

**Adams Twelve Five Star Schools  
Board of Education Meeting**

**Consent Agenda Summary Report**

**Board Meeting Date:** February 15, 2017

**Item Title:** Adoption of School and District-Selected Instructional Materials

**BOARD INFORMATION**

**State/Federal Law Requiring Board Action:** This request is in accordance with C.R.S.22-32-109 which requires School District Boards to “determine the educational programs to be carried on in the schools of the district and to prescribe the textbooks for any course of instruction or study in such programs.”

**Reputation of the District:** The recommended materials in no way compromise the integrity of District 12 as perceived by the Community.

**Evidence of Adherence to All Applicable Board Policies:** This request is in compliance with Board policies 2.0 – General Operating Limitation, and 2.1 – Treatment of Students, Their Families and Community Members.

**Contribution to the Achievement of Ends:** Approval of these materials contributes to the ends by supporting student comprehension of ideas, student achievement of the traits including academic competence, and regular progress toward graduation.

**SUPERINTENDENT INFORMATION**

**Background:** The selection of instructional materials used throughout the district is coordinated by the Department of Learning Services. Materials are reviewed for appropriate reading and interest level for the proposed audience, and alignment with Curriculum Framework(s) and interdisciplinary connections, if appropriate. The district level 6230 committee is charged with reviewing site based materials that have been approved per policy and recommends materials for district wide use. In facilitating the 6230 process, Learning Services submits information for parent/public approval through community newspapers and the district website, and has them available for public viewing for a period of ten days. The following recommendation is submitted to the Board of Education for district-wide adoption.

**Cost and/or Source of Funding:** Funding for these materials is covered by the individual school’s budget.

**Superintendent Recommendation:** The Superintendent has reviewed this request and recommends the Board of Education adopt the district-selected instructional materials requested by the Learning Services Department.

**Submitted by:** Priscilla Straughn, Chief Academic Officer

**School and District-Selected Instructional Materials**  
**February 15, 2017**

<b>Book Title</b>	<b>Subject</b>	<b>Grade(s)</b>
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**Per 6230 Instructional Materials Policy, the following resources have been reviewed by the District 6230 Committee and are recommended for district wide use.**

<b>Title</b>	<b>Author</b>	<b>Genre</b>
<b>Crossed</b>	<b>Ally Condie</b>	<b>Novel</b>
<b>Matched</b>	<b>Ally Condie</b>	<b>Novel</b>
<b>Reached</b>	<b>Ally Condie</b>	<b>Novel</b>
<b>Once</b>	<b>Enda Walsh</b>	<b>Play</b>
<b>All the Way</b>	<b>Robert Schenkkan</b>	<b>Play</b>
<b>RFK</b>	<b>Jack Holmes</b>	<b>Play</b>

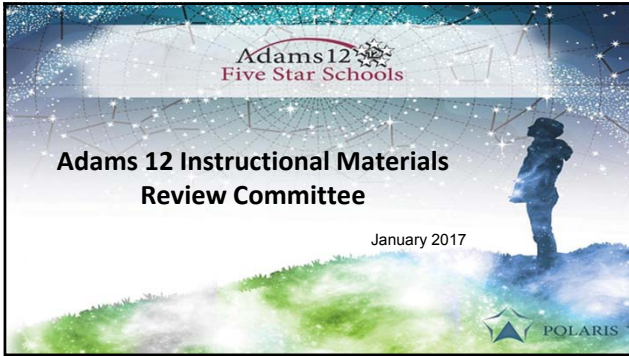
**Per 6230 Instructional Materials Policy, the following resources have been reviewed by the District 6230 and are not recommended for district wide use.**

<b>Title</b>	<b>Author</b>	<b>Genre</b>
<b>Frost/Nixon</b>	<b>Peter Morgan</b>	<b>Play</b>

Adams 12  
Five Star Schools

## Adams 12 Instructional Materials Review Committee

January 2017



POLARIS

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## Purpose of the Instructional Materials Review Process

To review and recommend learning resources that provide major support to instructional programs aligned to the Colorado Academic Standards and Adams 12 curriculum



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## 6230 Policy

- committee will operate using a consensus model and make a recommendation to the Superintendent
- if no consensus can be reached, the CAO will make a recommendation to the Superintendent based on the best interest of the students in the District
- the written report will reflect the viewpoints of those who have opposing recommendations



