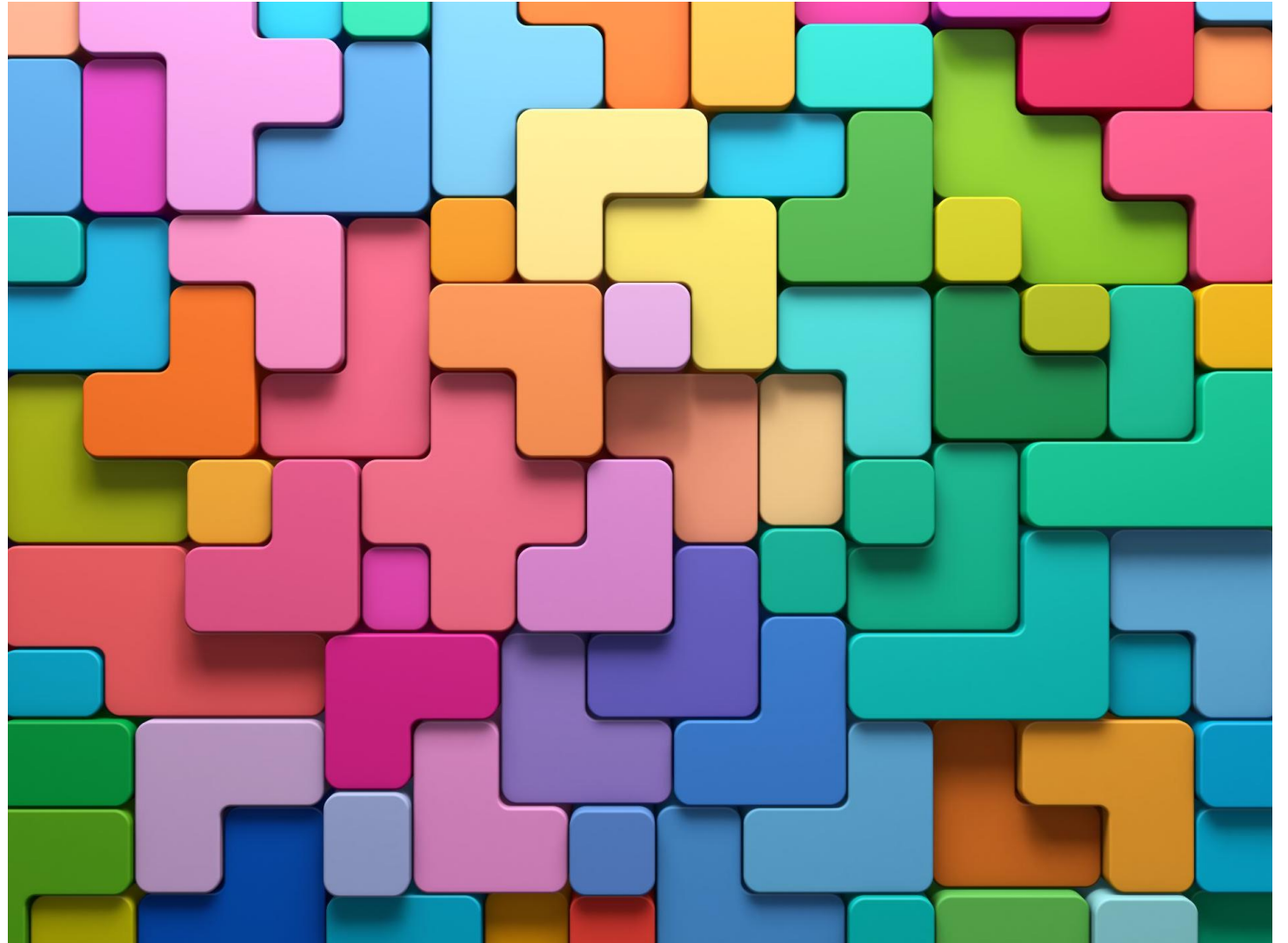


# 2024-25 Science Adoption Grades K-5

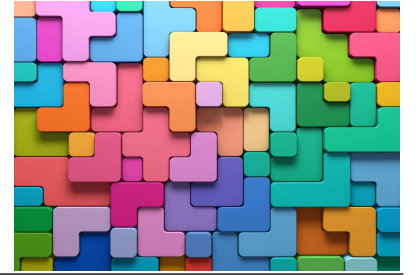


LCS K-12 Science  
Adoption/Selection

COMMITTEE MEETINGS  
OCTOBER 8, 2024



# Presenters: Kathleen Malloy and Gina Gass



## Who am I? What do I do?

36-year educator, Certificate #476901

Certified in: K-12 Media, 6-9 Social Studies, 6-9 English Language Arts, 6-12 Journalism, ESOL Endorsed, Reading Endorsed, Educational Leadership

### **Instructional Materials Coordinator**

Supervise and train school representatives in the selection process.

