Agenda

- Welcome
- Approval of Minutes
- Roll Call
- Meeting Norms
- 9-12 Mathematics Overview and Criteria Training
- CTE Overview and Criteria Training
- Exceptional Children and English Learner Considerations
- Evaluation Platform Demonstration
- Invitation 2021 Update
- Textbook Evaluation Advisor Recruitment/Selection
- Next Steps/Q & A
- Closing
Meeting Norms

- **Be ready**
  - Ensure that your equipment is working
  - Join the meeting early to be sure you are connected appropriately

- **Mute yourself if you are not talking**
  - Prevent background noise

- **Be present**
  - Avoid texting and emailing during the meeting

- **Participate**
  - Identify yourself when you speak.
  - Comment and ask questions
Agenda

• Welcome
• Roll Call
• Approval of Minutes
• **9-12 Mathematics Overview and Criteria Training**
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• Closing
9-12 Mathematics
Overview and Criteria

March 19, 2021
NCDPI Mathematics Team
Ms. Beverly G. Vance, Section Chief
K-12 Mathematics/Science/STEM
Standards, Curriculum & Instruction Division

#1
• Back-story
  CCSS adopted 2010 and revised

#2
• New 4th Level Standards
  Adopted August, 2019
  Implementation 2020 - 2021

#3
Criteria Sheets
• Content
• Pedagogy
• Accessibility
Textbook Commission Meeting:
9-12 Mathematics Criteria Training

Back-story
CCSS adopted 2010 and revised
- Math 1-3, 2016
- K-8, 2017

#1

#2
- New Standards Adopted June, 2017 and implemented 2018 - 2019

#3
- Criteria Sheets
  - Content
  - Pedagogy
  - Accessibility
1. Back-story

NC Mathematics Writing Team

<table>
<thead>
<tr>
<th>Instructional Coaches</th>
<th>Curriculum Directors</th>
<th>Administrators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>Higher Ed</td>
<td>Accountability Staff</td>
</tr>
<tr>
<td>EC &amp; EL Curriculum Staff</td>
<td>School Readiness Staff</td>
<td>External Business Stakeholders</td>
</tr>
</tbody>
</table>
Textbook Commission Meeting: 9-12 Mathematics Criteria Training

#1
- Back-story
  - CCSS adopted 2010 and revised

#2
- New 4th Level Standards
  - Adopted August, 2019
  - Implementation 2020 - 2021

#3
- Criteria Sheets
  - Content
  - Pedagogy
  - Accessibility
2. New Standards: 4\textsuperscript{th} Level Mathematics

- Recommendations Approved by the SBE 2019
  - Revised Precalculus Standards
  - Revised Discrete Mathematics Standards that connect more closely to computer programming/coding; New standards – Discrete Mathematics for Computer Science
  - Created NC Math 4 Standards that build on NC Math 3

- Revised Bloom’s Taxonomy used to develop 4\textsuperscript{th} Level Math Standards

- New Standards documents include course description to assist with aligning the fourth course with the student’s post high school plans.

- Major Changes to Math 1, 2 & 3 Standards
Textbook Commission Meeting:
9-12 Mathematics Criteria Training

#1
- Back-story: CCSS adopted 2010 and revised

#2

#3
- Criteria Sheets:
  I. Content
  II. Pedagogy
  III. Accessibility

Textbook Commission Meeting:
9-12 Mathematics Criteria Training
3. Criteria Sheets

9-12 Mathematics Instructional Materials Review

Part I: Content

80% Alignment
Standards Documents

• 9-12 Standards Documents

• Standards Comparisons

• Major Revisions

• Unpacking Documents

• Vertical Progression Document
The Unpacking Documents

**Clarification**

- This standard asks for students to understand that unit ratios are any ratio in which one of the quantities being compared in the ratio has the value of 1. For ratios that compare two quantities, two unit ratios are possible to find, unless the ratio is 1:1.

**Example:** In the ratio of 50 dollar for 10 hours of work, the unit ratios are 1 dollar for 1/5 hour of work and 5 dollars for 1 hour of work.

It is important for students to understand that:
- Unit ratios are equivalent to the original ratio.
- Finding the unit ratios reveals the two rates.

These understandings allow students to interpret the unit ratio in context.

**Checking for Understanding**

Students should be able to find and interpret unit ratios in context.

**Example:** On a bicycle Jack can travel 20 miles in 4 hours. What are the unit ratios in this situation?

- **Solution:** In this drawing, we can see the two unit ratios, 5 miles in 1 hour and 1 mile in 1/5 hour. This could also be shown as a double number line.

**Example:** Find the unit ratios for 4 candy bars for 3 dollars.

- **Solution:** This student first created a visual representation based on a double number line.

For the first unit ratio, find how many candy bars for 1 dollar. This means we only need 1/3 of the 3 dollars. In order to keep equivalent ratios, break the candy bars into thirds. From this, 4/3 of a candy bar relates to 1 dollar.

For the second unit ratio, find how much 1 candy bar cost. This means that we only need 1/4 of the 4 candy bars. In order to keep equivalency, break the dollars into fourths (quarters). From this 1 candy bar cost 3/4 of a dollar.

**Example:** There are 240 students in the 6th grade with 12 teachers.

a) What are the unit ratios?

b) Explain the meaning of each unit ratio.

- **Solution:** As the numbers become too big for models, students can use the concepts from the models and apply to a ratio table.