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### Instructional Materials Identification Process

- instructional materials review process conducted at an individual school
- content team's request
- in support of a new course
- to complete or update a series




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### Instructional Materials Review Committee

- the Chief Academic Officer or her designee
- district level staff with appropriate content expertise
- building principals representing each level
- classroom teachers representing each level
- parents collectively representing each level
- business or community members
- three students from different high schools
- additional members with relevant expertise as appropriate




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### Criteria for Recommendation

The instructional resources reviewed today have already completed the first step toward recommendation in that they are:

- aligned to the Colorado Academic Standards, the Next Generation Science Standards, and/or the Adams 12 curriculum for the content area under consideration
- aligned with the AP College Board or IB curriculum
- aligned with the defined 21st Century Skills for Colorado Learners

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### Criteria for Recommendation

The Instructional Materials Review Committee recommends instructional materials that:

- enrich and support the curriculum taking into consideration the varied needs, interests, abilities, and maturity levels of pupils served
- present material in a manner which is grade level appropriate for students
- stimulate growth in factual knowledge, literary appreciation, aesthetic values and ethical standards
- set forth opposing sides of controversial issues so that young citizens may develop, under guidance, the practice of critical analysis of all media
- represent the many religious, ethnic, and cultural groups and their contributions to our American heritage
- show concern for fairness toward all individuals and groups

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### Content Areas

- English/Language Arts
- Social Studies
- Science
- Mathematics
- Electives



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### Your Task Today

- serve as an impartial jury
- participate in the materials review process
- collaboratively work toward consensus
- discuss and make recommendations

Remember...

- Adams 12 has a standards-based curriculum; resources are used to support classroom teachers in designing effective lessons that teach to the standards
- there is no perfect resource



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### Literature for Review

- *Frost/Nixon*
- *RFK*
- *All The Way*
- *Once*
- *Crossed*
- *Matched*
- *Reached*



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### Today's Process

Literature

- Table Groups
- Utilize Resource Review Literature Rubric
- Collaboratively Complete Assigned Rubric
- Group Discussion and Consensus



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### Rubric Review



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## Today's Process

Rubric Use for Literature Review

- Three review rounds, 2-3 teams per round
- Teams review the assigned novel/play, collaboratively complete the rubric, and prepare for whole group discussion
- After all three rounds are completed, whole group will review the results of the rubric scoring as each table presents their thinking and recommendation to the group
- Whole group will determine whether the material is recommended for approval or not through a consensus model based on the rubric data
- Additional rotations can be created if necessary




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## Today's Process

[Consensus decision-making](#)

Merriam-Webster  
noun, con-sen-sus often attributive (kan-'sen(t)-səs). : a general agreement about something : an idea or opinion that is shared by all the people in a group.  
[www.merriam-webster.com/dictionary/consensus](http://www.merriam-webster.com/dictionary/consensus)

Wikipedia  
Consensus decision-making is a group decision-making process that seeks the consent of all participants. Consensus may be defined professionally as an acceptable resolution, one that can be supported, even if not the "favourite" of each individual.  
[en.wikipedia.org/wiki/Consensus\\_decision-making](http://en.wikipedia.org/wiki/Consensus_decision-making)




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## Next Steps

Based on committee review, one of the following steps will occur for each resource:

- if consensus is reached, a written recommendation will be forwarded to the Superintendent from the Chief Academic Officer asking for the School Board's approval.
- if consensus is not reached, all information from today's meeting shall be forwarded to the Chief Academic Officer who will write a recommendation to the Superintendent based on the best interests of students in the District. This recommendation will include the viewpoints of those who have opposing recommendations.

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### Recommendation for School Board Approval

Upon approval by the Board of Education, texts are placed on the "Recommended Textbook" list and are available for purchase by schools across the district based on identified grade level(s).