Manage selection and purchase of instructional materials



**LCS Media Specialists**

- **District Media Specialist**

- Supervise and train school library media specialists
- Review books for district approval
- Facilitate challenge process

## Who am I? What do I do?



### **Science Instructional Developer, K-8**

Leon County Sustainability Committee

Certified in: Earth-Space Science, Elementary Education, Middle Grades Integrated Curriculum

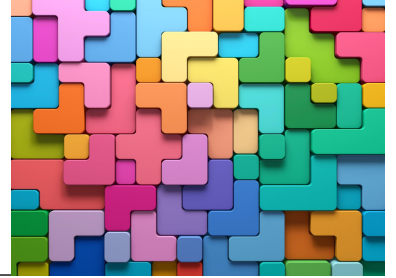


LCS K-12 Science  
Adoption/Selection

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# Expert-in-the-Field: MaLynn Kelso

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**MaLynn Kelso, M.S.E., N.B.C.T.,**  
[mkelso@admin.fsu.edu](mailto:mkelso@admin.fsu.edu)

## **Who am I? What do I do?**

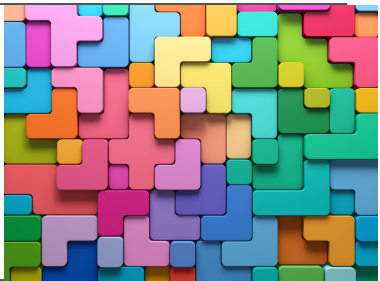
I came to FSU to complete a master's program in Science Education and then my husband and I decided to stay! 2 kids and 36 years later here we are!

I began teaching middle school science in 1992 at Belle Vue Middle School (where I also had the pleasure of working with Kathleen!). I was at Belle Vue for 14 years (teaching 6th, 7th, and 8th grade science depending on the year). In 2007 I moved to Cobb Middle School where I taught for one year. The following summer I made the move to FSU and we started the FSU-Teach Program. FSU-Teach is a double major program for science and math majors who want to pursue a teaching certificate in secondary science or math. I now work with freshman up to seniors in the program and teach several courses.

I have fond memories of my time in the classroom because you gotta love those middle school kiddos! I don't miss having to schedule my bathroom breaks between classes or standing all day. I still have the best of all worlds since I get to work with preservice teachers stay in touch with my K-12 colleagues, and still visit classrooms and see students at work each semester.



# Agenda



## Morning

Welcome/Overview of Requirements for Instructional Materials Reviewers.....8:30–9:30

Expert in the Field presentation: Malynn Kelso, FSU Teach.....9:30–10:00

Break.....10:00–10:15

FLDOE Specifications.....10:15–10:30

Review of the Standards.....10:30–11:00

Review the Scoring Rubric, Considerations for Special Populations: ELL, ESE, Gifted.....11:00–12:00

## Afternoon

Lunch.....12:00–1:00

Fire & Water.....1:00–1:45

Baseline Data Review.....1:15–2:00

Break.....2:00–2:10

Density Activity.....2:10–2:40

Field Trips/Community Partners (updates).....2:40–2:50

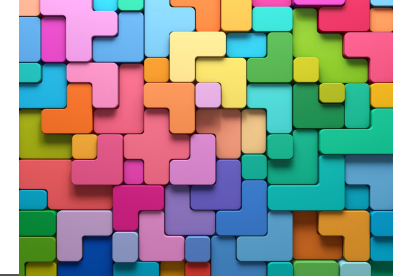
Questions/Reflections.....2:50–3:00

Materials Review/Questions.....3:00–3:30

Review of the adoption website, publisher's presentations and materials is ongoing.



# IM Reviewer Required Training



As an Instructional Materials Reviewer for Leon County Schools, you must complete the Instructional Materials section of FLDOE's Library Media Training.

Please be sure to sign next to your name indicating you watched Part 4: Instructional Materials Reviewers from slide 32-43 and have received a copy of the transcript of the entire training.

