

## Foundational Skills Curriculum Adaption Committee Minutes

Date: March 3<sup>rd</sup>,2020  
Central Services, Room 212  
Time: 8:30-3:00

Bellingham Public Schools  
A Collective Commitment

### Attendees:

Stephanie Korn, DTL Director, District Office	Julie Sargent O'Connell, 1 <sup>st</sup> Grade Teacher, GEN
Charisse Berner, DTL Director, District Office	Jennifer Wilkinson, 2 <sup>nd</sup> Grade Teacher, AW
Pam Pottle, Principal, NH	Quinn Reno, 2nd grade Teacher, CD
Nina Ballew, Early Childhood Specialist	Jodi Kinzel, Literacy Intervention Teacher, CC
Megan Cooley, Kindergarten, BW	Analisa Ficklin, Special Education Administrator
Kyla Stefani, Kindergarten Teacher, NH	Sara Buetow, Community Member, District Office
Karin Otterholt, Kindergarten Teacher, ROO	Stephanie Strachan, Parent/Community Member, WK
Julie Johnson, 1 <sup>st</sup> Grade Teacher, PV	Sara Rose, 1 <sup>st</sup> Grade Teacher, AW
Sharece Steinkamp, Principal, GE	Sarah Snyder, 2 <sup>nd</sup> Grade Teacher, LOW

Topic	Discussion	Decision
Welcome and Introductions	Members introduced themselves to each other and then to the group.	No decisions were made.
ELA State Standards Overview	<p>Members reviewed and discussed their current understanding of <a href="#">WA State Learning Standards for English Language Arts: language, reading informational text, reading literature, foundational skills, speaking and listening, and writing.</a></p> <p>This committee will focus specifically on Reading Foundational skills standards. Members will share information with each other regarding current foundational skills they are teaching that may be added outside of an adapted resource, such as fluency.</p>	State standards for foundational skills will be used throughout the curriculum adoption process to select curriculum that best aligns with them.
Foundational Literacy Skills District Initiative Overview	<p>Ms. Korn reviewed previous efforts and initiatives that have led to the current district focus on Foundational Literacy Skills including:</p> <ul style="list-style-type: none"> <li>• The <a href="#">Washington State Dyslexia Laws</a> and the development of OSPI’s advisory group to assist district in implementation of the law by 2021.</li> <li>• The Bellingham School District’s Understanding and Serving Students with Dyslexia Advisory Group Recommendations from the 18-19 school year.</li> <li>• The recommendations from a district Foundational Skills Ad Hoc Committee that met 4 times from January-June 2019.</li> </ul>	No decisions were made.

	<ul style="list-style-type: none"> <li>Data from an informal survey showing the materials currently being used in K-2 to teach Foundational Skills.</li> </ul>	
Scope of committee work and review of charter	<p>Ms. Korn shared a vision of what literacy instruction for our district looks like, pointing out that strong reading and writing workshops are different components of literacy instruction that are not part of the work we are focused on, as we are honing in on the slice of instruction that focuses on Foundational Literacy Skills. The structure for focusing on the work was presented that includes a leadership team of teachers who have engaged in a variety of professional development and are focused on developing plans to support the professional development needs of all teachers in our system.</p> <p>Ms. Berner reviewed the curriculum charter and questions were raised about the need for an ELL representative on the committee. The scope of the work of the curriculum committee was reviewed which includes reviewing submitted curriculum and narrowing down to 3 or so finalist choices and inviting publishers from the finalist in to present to the committee. The committee will have time to dive deeper into reviewing the finalist using a more detailed rubric to make a recommendation. This is the same process that other curriculum adoptions have used.</p>	Mrs. Berner and Ms. Korn will work on recruiting an ELL specialist to join the committee.
Developing a shared understanding	Committee members read " <a href="#">Literacy Leadership Brief: Meeting the Challenges of Early Literacy Phonics Instruction</a> ", a publication by the International Literacy Association, 2019. In small groups, committee members discussed the article by	No decisions were made.

