

Leon County Schools

Thank you for joining us!
Our meeting will begin at 4:30pm.

ELA Instructional Materials Adoption Committee 2021-2022

Presenter: Susan Walden

LCS Coordinator of
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

Who is on this committee?

Teachers of ELA

- K-2, 3-5, 6-12 from each site

Teachers of Reading

Instructional Leaders

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

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" provided after last meeting, distribute, and send results in with your final vote.
- Cast a representative rubric score based on feedback collected at site

ENGLISH LANGUAGE ARTS

INSTRUCTIONAL

MATERIALS

ADOPTION

The steps below provide an overview of the process used for selecting, recommending, and adopting instructional materials for ELA in the 2021-2022 Academic Year.

SUMMER 2021

- Publishing Company Contacts and Product Submissions
- District planning and research for selection and review process.

- Adoption Recommendation Committee assembled
- Adoption Process Training
- Publisher presentations and Q&A Sessions

OCTOBER 2021

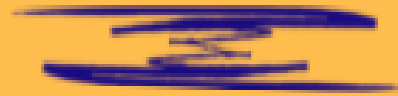
NOV./DEC . 2021

- Recommendation Committee Independent and Site Review
- Votes and commentary submitted to district staff.

Process

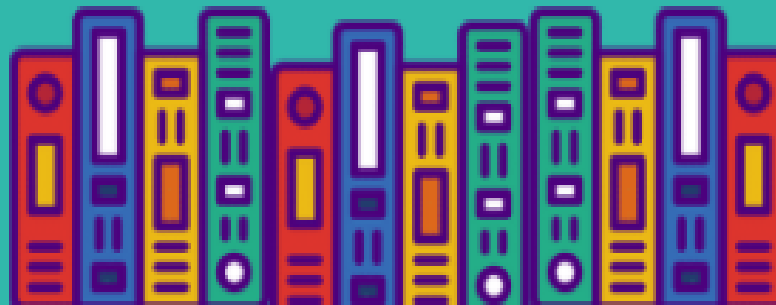
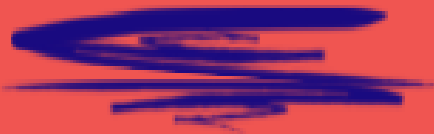
- Votes Totaled
- Commentary Q&A
- Recommendation Committee Selection Announcement
- Public Comment and Review Timeline

**JAN.
2022**



**FEB./MARCH
2022**

- Presentation to the LCS Board
- LCS Board Vote
- Adoption Information Provided to FLDOE.



Process

Important Process Notes

- **In the follow-up meeting for today, you will receive a form for questions and/or comments. We will set aside a few moment specifically to address these at the beginning of the next session (October 18th) or, if more appropriate, will include the question or comment in our discussion session that will be scheduled for November.**
- **If you would like to schedule a time for hard copies of preview materials to be brought to your campus to review, please be sure to indicate so in the comment form. We will contact you and your administration to schedule a visit for November or early December.**
- **When scores are provided on the online version at the end of the review process, each reviewer will certify that they have no financial involvement with or conflict of interest with the companies represented in this process.**
- If you are a consulting committee member, you will receive an email with the link to an online version of the rubric for each publisher to provide a score. This email will come within two business days of the October 21st meeting. All scores should be submitted by December 8, 2021.
- If you are a site representative committee member
 - Within two business days of our October 21st meeting, you will receive an email with a link to an online version of the rubric for each publisher for you and one for you to use to make a duplicate form to collect site feedback. The email will also contain links to video directions for this process.
 - You will first create your duplicate form and send it to all stakeholders in ELA on your campus to complete. You can provide these individuals with access to our website to preview materials and videos of our training sessions, and then they can complete their forms and send them back to you.
 - You will pull the spreadsheets of results from these forms and review. Then, after review and careful consideration, you will complete your own form via the voting link provided by our office.
 - Your vote will represent the "site" vote, but you will need to provide the data from your site surveys to ensure that an effort was made in good faith to represent the opinions expressed by others at the site.
 - All results will be due back to Susan Walden by December 8, 2021.

LEON COUNTY SCHOOLS DIVISION OF ACADEMIC SERVICES

Instructional Materials Adoption Committee for ELA

Schedule of Fall 2021 Meetings

- Training Session 1 - October 12th from 4:30-6:30PM
- Training Session 2 - October 18th from 4:30-5:30PM
- Publisher Presentation Session 1 - October 20th from 4:30-6:30PM
- Publisher Presentation Session 2 - October 21st from 4:30-6:30PM
- Questions, Feedback, Committee Commentary, and Review Session - TBA (Early November)

All meetings will be virtual. Zoom links will be sent to committee members via email in advance of the meeting times.



Future Events

*To schedule a school visit for review of hard copies of preview materials or a personal appointment to review them at the Howell Building, please make the request in the comment form distributed after tonight's meeting.

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

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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.
 - Reading impairments 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.

**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!**

Scoring Rubric

Likert Scale responses of 0-3 (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 Florida Standards,

[Florida Adopted Materials for ELA List from FLDOE](#)

The Research on Instructional Materials and Our Schools

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).

In anecdotal reports many districts 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).

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

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

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).

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

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/595d250836e5d3bfdbbd8d7b2/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](#)

Thank you!

- A follow-up email will be coming within 24 hours!
 - Form for comments, questions, feedback, and request for materials hard-copy previews
 - Links to next zoom meeting (October 18th, 4:30-5:30PM)