A screenshot of the Florida Department of Education (FLDOE) website, specifically the 'Standards & Instructional Support' section. The page has a dark blue header with the FLDOE logo and navigation links. Below the header, there's a breadcrumb trail: 'Home | Academics | Standards & Instructional Support | Instructional Materials'. The main content area is titled 'INSTRUCTIONAL MATERIALS' and includes a contact number for the Bureau of Standards and Instructional Support. A list of links is provided, with 'Library Media Training' circled in green. Other links include 'Library Media Training Transcript (PDF)' and 'Policies and Procedures Specifications for the Florida Instructional Materials Adoption (PDF) Updated 1/11/2023'.

FLORIDA DEPARTMENT OF  
**EDUCATION**  
fldoe.org

What are you looking for today?

DIVISIONS ▾ EXPLORE ▾ **FEATURED TOPICS ▾**

## Standards & Instructional Support

[Home](#) | [Academics](#) | [Standards & Instructional Support](#) | [Instructional Materials](#)

**Archive**

**Contract Extensions**

**Instructional Materials Statutes**

### INSTRUCTIONAL MATERIALS

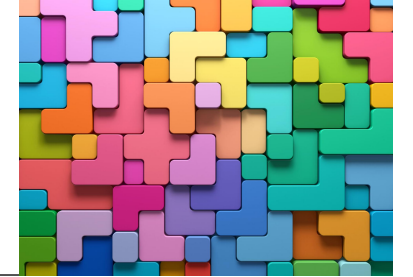
If you have trouble accessing any of the files below please contact the Bureau of Standards and Instructional Support at 850-245-0423.

#### General Information

- [Library Media Training](#)
  - [Library Media Training Transcript](#) (PDF)
- [Policies and Procedures Specifications for the Florida Instructional Materials Adoption](#) (PDF) Updated 1/11/2023



# IM Reviewer Required Training



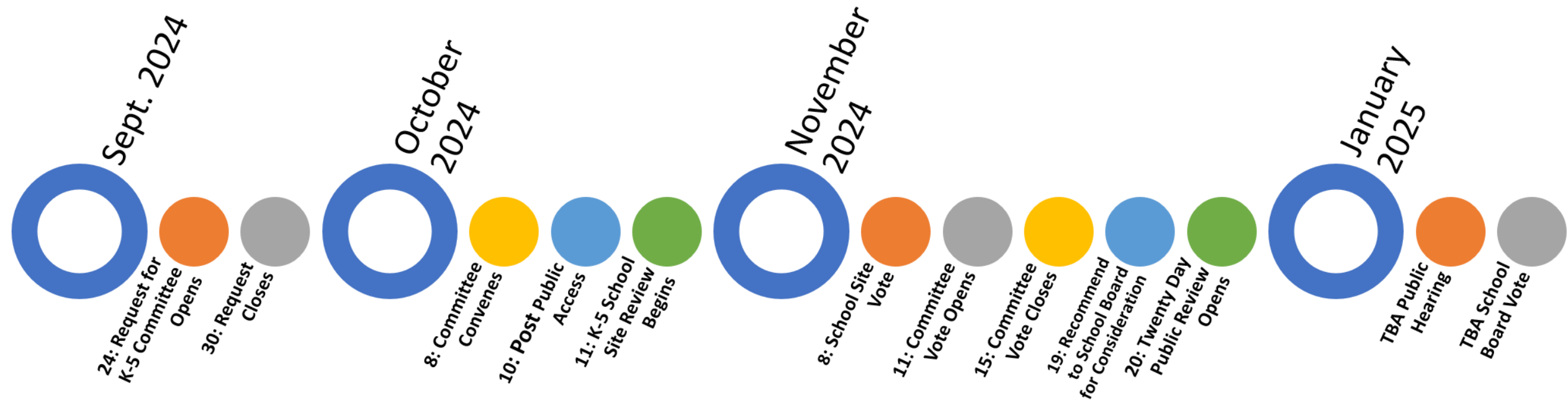
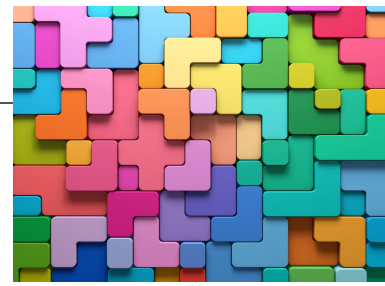
Districts must adopt procedures to permit a parent or resident to object to the adoption or use of any instructional material if it doesn't meet the criteria of 1006.31(2) or 1006.40(3)(c).