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### Literature Team Assignments Round 1

<u>Reached</u>	<u>Once</u>
★ Josh	★ Debbie
★ Michael	★ Sharee
★ Leslie	★ Stewart
Lynn	Michael
Laura	Lisa
Magdalena	

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### Literature Team Assignments Round 2

<u>Frost/Nixon</u>	<u>Matched</u>
★ Sharee	★ Lynn
★ Laura	★ Michael C
★ Lisa	★ Stewart
Debbie	Magdalena
Leslie	Laura
	Josh

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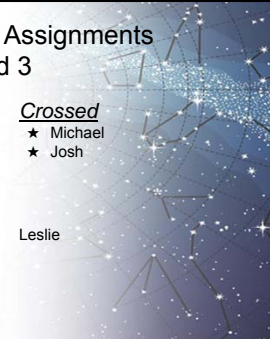
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### Literature Team Assignments Round 3

<u>All the Way</u>	<u>RFK</u>	<u>Crossed</u>
★ Lynn	★ Sharee	★ Michael
★ Debbie D	★ Laura	★ Josh
★ Lisa	★ Stewart	

Magdalena

Leslie



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TIME FOR A BREAK



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### Team Scoring Discussion



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	Reached (MS)	Matched (MS)	Crossed (MS)	Frost/Nixon (HS)	RFK (HS)	All The Way (HS)	Once (HS)
<b>Rubric Item</b>							
Standards (3.9.1-A)	2	2	2	2	2	2	2
Standards (3.9.1-B)	2	2	2	2	2	2	2
21st Century (3.9.2-A)	2	2	2	0	1	2	1
21st Century (3.9.2-B)	2	2	2	0	2	2	1
Student Needs (3.9.3-A)	2	2	2	2	2	2	2
Student Needs (3.9.3-B)	2	2	2	2	2	2	2
Principle vs Opinion (3.9.4)	2	2	2	1	2	2	2
Supports Curriculum (3.9.5)	2	2	2	1	2	2	1
Grade Appropriate (3.9.6)	2	2	2	1	2	2	1
Stimulates Growth (3.9.7)	2	2	2	2	1	2	2
Controversial Balance (3.9.8)	2	2	2	2	2	2	1
Diversity (3.9.9)	2	2	2	1	1	2	2
Fairness (3.9.10)	2	2	2	0	2	2	2
Total Points Awarded (Max is 26)	26	26	26	16	23	26	21
Possible Points (Rubric Items Reported x 2)	26	26	26	26	26	26	26
<b>Group Consensus (Recommend or Not Reccomend)</b>	recommended --11/11	recommended --11/11	recommended --11/11	not recommended --11/11	recommended --11/11	recommended --11/11	recommended --11/11

