

# Leon County Schools

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K-12 Math Instructional Materials Adoption Committee 2022-2023

# Presenter: Susan Walden

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Professional Learning and  
Instructional Materials

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# Welcome!

## Objectives

- Create an orderly and transparent process for review and recommendation
- Develop a common understanding of "high quality" materials that are aligned to Florida's B.E.S.T. Standards
- View presentations on the materials from the FLDOE list of adopted material
- Provide opportunities for questions, discussion, and feedback throughout

**Note: Out of an abundance of caution, we are considering today as a "restart" to this process. A revamped timeline and directions recap will follow.**

# Who is on this committee?

LCS Math Teachers (2  
Reps from each  
district site/group)

Instructional Leaders  
and Coaches

Instructional Practice  
Experts

District-Based  
Representatives for  
Special Populations

- ESE, ELL, Gifted, Media Specialists, Title I

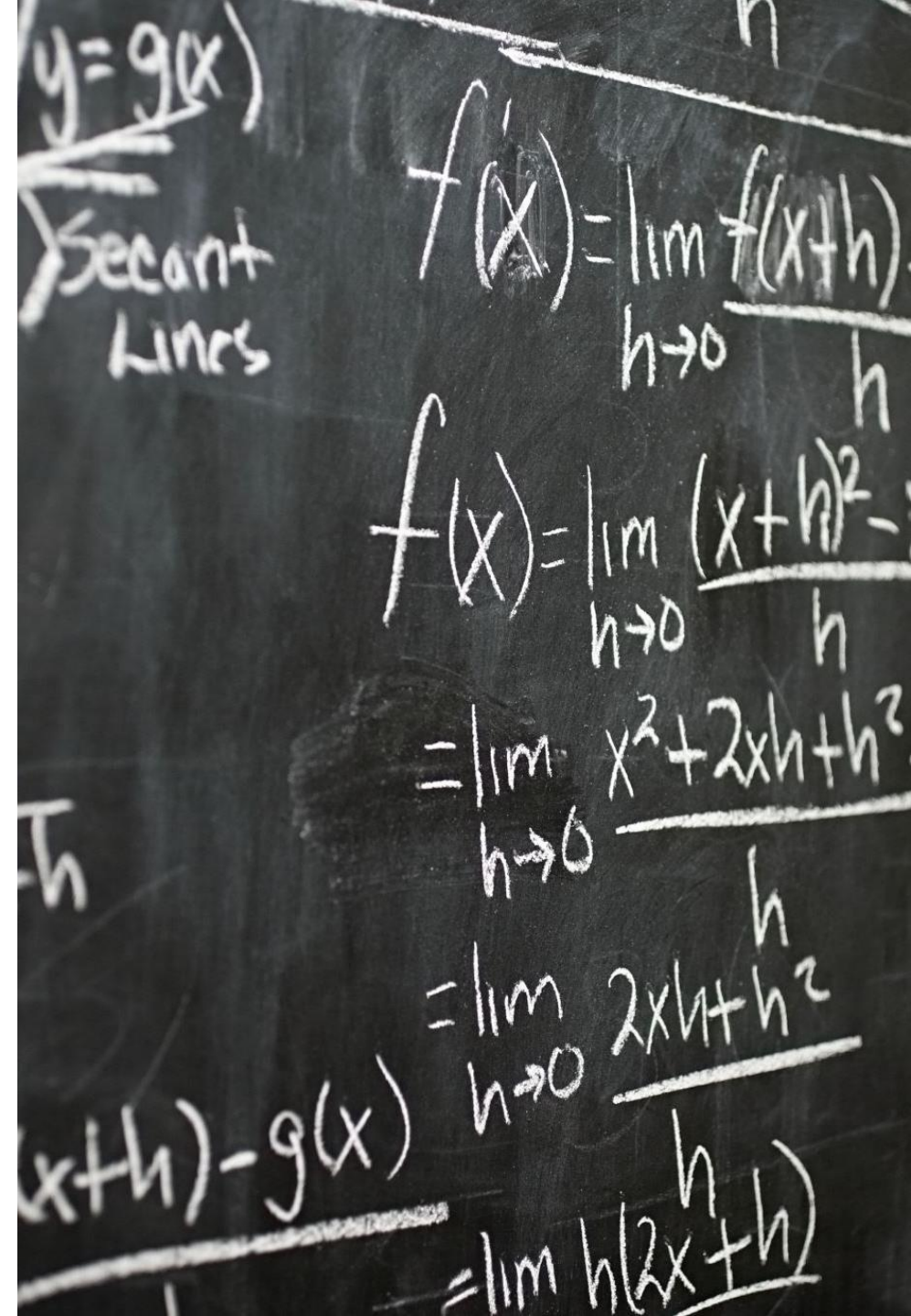
Parents and/or  
Community Members

- ESE, ELL, Gifted, Title I and Non-Title I, Elementary, Secondary

**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.**

# For which courses will we adopt?

- K-5 Math Courses
- 6-8 Math Courses
- Pre-Algebra
- Algebra 1 (Standard/Honors)
- Algebra 1A and 1B
- Algebra II (Standard/Honors)
- Geometry (Standard/Honors)
- Precalculus (Standard/Honors)
- Math for Data and Financial Literacy
- Probability and Statistics Honors
- Math for College Algebra



# What does it mean to "adopt?"

- **Textbooks should be reviewed for their alignment to the Florida-determined standards of performance (or benchmarks) that have been designated for a course.**
- **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.**
  - 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.
- **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.

# Committee Responsibilities

## Everyone

- Attend and Engage with All Sessions
- Disseminate information and learning in our various venues

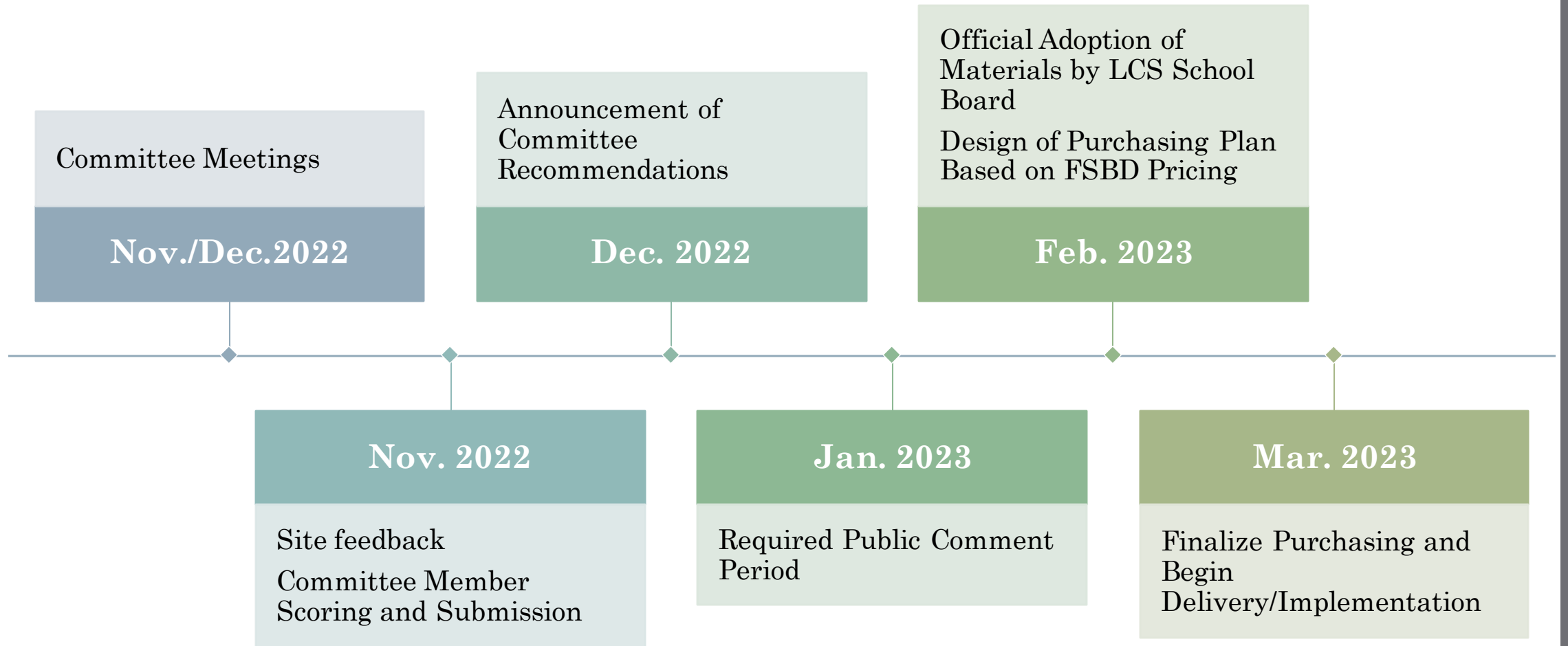
## Parent Members and Special Population Representatives