The LCS webpage which provides all information regarding our process on contesting the adoption of an instructional material is under **Academic Services, Request for Reconsideration** (<https://www.leonschools.net/Page/35368>)

The screenshot displays the Leon County Schools website. The top navigation bar includes links for DISTRICT HOMEPAGE, OUR SCHOOLS, TRANSLATE WEBSITE, WEBSITE EDITOR OPTIONS, and a search bar. Below this is a secondary navigation bar with links for Home, About LCS, Community, Departments (highlighted in red), LCS Employees, Parents & Students, and Calendar. The main content area features a breadcrumb trail: Home » Departments » Academic Services » Instructional Materials Information and Policies » Request for Reconsideration, followed by a red button labeled 'Find It Fast'. On the left, a sidebar under 'Academic Services' lists: Overview, ESOL and Immigrant Services, Instructional Materials Information and Policies (highlighted in red), Request for Reconsideration (highlighted in red), Instructional Materials Public Notices, and Leon READS Classroom Library Search. The main content area is titled 'Request for Reconsideration of Adopted Materials' and contains text explaining the process: 'Pursuant to Florida statute and board policy, Leon County Schools has established a process by which the parent of a public school student or a resident of the county may contest the District's adoption of a specific instructional material. The parent or resident must file a petition, on the form provided below, within 30 calendar days after the adoption of the material by the Board. The form must be signed by the parent or resident, include the required contact information, and state the objection to the instructional material based on the criteria of s.1006.31(2) or s.1006.40(3)(d).' Below the text is a four-step infographic titled 'Request for Reconsideration of Adopted Materials': 01 ADOPTED MATERIAL (The formal Material Adoption Process has already completed. The material has been adopted by the Board.), 02 PETITION (Petition must be filed within 30 calendar days after adoption. Form must be complete based on the criteria of s.1006.31(2) or s.1006.40(3)(d).), 03 PUBLIC HEARING (Within 30 days after the 30-day period has expired, the Board will conduct at least one open public hearing before an unbiased and qualified hearing officer (per 2320).), and 04 RECOMMENDATION (The hearing officer will submit a recommended order to the Board. The Board will consider the recommended order and enter a final order at a public meeting. The Board's decision is final.).



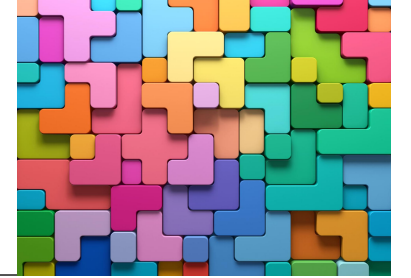
# Process Overview



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# Committee Makeup

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- LCS K-5 Teachers
- Instructional Leaders/Coaches
- Instructional Practice Experts
- District-Based Representatives for Special Populations
  - ESE, ELL, Gifted, Media Specialists, Title I
- Parents and/or Community Members

Please note: Anyone who has (or has had in the previous 3 years) a business interest in any company represented may NOT serve as a voting committee member. This meeting HAS BEEN PUBLICLY NOTICED via the LCS website.



# This process is governed by Florida Statute...



LCS K-12 Science  
Adoption/Selection



November 3, 2023

Search Statutes:

2023

Search

Official Internet Site of the Florida Legislature

Advanced Legislative  
Search and Browse

Select Year:

2023

Go

- Home
- Senate
- House
- Citator
- Statutes, Constitution,  
& Laws of Florida
- Florida Statutes
- Search Statutes
- Search Tips
- Florida Constitution
- Laws of Florida
- Legislative & Executive  
Branch Lobbyists  
Information Center
- Joint Legislative  
Committees &  
Other Entities
- Historical Committees
- Florida Government  
Efficiency Task Force
- Legislative Employment
- Legistore
- Links

Interpreter Services for the  
Deaf and Hard of Hearing

Finding  
Florida

Grades  
K-5

## The 2023 Florida Statutes

[Title XLVIII](#)

[Chapter 1006](#)

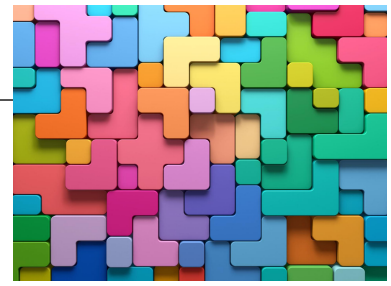
[View Entire Chapter](#)

