

FOUNDATIONAL SKILLS CURRICULUM COMMITTEE

Date: March 31 ,2021

Time: 9:15-12:15

Location: In person break out rooms at Northern Heights (K and 1st) and Cordata (2nd); Whole group via Zoom

Facilitators: Stephanie Korn and Charisse Berner

In Attendance

Stephanie Korn, Director of Teaching and Learning, District Office

Charisse Berner, Director of Teaching and Learning, District Office

Nina Ballew, Assistant Director of Early Childhood, District Office

Sharece Steinkamp, Principal, Geneva

Pam Pottle, Principal, Northern Heights

Melissa Peterson, Literacy Specialist, Roosevelt

Megan Cooley, Kindergarten, Birchwood

Kyla Stefani, Kindergarten Teacher, Northern Heights

Sara Rose, Kindergarten Teacher, Alderwood

Julie Johnson, 1st Grade Teacher, Parkview

Julie O'Connell, 1st Grade Teacher, Geneva

Jodi Kinzel, 1st Grade Teacher, Carl Cozier

Jennifer Wilkinson, 2nd Grade Teacher, Alderwood

Quinn Reno, 2nd grade Teacher, Cordata

Sarah Snyder, 2nd Grade Teacher, Lowell

Stephanie Strachan, Parent/Community Member, Wade King

Topics

Welcome

The committee members got a tour of the online Amplify CKLA materials including a scavenger hunt to be sure we knew where to find the resources to respond to the questions in the IES rubric questions 1.1-1.15.

Deep dive into CKLA

Grade level teams spent the morning using grade level standards and the IES Foundational Skills Rubric (questions 1.1.-15) to better understand how CKLA aligns with the standards. Because we were learning the rubric, we were a little choppy in our use of it. Each room had time to have small group discussions, then we met via Zoom to share our thinking. Some grade levels had a hard time finding some of the rubric items and we found that the scope and sequence (and standards) were helpful to identify that some questions on the rubric were specific to some grade levels (or were found mostly in one or two grade levels). We realized N/A was a reasonable answer if not at your grade level.

First grade discussed the content of the decodable readers. Before the deep dive a committee member spent extensive time looking at the content and expressed some concerns about alignment with our stance on equity, diversity and inclusion.

The process for completing the IES rubric took longer than anticipated and we did not have time to start a Bias Screening.

Decision: Continue to review CKLA with reservations about time needed, the heavy use of workbook and questions about which edition to use (could influence our thinking about content in the decodables).

Summary

Kindergarten and 2nd grade really liked CKLA, but first grade scores were much lower. Concerns were expressed about the number of workbook pages (and reliance on workbooks), time needed to implement CKLA (60 min daily), also about whether we should pursue first or second edition. If we continue to review CKLA we will need to complete the bias screening.

Next Meeting

April 14, 2021

K and 1 at Northern Heights Elementary and 2nd at Geneva

Purpose: Deep Dive into Foundations (IES rubric) and if possible, look at the Geodes decodable readers.