- Give careful consideration to how various materials will support your students
- Give careful consideration to how various materials will support our teachers in supporting your students

## Site-Appointed Representatives

- Inform colleagues at your sites
- Disseminate information and resource previews deliberately
- Collect site feedback and rubric scores and submit as evidence of process
  - Use "duplicate form" or other collection method provided after last meeting, distribute, and send results in with your final vote.
- Cast a representative rubric score based on feedback collected at site

# Process Overview





# Specific Dates and Meeting Details

- **On the evening of Monday, November 28, 2022, from 4:30-5:30 PM we will hold a meeting to discuss steps for review, using the adoption rubric, and submitting scores for your site.**
  - If you or any member of the public would like to attend the meeting in-person we will be setting up a viewing and participation room in the front conference area in the Howell Building.
  - As usual, you may securely share this zoom link or those for others with colleagues at your site.
  - This meeting has been publicly noticed on the LCS Homepage as well as on the Math Adoption web page.
- **On the evening of Tuesday, December 13 from 4:30-5:30 PM we will hold a meeting that will be discussion-oriented and will center on the findings you and your colleagues have made in reviews of the sample materials at your sites. We will also provide reminders regarding the scoring process as needed.**
  - If you decide that you would like to have time reserved to present or speak on a particular finding from your site or from your perspective in reviewing materials, please email to let me know by noon on Friday, December 9<sup>th</sup> and I will be sure to secure time for you on the agenda.
  - This meeting will be publicly noticed on the LCS home page and the Math Adoption page to provide sufficient notice for involvement from members of the public. As with the previous meeting, members of the public who wish to attend may do so by visiting the Howell Building conference room. There will be a virtual option as well.
- **On December 14<sup>th</sup> and 15<sup>th</sup> from 4:30-7:30, we will be broadcasting the pre-recorded sales presentations from our publishers for anyone who needs to or would like to see them. These meetings will also be publicly noticed, available via virtual attendance option, and have public viewing availability at the Howell Building.**
- **Final scoring of product rubrics will now be open until January 4, 2023, at 5pm. While rubric scoring links are available, we will not be able to receive submissions via MS Forms until after the November 28 meeting. Thank you for working with us on this timeline.**

**For anyone who has previously submitted or responded to the adoption rubrics, we will reach out to you before the rubric submission deadline to confirm there are no changes in scoring that need to be indicated.**

# Where can I review copies of the materials?

- **Online—I.M. Website**

- 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**

- 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 math.
  - 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 to receive stipends.
  - 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).
  - ***ONLY OFFICIAL SITE REPRESENTATIVES WILL USE THE OFFICIAL SCORING LINKS PROVIDED! SCORES PROVIDED FROM OTHER SITE REPS MAY BE DISCARDED IN FINAL CALCULATIONS.***
  - Documentation mentioned above should be submitted to Susan Walden ([waldens@leonschools.net](mailto:waldens@leonschools.net)) and Tonya Gerardi ([gerardit@leonschools.net](mailto:gerardit@leonschools.net)).