EARLY LEARNING-20 EDUCATION CODE SUPPORT FOR LEARNING

### F. Instructional Materials for K-12 Public Education

- [1006.28](#) Duties of district school board, district school superintendent; and school principal regarding K-12 instructional materials.
- [1006.283](#) District school board instructional materials review process.
- [1006.29](#) State instructional materials reviewers.
- [1006.30](#) Affidavit of state instructional materials reviewers.
- [1006.31](#) Duties of the Department of Education and school district instructional materials reviewer.
- [1006.32](#) Prohibited acts.
- [1006.33](#) Bids or proposals; advertisement and its contents.
- [1006.34](#) Powers and duties of the commissioner and the department in selecting and adopting instructional materials.
- [1006.35](#) Accuracy of instructional materials.
- [1006.36](#) Term of adoption for instructional materials.
- [1006.37](#) Requisition of instructional materials from publisher's depository.
- [1006.38](#) Duties, responsibilities, and requirements of instructional materials publishers and

# Committee Responsibilities



## Everyone

- Attend and participate at each meeting
- Disseminate information about what you have learned about this process.
- **Attend Office Hours** to ask questions, gain clarification, and report on how your site is conducting its review.  
Tuesday's 2-3:30 pm.

## Parents

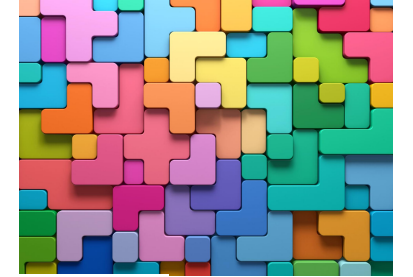
- Give careful consideration to how various materials will support your students
- Give careful consideration to how various materials will support our teachers in supporting all students, including yours.

## Site Reps

- Inform colleagues at your sites disseminate information and resources previews deliberately
- Collect site feedback and rubric scores and submit as evidence of process



# Our Guiding Documents Are: The Florida State Academic Standards for Science



Grades K-5

## – Strands:

- Life Science
- Physical Science
- Earth and Space Science
- Nature of Science



Florida Science Standards

GRADE: K

### Body of Knowledge: LIFE SCIENCE

Big Idea 14: Organization and Development of Living Organisms

A. All plants and animals, including humans, are alike in some ways and different in others.

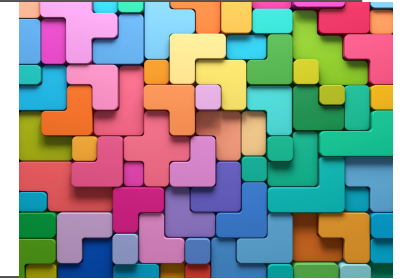
B. All plants and animals, including humans, have internal parts and external structures that function to keep them alive and help them grow and reproduce.

C. Humans can better understand the natural world through careful observation.

BENCHMARK CODE	BENCHMARK
SC.K.L.14.1	Recognize the five senses and related body parts.
	<i>Content Complexity:</i> Level 1: Recall
	<b>Related Access Point(s)</b>
	SC.K.L.14.In.1 Recognize the senses of sight, hearing, and smell and related body parts.
	SC.K.L.14.Su.1 Recognize the senses of sight and hearing and related body parts.
	SC.K.L.14.Pa.1 Recognize and respond to one type of sensory stimuli.



# What does it mean to 'adopt'?



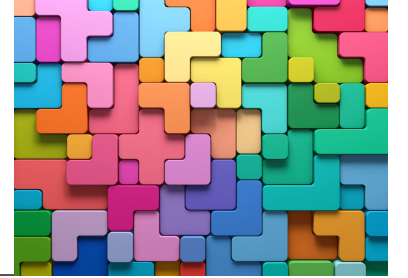
- |   |  |
|---|--|
| <ul style="list-style-type: none"><li>• Textbooks should be reviewed for their alignment to the Florida determined standards of performance (or benchmarks) that have been designated for a course.</li><li>• While reviewers should consider certain needs of special populations of students in who they may encounter in their classes (SWD, ELL), the academic outcomes and expectations for what is considered "on grade level" and adhering to the standards should be the same for all students taking the course.</li></ul> | <ul style="list-style-type: none"><li>• One helpful way to look at this rather than framed as a text is "too hard" or "too easy" for a group of students would be to determine how much of the appropriate complexity within a benchmark is presented within a book to provide easy points of introduction, practice, and extension there will be for each student we may encounter.</li></ul> |
|---|--|



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# So, when we 'adopt'

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In Florida, to adopt a text as a district means to select a main "major tool" of instruction for use in a specific course.

- In LCS (and a majority of Florida schools), the adoption process considers only texts that have been pre-selected by FLDOE and their committee.
- In Florida review, the process covers only the review of the major tool within a series or series of works. The supplementary content is considered but is not the main concern of the Florida review process.