Title	Discussion Notes
<b>Reached</b>	<p>APPROVED</p> <ul style="list-style-type: none"> <li>● Futuristic, well written--</li> <li>● Universal support within the committee</li> </ul>
<b>Once</b>	<p>APPROVED</p> <ul style="list-style-type: none"> <li>● 1 in 21st Century Skills <ul style="list-style-type: none"> <li>○ Why this play?</li> <li>○ Some inappropriate language</li> <li>○ A teacher could use play to discuss moral decisions</li> <li>○ Did not see opportunity for metacognitive skills</li> </ul> </li> <li>● 1 in supports curriculum</li> <li>● Some character development was not in depth</li> <li>● 1 in grade appropriate <ul style="list-style-type: none"> <li>○ Inappropriate language</li> </ul> </li> <li>● 1 in controversial balance <ul style="list-style-type: none"> <li>○ Fidelity/infidelity is only controversy--talk with HS students?</li> <li>○ Part of script is lyrics to songs--no melody and you lose the message</li> </ul> </li> <li>● Easy read, enjoyable, nice message</li> <li>● Could see students having fun, rich dialogue, engaging, conversations about relationships</li> <li>● Characters are likeable, subtly funny</li> <li>● Weird to read without music--need to connect read to music</li> <li>● Uses the "f" word</li> <li>● two --Insinuations of sexual encounters</li> <li>● TEACHERS NEED TO NOTE OBJECTIONABLE MATERIAL IN SYLLABUS</li> <li>● Can see literary value</li> <li>● Talks about facing difficult decisions, life events, chasing a dream, life dilemmas, process information to make decisions</li> <li>● No earth shattering message</li> </ul>
<b>Matched</b>	<p>APPROVED</p> <ul style="list-style-type: none"> <li>● Futuristic, well written--</li> <li>● Universal support within the committee</li> </ul>
<b>Frost/Nixon</b>	<ul style="list-style-type: none"> <li>● DO NOT RECOMMEND</li> <li>● 0 in 21st century skills <ul style="list-style-type: none"> <li>○ It is really hard if you do not have background on time frame it would be hard for someone to pick this up. Needs to be a context on time period and context.</li> <li>○ No context given in book at all</li> <li>○ Word exchanges in book do not help that</li> <li>○ Really hard to get to 21st century skills because text was not accessible</li> <li>○ Without knowing how it will be used, don't know if students will find it accessible. Difficult read.</li> <li>○ Makes almost no sense with no context</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ Students would need a great deal of support in cultural setting</li> <li>○ If this was a history course it might make more sense</li> <li>○ Even in an integrated setting it would be a stretch</li> <li>○ Most adults in room could not even get through it</li> <li>○ Names of characters/character development was confusing</li> <li>○ There is no context given by the text so it is difficult to follow without background</li> <li>○ Style of text was difficult</li> <li>○ Pace was disjointed</li> <li>○ Can't see educational value</li> <li>● 0 in fairness <ul style="list-style-type: none"> <li>○ There was no character development</li> <li>○ Informational</li> <li>○ Was not fair or not fair toward individuals</li> <li>○ Did not promote concern for individual</li> </ul> </li> </ul>
<b>All the Way</b>	<p>APPROVED</p> <ul style="list-style-type: none"> <li>● Some inappropriate language, but language of the time. Some reference to MLK having an affair--these issues were secondary to the rest of the text</li> <li>● Committee sees the benefit of teacher using this as a resource</li> </ul>
<b>RFK</b>	<p>APPROVED</p> <ul style="list-style-type: none"> <li>● enjoyable</li> <li>● 1 in 21st Century Skills <ul style="list-style-type: none"> <li>○ Opportunities to infer and predict</li> <li>○ No explicit opps for opinion--more informational</li> </ul> </li> <li>● 1 stimulates growth <ul style="list-style-type: none"> <li>○ Language is dated</li> <li>○ Does not jump off of page</li> <li>○ Personalizes the events that kids are hearing about in history--not heard in other context</li> </ul> </li> <li>● 1 in diversity <ul style="list-style-type: none"> <li>○ One character, not great deal of representation of other's views</li> <li>○ Reference to global events, people have opps to investigation</li> </ul> </li> </ul>
<b>Crossed</b>	<p>APPROVED</p> <ul style="list-style-type: none"> <li>● Futuristic, well written--</li> <li>● Universal support within the committee</li> </ul>

# Adams 12 Five Star Schools District Instructional Materials Review Committee Rubric – Literature

The District Instructional Materials Review Committee is charged with ensuring that instructional resources and materials are challenging, accessible to students, and usable within schools. The District Instructional Materials Review Committee will make final recommendations to the Superintendent based on this rubric and a body of evidence collected through today's process.

Title: \_\_\_\_\_ Publisher: \_\_\_\_\_

ISBN number: \_\_\_\_\_ Intended Grade Level: \_\_\_\_\_

Evaluators:

_____	_____	_____
_____	_____	_____
_____	_____	_____

Directions:

1. Refer to the resource review procedure.

## Adams 12 Five Star Schools District Instructional Materials Review Committee Rubric – Literature

Align(s) to Colorado Academic Standards for the content area under consideration. (3.9.1)	Uses (and/or encourages students to use) critical thinking, academic language, and terminology appropriate to the discipline.	Score 2	Evidence: <i>Review for content standard alignment has been completed by Learning Services specialists and/or classroom teachers.</i>
	Addresses learning expectations and is appropriate for students working on grade level, to understand and analyze.	Score 2	Evidence: <i>Review for content standard alignment has been completed by Learning Services specialists and/or classroom teachers.</i>
Align(s) with the defined 21 <sup>st</sup> Century Skills for CO learners. (3.9.2)  [Critical Thinking and Reasoning, Information Literacy, Collaboration, Self-Direction, Invention]	<b>Critical Thinking and Reasoning</b> Supports students in developing the skills necessary for critical thinking and reasoning, <b>including but not limited to</b> , the ability to: <ul style="list-style-type: none"> <li>● Successfully argue a point, justifying reasoning.</li> <li>● Evaluate for a purpose.</li> <li>● Infer to predict and draw conclusions.</li> <li>● Understand and use logic to inform critical thinking.</li> </ul>	Score 2 1 0	Evidence:
	<b>Collaboration and Self-Direction</b> Supports students by providing opportunities to develop the skills necessary for collaboration and self-direction, <b>including but not limited to</b> , the ability to: <ul style="list-style-type: none"> <li>● Collaborate with each other in multiple settings (large and small group).</li> <li>● Contribute ideas, speak with a purpose, understand and apply knowledge of culture, and seek others' ideas.</li> <li>● Use metacognitive skills including the ability to understand, control, and demonstrate cognitive processes.</li> </ul>	Score 2 1 0	Evidence:
Address(es) students' needs relevant to instruction in the content area	Provides, or lends itself to teachers providing, additional supports for students working below grade-level to access grade-level learning expectations.	Score 2	Evidence: <i>Review based on teacher rationale and available data has been completed by Learning Services specialists and/or classroom teachers.</i>