	<p>identifying things they agreed with (a star), things they hoped for (a wish) and things they worried about. Their ideas were shared and charted on <a href="#">posters</a>.</p>	
<p>Star, wish and wonder protocol</p>	<p>Members met in groups to discuss, <a href="#">Literacy Leadership Brief: Meeting the challenges of early literacy phonics instruction</a> article then added thoughts to posters.</p>	<p><a href="#">Poster</a> work will guide topics for committee to address.</p>
<p>Establish norms including decision making.</p>	<p>Members discussed things that help them stay focused and thing that distract them from the tasks at hand to develop committee norm when discussing whether to revisit earlier decisions.</p> <p>Members agreed it is essential to allow time to go back to clarify issues to keep team members in the loop but focus on moving forward as much as possible.</p>	<p>Members agreed on the <a href="#">committee norms</a>.</p>
<p>Guiding District documents (standards, curriculum map, Literacy guide, hold tights, look-fors</p>	<p>The committee reviewed several district documents that help provide guidance for literacy instruction in K-5 including:</p> <ul style="list-style-type: none"> <li>• The pages related specifically to foundational literacy skills from the <a href="#">Bellingham School District K-5 Literacy Guide</a></li> <li>• <a href="#">Reading Hold-Tights</a></li> <li>• <a href="#">Writing Hold-Tights</a></li> <li>• <a href="#">Reading Look Fors</a></li> </ul> <p>Members reviewed <a href="#">Reading Instructions look fors</a>.</p> <p>Pam Pottle shared historical context regarding some of the documents and it was noted that they have some great ideas</p>	<p>Documents/Resources need to be revised/updated.</p> <p>We will use multiple research sources for each curriculum we review.</p> <p>Need more PD for teachers.</p>

	<p>but need updating and new teachers have not received these resources for a few years.</p> <p>Ms. Korn and Ms. Berner have looked at these resources as they have been requesting programs for the committee to review.</p> <p>Item's that need to be addressed:</p> <ul style="list-style-type: none"> <li>• Documents need to be updated.</li> <li>• Teachers need guidance with modeling in classroom.</li> </ul> <p>Discussed the difference between Scientifically based research vs evidence-based instruction.</p> <p>What worked learning house and other sites have been looked at as a resource to review curriculum.</p> <p>Discussed additional research available for each curriculum.</p>	
<p>Posters from the Foundational Skills Leadership Team</p>	<p>Ms. Korn shared posters that had been created by the Foundational Skills Leadership Team that summarized shared and important take-aways that team learned from participating in their professional development. The curriculum committee reviewed the posters looking to see if they had ideas that were not yet discussed. The committee noted the alignment between the curriculum committee and Leadership Team ideas. Reviewed input posters from Foundational Skills Leadership Team. Additions from the FS committee were added to <a href="#">posters</a>.</p>	<p><a href="#">Poster</a> work will guide topics for committee to address.</p>

	<p>The committee discussed the difference between scientifically based research, evidence-based research, and research-based reading. Further clarification for these terms would be helpful. Committee members talked about resources that are available that have reviewed various curriculum such as What Works Clearinghouse and EdReports.</p>	
<p>Draft a screening tool</p>	<p>To develop our screening tools, the committee discussed the essential items to look at in the materials.</p> <p>The curriculum needs to be focused on tier 1, needs to align with foundational skills standards and preferably take a multi-sensory approach.</p> <p>Member discussed idea for the screening tool and then each member each selected their top 3 choices for screener. We discussed our shared definition of developmentally appropriate. We want the curriculum to be joyful and engaging.</p> <p>We may need to refine the screening tool as we go.</p> <p>Reviewed chart of programs that have been sent to us to review. If members know of another program, please let Stephanie or Charisse know as soon as possible.</p>	<p><a href="#"><u>Screening Criteria Recommendation document</u></a> was drafted.</p>

**Summary:**

- Reviewed [the Foundational Skills WA State Standards](#).
- Reviewed guiding documents from the district and state.
- Drafted a screening tool.

- Connected our work to the Foundational Skills Leadership Team
- Developed a shared understanding based on reading the ILA document.
- Developed committee norms.

**Next meeting Date: Due to statewide school closure from Covid -19 our meeting schedule has been suspended for the 19-20 SY. Next meeting will be January 25, 2021.**