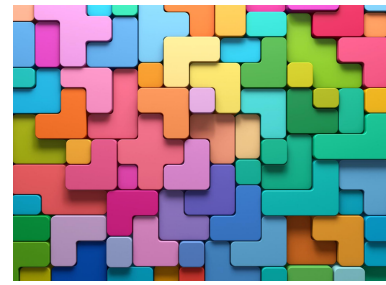
# From the FLDOE Training



## Common Selection Criteria for Instructional Materials, Library Materials and Reading Lists

### Factors to consider for any material include:

- Avoiding unsolicited theories that may lead to student indoctrination.
- Meetings for the purpose of selecting instructional materials must be open to the public, including parents (s. 1006.28(2)(a)4, F.S.)
- Consultation with school community stakeholders, including parents is required in the purchasing of new library media materials (s. 1006.28(2)(d), F.S.)
- Age of the students who normally could be expected to have access to the material
- Educational purpose to be served by the material
- The degree to which the material will be supplemented and explained by classroom instruction
- The broad racial, ethnic, socioeconomic and cultural diversity of the students of this state
- Materials must be free of pornography and prohibited by s. 847.012, F.S.



# From the FLDOE Training



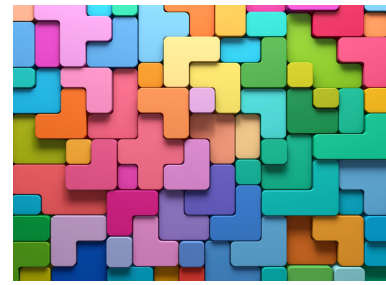
## Additional Selection Criteria for Instructional Materials

### **Instructional Materials must be:**

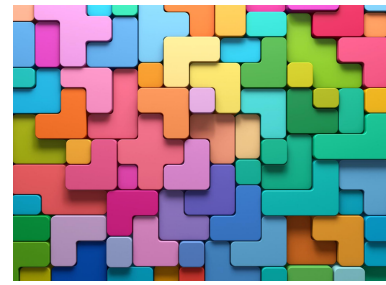
- Accurate, objective, balanced, noninflammatory and current
- Aligned with state academic standards
- Suited to student needs, including academically talented students
- Suited to students' ability to comprehend material and maturity levels
- Readable, contain appropriate pacing, and easy to use

### **Instructional Materials should:**

- Not contain any matter reflecting unfairly upon persons because of their race, color, creed, national origin, ancestry, sex, religion, disability, socioeconomic status or occupation.
- Accurately portray the ethnic, socioeconomic, cultural, religious, physical and racial diversity of our society.



# From the FLDOE Training



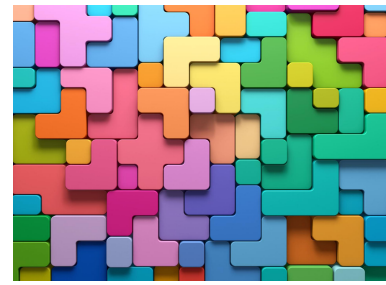
## Instructional Materials and the Principles of Individual Freedom (s. 1003.42(3), F.S.)

Instructional Materials may not contradict the principles enumerated under [s.1003.42\(3\)](#). These six principles are set forth below:

- (a) No person is inherently racist, sexist, or oppressive, whether consciously or unconsciously, solely by virtue of his or her race or sex.*
- (b) No race is inherently superior to another race.*
- (c) No person should be discriminated against or receive adverse treatment solely or partly on the basis of race, color, national origin, religion, disability, or sex.*
- (d) Meritocracy or traits such as a hard work ethic are not racist but fundamental to the right to pursue happiness and be rewarded for industry.*
- (e) A person, by virtue of his or her race or sex, does not bear responsibility for actions committed in the past by other members of the same race or sex.*
- (f) A person should not be instructed that he or she must feel guilt, anguish, or other forms of psychological distress for actions, in which he or she played no part, committed in the past by other members of the same race or sex.*



# From the FLDOE Training



## Other Criteria for Instructional Materials

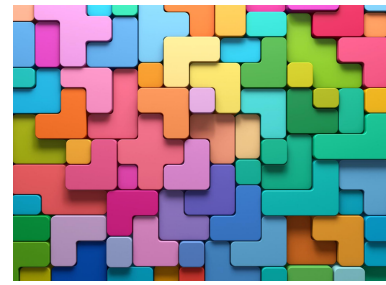
s. 1006.31(2), F.S.

Whenever appropriate, include instructional materials that portray

- The necessity to protect the environment and conserve natural resources
- The effects of the use of tobacco, alcohol, controlled substances and other dangerous substances.
- Humane treatment of people and animals
- Fire prevention
- Thrift – using money and other resources wisely and not carelessly.



