposals

Adios Textbook  
Eureka Math2

### Committee feedback on processes

Title:	<b>Adios Textbook</b>	Copyright:	2023
Publisher:	Creative Language Class		
Subject/Course:	Exploratory Spanish, Spanish I,II, III		
Grade Level:	6-12		
Website:	<a href="https://www.adiostextbook.com/">https://www.adiostextbook.com/</a>		

Identification Committee members: Heather Knox, Keifa Canup

#### **Publisher statement:**

*We believe that learning a language should be about communication. Lessons should be inspired by authentic resources and target cultures. Instruction should be 90% in the target language. Learning should connect with real experiences and future careers. Student performance should be measured by proficiency and improved by individualized feedback. Languages are for everyone.*

<b>Criteria</b>	<b>Evidence from identification committee</b>	<b>IMC Notes</b>
<b>Board Policy and Procedure 2020</b>		
Demonstrate likelihood of impact as shown by scientific or evidence-based research	<p>Research based unit structure has students learning language through immersion in the target language. Students practice speaking, writing and listening in authentic contexts.</p> <p>The materials demonstrate the following research based practices for world language instruction:</p> <ul style="list-style-type: none"> <li>● use target language for learning; students and teachers speak, listen, read, write, view, and create in the target language</li> <li>● use authentic cultural resources</li> <li>● emphasize interpersonal communication tasks</li> <li>● teach grammar as concept in context</li> <li>● provide appropriate feedback</li> </ul>	<p>Conversation, real-world Spanish</p> <p>Wonder about balance of formal assignments and growth</p> <p>Engagement seems high</p> <p>Meets</p>

	<p>The material's use of proficiency rubrics is aligned with growth practice.</p> <p>During a unit-long pilot of the materials, teachers found a positive impact in students' learning. Unit assessment activities show high levels of growth.</p>	
<p>Enable implementation of the district's developed curriculum and meet state standards and College Readiness requirements</p>	<p>Each unit is aligned with the 5 C's in the <a href="#">World Language Standards</a>: Communication, Cultures, Connections, Comparisons, Communities.</p> <p>The materials provide teachers with standards alignment information for each unit. Student activities are connect to each standard.</p>	<p>Meets</p>
<p>Provide sufficient flexibility to meet the varied needs and abilities of the students served</p>	<p>The units are structured around a language proficiency rubric that allows a student to improve regardless of their proficiency level entering the class.</p> <p>Variety of authentic unit topics provide flexibility to address student interest.</p> <p>Each unit has multiple opportunities to review and target skills based on student need and interest.</p>	<p>Student interaction and engagement</p> <p>What support for use of the proficiency for students, how do teachers monitor growth and proficiency.</p> <p>Self reflection opportunities, students connecting their own progress and teachers able to use that.</p> <p>Allows teachers to identify what they can do to provide individual support.</p> <p>Choice in units</p> <p>Meets</p>
<p>Provide clear and appropriate differentiation components for English Language Learners,</p>	<p>Readings and activities can be shared digitally for students that need to use Google Chrome accessibility tools.</p> <p>Materials are authentic and include real-world topics and examples that are accessible for students at a variety of levels.</p>	<p>Authentic resources, video resources in addition to texts.</p> <p>Meets</p>

<p>special education students, students with academic opportunity gaps, and highly capable students;</p>	<p>Proficiency rubrics allow for growth assessment to be tailored to individual student needs.</p> <p>Lessons have embedded advanced native speaker options for students with previous Spanish language experience.</p>	
<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</p>	<p>Lessons are grounded in real-world contexts and students are provided opportunities to read authentic articles with various viewpoints. The materials provide multiple opportunities for students in the classroom to bring their own experiences and perspectives to the unit.</p>	<p>Like that the students have authentic resources</p> <p>Engagement for students is high with authentic engaging topics.</p> <p>Meets</p>
<p>Demonstrate consideration of appropriate format(s) (including technological, visual, and/or auditory components);</p>	<p>Readings can be shared digitally for students that need to use Google Chrome accessibility tools.</p> <p>Lesson materials include video, audio, visual resources.</p>	<p>Both digital and text</p> <p>Meets</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>Readings can be shared digitally for students that need to use Google Chrome accessibility tools.</p> <p>Materials include video, text and audio resources.</p> <p>Proficiency rubrics allow for growth assessment to be tailored to individual student needs.</p>	<p>Are there closed captions for the video?</p> <p>Rubrics allow for flexibility to meet needs</p> <p>Meets</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 historical or contemporary contexts.</p>	<p>See completed OSPI Washington Screening for Bias Content</p> <p>No concerns</p>	<p>Meets</p>
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**Recommendation from IMC:**

- Meridian Instructional materials committee recommends Adios Textbook for adoption by the Meridian School Board
- Meridian Instructional materials committee does not recommend Adios Textbook for adoption by the Meridian School Board