## Adams 12 Five Star Schools District Instructional Materials Review Committee Rubric – Literature

<p>based on available data. (3.9.3)</p>	<p>Provides, or lends itself to teachers providing, extension ideas for students with high interest in the content or students working above grade-level.</p>	<p style="text-align: center;">Score 2</p>	<p>Evidence:</p> <p><i>Review based on teacher rationale and available data has been completed by Learning Services specialists and/or classroom teachers.</i></p>
<p><b>Place(s) principle above personal opinion and reason above prejudice. (3.9.4)</b></p>	<p>Through the development of character, setting, and/or theme, in the context of students’ reading and life experiences, the instructional materials:</p> <ul style="list-style-type: none"> <li>• Promote respect of individual and cultural differences.</li> <li>• Promote reasoned thinking over cultural or personal prejudice.</li> </ul>	<p style="text-align: center;">Score 2 1 0</p>	<p>Evidence:</p>
<p><b>Enrich(es) and support(s) the curriculum taking into consideration the varied needs, interest, abilities, and maturity levels of students served. (3.9.5)</b></p>	<p>Supports students by providing opportunities to develop grade-level reading and writing skills, <b>including but not limited to</b>, the ability to:</p> <ul style="list-style-type: none"> <li>• Activate (think about) their current understanding of a concept (e.g. development of theme).</li> <li>• Deepen their current understanding about a concept (e.g. how authors develop characters).</li> <li>• Make explicit (e.g., discuss and/or write down) their understanding of a concept.</li> </ul>	<p style="text-align: center;">Score 2 1 0</p>	<p>Evidence:</p>
<p><b>Present(s) material in a manner which is appropriate for students in the grade level(s) in which the materials will be used. (3.9.6)</b></p>	<p>Aligns to grade-level standards and is appropriate for students working on grade level, to understand, evaluate, and critique, as appropriate, either independently or with assistance based on individual student data.</p>	<p style="text-align: center;">Score 2 1 0</p>	<p>Evidence:</p>

## Adams 12 Five Star Schools District Instructional Materials Review Committee Rubric – Literature

<p><b>Stimulate(s) growth in factual knowledge, literary appreciation, aesthetic values, and ethical standards. (3.9.7)</b></p>	<p>Uses (and/or encourages students to use):</p> <ul style="list-style-type: none"> <li>• Literary devices and techniques appropriate to the discipline.</li> <li>• Language which is particularly fresh, engaging or beautiful.</li> </ul> <p>Encourages students to consider and evaluate how individuals, and groups choose to interact with one another.</p>	<p style="text-align: center;">Score 2 1 0</p>	<p>Evidence:</p>
<p><b>Set(s) forth opposing sides of controversial issues so that young citizens may develop, under guidance, the practice of critical analysis of all media. (3.9.8)</b></p>	<p>Through the development of character, setting, and/or theme, in the context of students’ reading and life experiences, the instructional materials promote a view of <b>controversial issues</b> in a way which:</p> <ul style="list-style-type: none"> <li>• Avoids biasing students’ developing positions.</li> <li>• Promotes critical analysis of text and/or media.</li> </ul>	<p style="text-align: center;">Score 2 1 0</p>	<p>Evidence:</p>
<p><b>Represent(s) the many religious, ethnic, and cultural groups and their contributions to our American heritage. (3.9.9)</b></p>	<p>Through the development of character, setting, and/or theme, the instructional materials add to representation of diverse groups (e.g., racial, ethnic, socio-economic, gender, etc.) in the context of students’ reading and life experiences.</p>	<p style="text-align: center;">Score 2 1 0</p>	<p>Evidence:</p>
<p><b>Show(s) concern for fairness toward all individuals and groups. (3.9.10)</b></p>	<p>Through the development of character, setting, and/or theme, the instructional materials promotes concern for individuals and groups (e.g., racial, ethnic, socio-economic, gender, etc.).</p>	<p style="text-align: center;">Score 2 1 0</p>	<p>Evidence:</p>