# From the FLDOE Training



## Other Criteria for Instructional Materials (cont.)

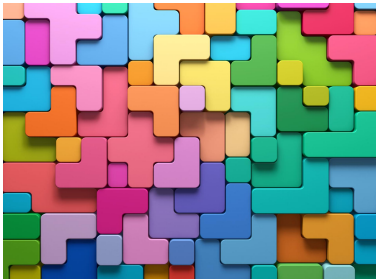
s. 1006.31(2), F.S.

Whenever appropriate for social science, history, or civics courses, the materials submitted must contain:

- The Declaration of Independence
- The Constitution of the United States



# From the FLDOE Training



## Core Questions Rubric for IM Reviewers

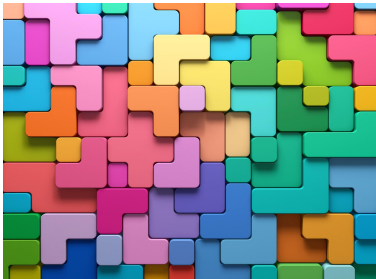
The full rubric may found at:  
<https://www.fldoe.org/academics/standards/instructional-materials/>

Core Questions Rubric
<i>This serves as the rubric used for evaluation of all instructional materials bid for state adoption.</i>
Content
1. <b>A. Alignment with curriculum:</b> The content aligns with the state's standards, benchmarks and clarifications for subject, grade level and learning outcomes.
2. <b>A. Alignment with curriculum:</b> The content is written to the correct skill level of the standards, benchmarks and clarifications in the course.
3. <b>A. Alignment with curriculum:</b> The materials are adaptable and useful for classroom instruction.
4. <b>B. Level of Treatment:</b> The materials provide sufficient details for students to understand the significance of topics and events.
5. <b>B. Level of Treatment:</b> The content matches the standards.
6. <b>B. Level of Treatment:</b> The content matches the student abilities and grade level.
7. <b>B. Level of Treatment:</b> The content matches the time period allowed for teaching.
8. <b>C. Expertise for Content Development:</b> The primary and secondary sources cited in the materials reflect expert information for the subject.
9. <b>C. Expertise for Content Development:</b> The primary and secondary sources contribute to the quality of the content in the materials.
10. <b>D. Accuracy of Content:</b> The content is presented accurately. (Material should be devoid of typographical or visual errors.)

[www.FLDOE.org](http://www.FLDOE.org)



# From the FLDOE Training



## Core Questions Rubric for IM Reviewers (cont.)

The full rubric may found at:  
<https://www.fldoe.org/academics/standards/instructional-materials/>

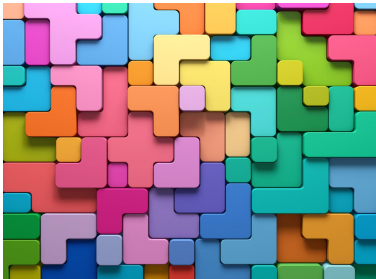
Florida Statutes and State Board of Education Rule
<b>1. Critical Race Theory:</b> Do materials align to Rule 6A-1.094124, F.A.C., which prohibits Critical Race Theory (CRT) in instructional materials?
<b>2. Culturally Responsive Teaching:</b> Do instructional materials omit Culturally Responsive Teaching as it relates to CRT?
<b>3. Social Justice:</b> Do instructional materials omit Social Justice as it relates to CRT?
<b>4. Social Emotional Learning:</b> Do instructional materials NOT solicit Social Emotional Learning (SEL), as these are considered extraneous and unsolicited strategies outside the scope of subject-area standards?
<b>5. Principles of Individual Freedom:</b> Do instructional materials align to s. 1003.42(3), F.S., by acknowledging that all people are equal before the law and have inalienable rights and materials are consistent with the following principles: <i>(a) No person is inherently racist, sexist, or oppressive, whether consciously or unconsciously, solely by virtue of his or her race or sex</i> <i>(b) No race is inherently superior to another race.</i> <i>(c) No person should be discriminated against or receive adverse treatment solely or partly on the bases of race, color, national origin, religion, disability, or sex.</i> <i>(d) Meritocracy or traits such as hard work ethic are not racist but fundamental to the right to pursue happiness and be rewarded for industry.</i> <i>(e) A person, by virtue of his or her race or sex, does not bear responsibility for actions committed in the past by other members of the same race or sex.</i> <i>(f) A person should not be instructed that he or she must feel guilt, anguish, or other forms of psychological distress for actions, in which he or she played no part, committed in the past by other members of the same race or sex.</i>
<b>6. Student Welfare:</b> Do instructional materials align to s. 1001.42(8)(c)3., F.S., in grades K-3 to EXCLUDE any instruction regarding sexual orientation or gender identity?