# Considerations for the ELL Review Lens

- ELLs are English Language Learners, or students whose primary home language and possible main spoken language is one other than English.
- Florida utilizes the World-Class Instructional Design and Assessment (WIDA) English Language Development ([ELD](#)) Standards and definitions of language proficiency.
- Big Ideas of WIDA ELD
  - Equity of Opportunity: Preparation for College, Careers, and Civic Livelihood
  - Academic Content is the Context for Language Learning
  - Collaboration Among Stakeholders
  - Purposeful Focus on Functional Language
- IM "Look-Fors" in ELL are embedded opportunities for language acquisition practice in visual, written, and spoken form

# Considerations for the Gifted Review Lens

- [FLDOE](#) defines gifted students as students who have superior intellectual development and are capable of high performance.
- The Elementary and Secondary Education Act defined giftedness as "*Students, children, or youth who give evidence of high achievement capability in areas such as intellectual, creative, artistic, or leadership capacity, or in specific academic fields, and who need services and activities not ordinarily provided by the school in order to fully develop those capabilities.*" ([National Association for Gifted Children](#))
- High-quality instructional routines and tasks for gifted students often incorporate multiple dimensions of student talent, multidisciplinary approaches to study, opportunities for leadership, independent investigation and inquiry opportunities, and accelerated materials. ([National Association for Gifted Children Standard 3: Curriculum Planning and Instruction](#)) High-quality instructional materials would provide these opportunities in an embedded manner rather than requiring the teacher to create original materials to fill the gap.

# Considerations for the ESE Review Lens

- Any student receiving educational services has a right to accessible instructional materials as needed to make meaningful educational progress under the Individuals with Disabilities Act (IDEA). Appropriate "look fors" in a textbook from an ESE review lens may include options for accommodations to address
  - Visual impairment related to text size, text style, coloration of text and materials, brightness and visibility, and clarity of organization.
  - Physical impairment related to the manipulation of materials including soft/hard copy weight, virtual format comparison, and size, shape, or form of manipulatives.
  - Cognitive disabilities including dyslexia, dysgraphia, significant comprehension deficits, or other reading-specific disabilities including the tools and features of the text that can be adjusted and how the teacher and student support materials allow for scaffolding, differentiation, and ready-made support for an array of student needs.
- The National Instructional Materials Accessibility Standard ([NIMAS](#)) provides the standard from the USDOE regarding accessible formatting of online materials. Section 508 also of the Rehabilitation Act of 1973 also speaks to necessary components for digital materials accessibility.

# ESE and Accessibility: The POUR Method of Materials Analysis

- **Perceivable**
  - Customizable display (text size, background colors)
  - Presentation alternatives for embedded media (transcripts, translations)
  - Response mechanism alternatives and presentation clarity (I.E. notation/note-taking versatility, mathematical notation support and accuracy in alternative displays)
- **Operable**
  - Flexible navigation
  - Flexible pacing
  - Limited flashing/busy visuals and content
  - Location supports within platforms and products
- **Understandable**
  - Appropriate language and visuals for all audiences
  - Multiple forms of feedback provided within platforms/content
  - Predictable and intuitive interactions in platforms and products
- **Robust**
  - Multiple Platform Compatibility
  - Plug-in Requirements/Copyright Blocking of Applications
  - Reporting Mechanism for Accessibility Issues

Where should I be focusing my attention for these groups as I work through the rubric?

Rubric Area: Logical Progression and Organization of Material

Rubric Area: Quality multimedia and online resources that make text connections to content more explicit

Rubric Area: Are ample resources provided to differentiate for ELLS, struggling readers, students with disabilities, and advanced learners?

Rubric Area: ESPECIALLY all areas in Teacher and Print Materials

**Let's take a look at the rubric!**  
**(Note: Official scores will be reported via MS Forms.)**



# Scoring Rubric

Likert Scale responses  
(from "no evidence" to  
"overwhelming evidence")

Four rubric focus  
areas: Content, Teacher  
Materials, Student  
Materials, Assessment

Reminder: Some basic  
criteria have already been  
assessed. These include  
meeting LCS technology  
specifications, alignment  
to the BEST standards.

# The Research on Instructional Materials and Our Schools

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Typical teacher "look-fors" in selecting materials: visual appeal, accuracy, alignment, depth of knowledge, support and ease of use, engagement and ability to meet student needs (Bugler et al., 2017).