Additional Notes: Additional student feedback

Title:	<b>Eureka Math<sup>2</sup></b>	Copyright:	2021
Publisher:	Great Minds		
Subject/Course:	Elementary Math		

Grade Level:	K-5
Website:	<a href="https://greatminds.org/eurekamathsquared">https://greatminds.org/eurekamathsquared</a>

Identification Committee members: Tyler Dockins, Sierra Palmer, Attosa Balas, Jill Hammack, Carol Trower, Katy Vance, Stephanie Hamilton, Rebecca Kratzig

Publisher statement:

*Eureka Math<sup>2</sup>® is a revolutionary math program designed to advance equity in the math classroom by helping students build enduring math knowledge. How can a math curriculum advance equity? By providing teachers with high-quality materials and tools to ensure students build a conceptual understanding of mathematics. Our Eureka Math<sup>2</sup> teacher-writers and experts used a research-based approach to craft a new curriculum that ensures students build enduring knowledge.*

Criteria	Evidence from identification committee	IMC Notes
Board Policy and Procedure 2020		
Demonstrate likelihood of impact as shown by scientific or evidence-based research	<p><a href="#">EdReports</a> external review Meets Expectations in all areas</p> <p>Identification committee review using criteria from the IMET rubric shows alignment of the materials with research based practice.</p> <p>A focus on student discussion, real world math, and application of the standards for mathematical practice supports student understanding.</p>	<p>Meets</p> <p>Age appropriate</p>
Enable implementation of the district’s developed curriculum and meet state standards and College Readiness requirements	<p><a href="#">Ed reports</a> external review perfect score for focus and coherence at all grade levels</p> <p>Modules are intentionally organized to build connections between concepts, and progress conceptual understanding from simple to complex to help students access new learning and problem-solving.</p>	Meets
Provide sufficient flexibility to meet the	Structure of the lessons allows for different entry points for students based on their prior knowledge.	Visuals, manipulatives, hands on

<p>varied needs and abilities of the students served</p>	<p>Universal Design for Learning strategies are specifically called out and supported within lessons.</p> <p>Assessment tools provide information teachers can use to target student needs</p>	<p>Allows for different entry points in the lesson</p> <p>Prompts teachers with specific ways to differentiate within the text of the teachers guide</p> <p>Meets</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>Math language routines are a core element of the instruction, these support all students and ML students in particular.</p> <p>Language support is embedded in the teachers' materials and student materials. Specific vocabulary instruction is included.</p> <p>Students are provided with opportunities to explore and practice different strategies for problem solving.</p> <p>UDL strategies are called out specifically throughout the units.</p> <p>Challenge and support activities are embedded within lessons and lessons are able to be differentiated based on student need.</p>	<p>Prompts teachers with specific ways to differentiate within the text of the teachers guide</p> <p>Activities for the entire spectrum, activities at or above as well as below grade level.</p> <p>Meets</p>
<p>Where appropriate, present balanced but differing views of issues, controversial or otherwise, in order that students may develop critical analysis and informed decision</p>	<p>Controversial issues are not included in these materials.</p> <p>Rich problems and discussion help students to develop critical thinking skills in mathematics.</p>	<p>Meets</p>
<p>Demonstrate consideration of appropriate format(s) (including technological,</p>	<p>Materials include paper and digital resources to support student access.</p> <p>Videos and digital math tools are available and can provide text to speech, student dictation, accommodations for blindness and low vision, deafness</p>	<p>Manipulatives are used throughout</p> <p>Meets</p>

<p>visual, and/or auditory components);</p>	<p>and hearing loss, limited movement, speech disabilities, photosensitivity, and combinations of these, and some accommodation for learning disabilities and cognitive limitations.</p> <p>Hands-on manipulatives are used throughout lessons.</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>Universal Design for Learning guidelines are evident throughout the materials and called out specifically for teachers.</p> <p>Lessons provide multiple means of engagement, representation and action and expression. Options for the varied needs of learners are built into the lesson design and included in teacher’s materials.</p> <p>Math context videos provide students with low floor/high ceiling learning opportunities as they explore real-world math.</p>	<p>Great!</p> <p>Meets</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 historical or contemporary contexts. (OSPI</p>	<p>See OSPI Bias review - no concerns from team</p>	<p>Meets</p>



**Recommendation from IMC:**

- Meridian Instructional materials committee recommends Eureka Math 2 for adoption by the Meridian School Board
- Meridian Instructional materials committee does not recommend Eureka Math 2 for adoption by the Meridian School Board

Additional Notes:

**Feedback from IMC Members:**

***Feedback on curriculum identification processes:***

Opportunities for piloting materials can be helpful

Student and staff survey is helpful

Consider different ways to gather family input, continue to seek and provide opportunities

***Feedback on IMC processes:***

Ask for walkthrough videos to help IMC review materials

Recommendation guide for how to look at the materials- what to pay attention to (example grade level)

Notes page to capture thoughts prior to the meeting