[www.FLDOE.org](http://www.FLDOE.org)



LCS K-12 Science  
Adoption/Selection

# From the FLDOE Training



## Core Questions Rubric for IM Reviewers (cont.)

The full rubric may found at:  
<https://www.fldoe.org/academics/standards/instructional-materials/>

Florida Statutes and State Board of Education Rule
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[www.FLDOE.org](http://www.FLDOE.org)



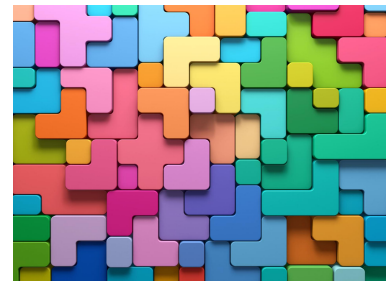
LCS K-12 Science  
Adoption/Selection

# From the FLDOE Training

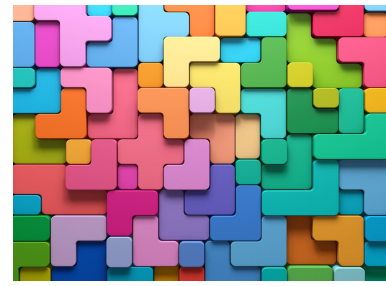


## Instructional Materials – District Responsibilities

- The responsibility of the content of instructional materials lies with those that choose the materials. Parental feedback is important and parents should be included in all aspects of choosing materials.
- The district school board oversees the final process of instructional materials after a vetting process that involves all stakeholders, including teachers, students, district staff, and community members.
- Districts must adopt procedures to permit a parent or resident to object to the adoption or use of any instructional material if it doesn't meet the criteria of 1006.31(2) or 1006.40(3)(d).



# From the FLDOE Training



## Copyright and Fair Use

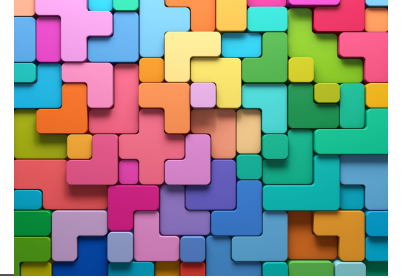
When using instructional materials, know the guidelines and permissions for use.

- Please discuss copyright and fair use guidelines with publishers before purchase.
- Follow district policies.
- Potential violations may include:
  - Reproducing pages in textbooks without publisher permission or watching videos without having a license.
  - Use of streaming services may violate individual contracts with service.



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# Where can I review copies of the materials?



Online—I.M. Website—<https://www.leonschools.net/Page/58952>

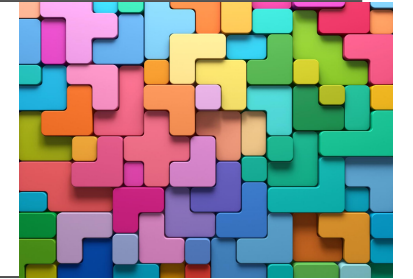
- Note: Public level of access to online materials is different from LCS employee access. The public cannot access full teacher's editions with answer keys, and therefore different access sub-pages are provided on the website.
- The LCS access level may be shared with any LCS employee. They will need to "request access" the first time they log on to the site and may have to provide LCS email credentials.

## Hard Copies (AKA Samples)

- Available at sites – note the list of materials for review on the main area of the adoption web page.
- Available at the Howell Building – please email to make an appointment OR arrive during business hours and check in at the front desk. Sample materials may not leave the building.



# Common Questions about site scoring



LCS site representatives should

**Provide** all necessary information to their colleagues with a stake in the instruction of science.

**Document** that you provided information and access to adoption options by sending an official email or recording the announcement via an agenda item. This will need to be turned in.

**Document** that feedback was collected from colleagues to assist you in providing your final scores. This could be documented as meeting notes with comments relevant to the adoption rubric, actual copies of the adoption rubric being completed by your colleagues, or by using duplicate links provided and asking for submission of feedback via your own forms (and you will submit the forms spreadsheet you receive as documentation).

WE ARE A REPUBLIC...

Only official site representatives will use the official scoring links provided.

You will be provided with electronic and paper forms of the LCS Science Adoption Rubric for scoring. After reviewing those comments, you, as the committee member will log your vote via Microsoft Form.

All documentation should be submitted to Kathleen Malloy.