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In anecdotal reports many district identify the same criteria as a priority in evaluating materials, but do not have a formalized process or set of evaluative criteria for evaluating materials that represents a unified vision for instruction (Bugler et al., 2017).

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There is very little clear correlation between the cost of instructional materials and their return on investment for student learning (Boser, 2015).

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Teacher pre-service preparation programs rarely provide explicit training on selecting curriculum or implementing curriculum using real-time examples (Crowe & Howard, 2020).

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Many teachers tend to view themselves as "developers" of curricula rather than "implementers" of curricula, but at a great cost to their time for other critical tasks related to instruction (Kaufman et al., 2020; Pondiscio, 2021).

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Selection and use of instructional materials can be an issue related to equity. For example, a 2018 national study from The New Teacher Project found that students of color were more likely to never receive an on-grade level assignment within the course of instruction even though the success rates for students of color and their counterparts in on-grade level work, when provided, were similar (TNTP, 2018).



[Florida's BEST Standards](#)



[Edreports.org](#)



[Evidence for](#)  
[ESSA](#) Research Reviews


Helpful  
Resources for  
Education on  
Instructional  
Materials

# Where can I go to get info on and reminders about this process?

- LCS Academic Services Website – On the Instructional Materials page, click the calculator icon in the upper-right hand corner.
- Email – Email Susan Walden ([waldens@leonschools.net](mailto:waldens@leonschools.net)) and copy assistant Tonya Gerardi – ([gerardit@leonschools.net](mailto:gerardit@leonschools.net)) for access and questions.

Edit Page

**Instructional Materials**  
LEON COUNTY SCHOOLS ACADEMIC SERVICES



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**General Information**

The instructional materials office oversees the adoption process and procurement of textbooks. Our mission is to ensure that students are provided high quality resources that enhance the learning environment.

**Notice to Publishers**

- To ensure a transparent adoption process and equitable access for all publishers, Leon County Schools is a **closed adoption** school district. During the adoption process, you are forbidden from visiting or contacting schools regarding any materials that are available for adoption. Should you have any business with employees regarding materials not up for adoption, permission from the Instructional Materials office is required prior to communication.

Click the icon below for more information on the Current Textbook Adoption Processes



Mathematics Adoption  
2022-2023

# References

Boser, U., Chingos, M., Straus, C. (2015). *The hidden value of curriculum reform: Do districts get the most bang for their curriculum buck?* Center for American Progress Report for Curriculum Matters. [CurriculumMatters-report.pdf \(americanprogress.org\)](#)

Bugler, D., Marple, S., Burr, E., Chen-Gaddini, M., Finkelstein, N. (2017). *How teachers judge the quality of instructional materials*. WestEd Brief on Selecting Instructional Materials 1: Quality. [How Teachers Judge the Quality of Instructional Materials \(edreports.org\)](#)

Crowe, E., Howard, S. (2020). Transforming Literacy Instruction in Teacher Preparation. Teacher Preparation Inspectorate-US White Paper. [https://static1.squarespace.com/static/595d250836e5d3bfdbd8d7b2/t/5f8208906902e96ff681372d/1602357431712/TPIWhitePaperPublication\\_0920.pdf](https://static1.squarespace.com/static/595d250836e5d3bfdbd8d7b2/t/5f8208906902e96ff681372d/1602357431712/TPIWhitePaperPublication_0920.pdf)

Kaufman, J., Doan, S., Tuma, A.P., Wang, E., Tosh, K., Stelitano, L., Woo, A., Lawrence, R. (2020). *American Instructional Resources Surveys (AIRS) 2020 Technical Documentation and Survey Results*. RAND Corporation. [American Instructional Resources Survey \(AIRS\) Project | RAND](#)

Pondiscio, R. (2021). The unexamined cost of teachers' time spent choosing instructional materials. Fordham Institute. [The unexamined cost of teachers' time spent choosing instructional materials | The Thomas B. Fordham Institute](#)

The New Teacher Project (TNTP). (2018). *The Opportunity Myth: What Students Can Show Us About How School is Letting Them Down—And How to Fix It*. [TNTP Opportunity-Myth Executive-Summary WEB.pdf](#)

Questions?