## Bibliography

Marzano, R. J., Pickering, D. J., & Pollock, J. E. (2001). *Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement*. Alexandria, VA: Association for Supervision and Curriculum Development.

## 6230 Instructional Material Policy January 30, 2017

**Purpose of the Committee:** To review and recommend learning resources that provide major support to instructional programs aligned to the Colorado Academic Standards and Adams 12 Curriculum

**Policy Overview:** Reviewed the policy with committee members. This review included committee composition, review criteria, the use of a consensus process, and the next steps in reporting out to the CAO, Superintendent and Board of Education.

**Review Process:** The half day meeting focused on a literature review.

- 7 teams; Three Rounds of 25 minutes each
- Utilized Resource Review Literature Rubric
- Collaboratively completed assigned rubric with teammates
- Used rubric to complete consensus scoring
- Large group discussion
- Feedback on process and rubric

### **Committee Literature Review Process Results:**

- Condie, Ally. **Crossed**. New York: The Penguin Group, 2011.
  - Rubric Scoring: 26/26
  - Recommended for grades 6-8
- Condie, Ally. **Matched**. New York: The Penguin Group, 2010.
  - Rubric Scoring: 26/26
  - Recommended for grades 6-8
- Condie, Ally. **Reached**. New York: The Penguin Group, 2012.
  - Rubric Scoring: 26/26
  - Recommended for grades 6-8
- Schenkkan, Robert. **All the Way**. New York: Grove Press, 2014.
  - Rubric Scoring 26/26
  - Recommended for grades 9-12
- Walsh, Enda. **Once**. New York: Theatre Communications Group, Inc., 2012.
  - Rubric Scoring 21/26
  - Recommended for grades 9-12
  - See discussion notes for additional consideration for use as an instructional resource: importance of using the music with the play, its lyrical style is challenging to read, some profanity, insinuations of sexual encounters, describes the trials and tribulations of life.
- Morgan, Peter. **FROST/NIXON**. New York: Dramatists Play Service Inc., 2009
  - Rubric Scoring 16/26

- Recommended for grades 9-12
- Based on committee discussion this **play is not recommended** for districtwide use
- Holmes, Jack. **RFK**. New York: Dramatists Play Service Inc., 2009
  - Rubric Score 23/26
  - Recommended for grades 9-12
  - See discussion notes for additional consideration for use as an instructional resource: one character, heavy reliance on developing student's understanding of the historical time period.

### **Feedback on Process and Rubric**

- Group enjoys the process and all members are willing to continue to participate
- Members liked having the opportunity to read multiple books/plays prior to the meeting
- Group discussed the changes made to the rubric and felt that the process was much smoother this time. They appreciated the opportunity to review the rubric, discuss and calibrate prior to beginning their work.

### **Committee Members:**

Sharee Blunt - Principal Northglenn High School  
 Chelsea Behanna - Principal Rocky Top Middle School  
 Lynn Saltzgaver - Principal Mountain View Elementary School  
 Victoria Budzien - Student Mountain Range High School  
 Magdalena Castillo – Student at Horizon High School  
 Michael Cossio - Student at Northglenn High School  
 Josh Bastian - Community Member  
 Leslie Carrico - Community Member  
 Debbie Darvill- Teacher Hunter's Glenn Elementary  
 Laura Robertson - Teacher Thornton High School  
 Laura Venturo - Teacher Rocky Top Middle School  
 Emily Adams – Parent – Unable to attend  
 Lisa Carroll - Parent  
 Stewart Erlich - Parent

### **Attachments:**

- BOE Instructional Materials PowerPoint
- 6230 Committee Instructional Materials PowerPoint
- Rubric
- Rubric Scoring Results/committee discussion notes
- Public Comment Sheets (there was no public comment during the ten day viewing window)