

Charter Elementary Reading Materials Selection Work Group 2011 - 2012

Authorized by	Ed. Planning September 20, 2011
Purpose	<p>To select instructional materials that will support student learning outlined in the Reading Scope and Sequence, in order to fulfill the ISD mission:</p> <p><i>“Our students will be prepared for and eager to accept the academic, occupational, personal, and practical challenges of life in a dynamic global environment.”</i></p>
Time Frame	<p>2011 – 2012 School year.</p> <p>Materials for adoption to go before the Instructional Materials Review Committee in April of 2012.</p>
Goals	<p>Deliverables:</p> <p>1) All instructional materials for Reading, K-5</p> <p>As issues are discussed and solutions are suggested, ensure that those initiatives adhere to the following criteria:</p> <ol style="list-style-type: none"> 1. Student Learning – Support rigorous, effective, and efficient student learning. 2. All Students – Support the full continuum of student learning needs at all achievement levels and of all learning profiles. 3. Multicultural – Reflect the multiple cultural perspectives required of American and global citizenship. 4. Curriculum Coherence – Support consistent outcomes within and between each grade level, ensuring that all students demonstrate learning mastery. 5. Articulated Continuity – Ensure continuity between levels. 6. Best Practices – Align with trend data from research-based best practices with populations similar to our own. 7. District Vision – Align with and support ISD’s Balanced Literacy Vision. 8. Standards Based – Support the state and local standards and primary understandings of the best national models to include appropriate content, assessment that can be used for formative or summative purposes, inquiry/processing, and how children learn. <ul style="list-style-type: none"> • be aligned to the 2009 Revised K-12 Washington State Reading Standards • be aligned to the 2011 Core Curriculum • support content of the Issaquah Reading Scope and Sequence

	<p>9. Make recommendations and plans based on improving student learning by fostering collaborative work between and among, schools, teachers, principals, parents, students, and education professionals.</p>
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<p>Membership</p>	<p>Each grade level and each geographic region of the district will be represented. Special Ed. representation will be identified by the Special Ed. Department.</p>
<p>Selection Criteria</p>	<p>Members must be:</p> <ul style="list-style-type: none"> ➤ Willing to serve and attend meetings regularly. ➤ Communicate effectively and courteously with their colleagues in the work group. ➤ Communicate effectively with their building teachers and principal and report feedback to the committee. ➤ Able and willing to mediate difficult decisions within their buildings and represent a definitive position to this work group.
<p>Facilitation</p>	<p>Lori Fisher, TLS Literacy Curriculum Specialist Role: Meeting oversight and co-facilitation, logistics, prepare agendas and materials, communication and support, adhere to district parameters, create meeting summaries.</p> <p>Emilie Hard, Executive Director of TLS Role: Co-facilitation of committee and workgroups in conjunction with the district Literacy Curriculum Specialist; prepare agendas, manage group dynamics and monitor product development, and product development timeline.</p>
<p>Approach</p>	<p>Each team member should be prepared to:</p> <ul style="list-style-type: none"> ➤ Focus on student achievement as the paramount priority. ➤ Actively listen to and learn from other representatives by effectively and courteously bringing issues and concerns to the table, especially the concerns of his or her building. ➤ Maintain professional behavior ➤ Agree to support decisions made by this group. <p>Decision making model</p> <p>A decision will be considered to have been reached when most (85%) of members of the team agree on a clear option, and the few who oppose it think they have had a reasonable opportunity to influence that choice. ALL team members agree to support the decision.</p> <ul style="list-style-type: none"> ➤ Send a representative when unable to attend.
<p>Scope of</p>	<p>This group will identify all the instructional materials necessary to support</p>

Authority	student learning, as outlined in the Elementary Reading Scope and Sequence.
Support	The District will provide compensation for participants at curriculum per hour rate for time outside the contract.
Report	Minutes will be posted after each meeting on the district intranet.