When working with ratios, the focus is on multiplication. What is 12 multiplied by to get 1. This gives a scale factor that can be used on the other quantity, students. 12 \( \cdot \frac{1}{12} = 1 \) and 240 \( \cdot \frac{1}{12} = 20 \) which produces the unit ratio of 20 students to 1 teacher.

The same process can be used for the other unit ratio. 240 \( \cdot \frac{1}{240} = 1 \) and 12 \( \cdot \frac{1}{240} = \frac{1}{20} \) which produces a unit ratio of 1 student to 1/20 of a teacher.
## K-12 Standards Vertical Progression

### Major Strands of NC SCOS for K-12 Mathematics

<table>
<thead>
<tr>
<th>STRAND</th>
<th>GRADES/COURSE</th>
<th>Strand Abbreviations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counting and Cardinality</td>
<td>✓  ✓  ✓</td>
<td>CC</td>
</tr>
<tr>
<td>Operations and Algebraic Thinking</td>
<td>✓  ✓  ✓</td>
<td>OA</td>
</tr>
<tr>
<td>Number and Operations in Base Ten</td>
<td>✓  ✓  ✓</td>
<td>NBT</td>
</tr>
<tr>
<td>Number and Operations - Fractions</td>
<td>✓  ✓</td>
<td>NF</td>
</tr>
<tr>
<td>Measurement and Data</td>
<td>✓  ✓  ✓</td>
<td>MD</td>
</tr>
<tr>
<td>Geometry</td>
<td>✓  ✓  ✓</td>
<td>G</td>
</tr>
<tr>
<td>Ratio and Proportional Relationships</td>
<td>✓  ✓  ✓</td>
<td>RP</td>
</tr>
<tr>
<td>The Number System</td>
<td>✓  ✓</td>
<td>NS</td>
</tr>
<tr>
<td>Expressions and Equations</td>
<td>✓  ✓</td>
<td>EE</td>
</tr>
<tr>
<td>Statistics and Probability</td>
<td>✓  ✓  ✓</td>
<td>SP</td>
</tr>
<tr>
<td>Functions</td>
<td>✓  ✓  ✓</td>
<td>F</td>
</tr>
<tr>
<td>Number and Quantity</td>
<td>✓  ✓  ✓</td>
<td>N</td>
</tr>
<tr>
<td>Algebra</td>
<td>✓  ✓  ✓</td>
<td>A</td>
</tr>
<tr>
<td>Number and Quantity</td>
<td>✓  ✓</td>
<td>N</td>
</tr>
<tr>
<td>Algebra and Functions</td>
<td>✓  ✓</td>
<td>AF</td>
</tr>
<tr>
<td>Statistics and Probability</td>
<td>✓  ✓</td>
<td>SP</td>
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<td>Number and Quantity</td>
<td>✓  ✓</td>
<td>N</td>
</tr>
<tr>
<td>Functions</td>
<td>✓  ✓</td>
<td>F</td>
</tr>
<tr>
<td>Statistics &amp; Probability</td>
<td>✓  ✓</td>
<td>SP</td>
</tr>
<tr>
<td>Graph Theory</td>
<td>✓  ✓</td>
<td>GT</td>
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<tr>
<td>Logic</td>
<td>✓</td>
<td>L</td>
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<tr>
<td>Number and Quantity</td>
<td>✓  ✓</td>
<td>N</td>
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<tr>
<td>Algebra</td>
<td>✓  ✓</td>
<td>A</td>
</tr>
<tr>
<td>Functions</td>
<td>✓  ✓</td>
<td>F</td>
</tr>
</tbody>
</table>

*New Strand*
3. Criteria Sheets

9-12 Mathematics Instructional Materials Review

Part II: Pedagogy

If three (3) criteria are answered no in Part II, do not complete parts III and IV.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A.</td>
<td>There is an appropriate balance of skill development, conceptual understanding, and mathematical practices.</td>
</tr>
<tr>
<td>B.</td>
<td>Mathematical concepts are connected and interwoven across strands instead of studied in isolation.</td>
</tr>
<tr>
<td>C.</td>
<td>Mathematical concepts are presented in depth and with increasing sophistication across grades.</td>
</tr>
<tr>
<td>D.</td>
<td>Materials have contextual problems that engage students and give rise to further exploration of mathematical concepts and include strategies and activities that are engaging and provide real world, relevant connections.</td>
</tr>
<tr>
<td>E.</td>
<td>Instructional materials help teachers create a classroom that encourages high expectations for all students.</td>
</tr>
</tbody>
</table>
Instructional Materials Review Criteria Sheet: Mathematics 9-12

K-12 Mathematics Google Site
This hub houses the repositories, communications, and recommended resources related to the implementation of the North Carolina Mathematics Standard Course of Study (NCSCCOS). NCDPI provides training for LEA teams on the appropriate use of the Tools & Resources.
### Major Strands of NC Standard Course of Study for K-12 Mathematics

<table>
<thead>
<tr>
<th>STRAND</th>
<th>GRADES/COURSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counting and Cardinality</td>
<td>K 1 2 3 4 5 6 7 M1 M2 M3 M4 DCS PC</td>
</tr>
<tr>
<td>Operations and Algebraic Thinking</td>
<td></td>
</tr>
<tr>
<td>Number and Operations in Base Ten</td>
<td></td>
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<tr>
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<td></td>
</tr>
<tr>
<td>Functions</td>
<td></td>
</tr>
<tr>
<td>Number and Quantity</td>
<td></td>
</tr>
<tr>
<td>Algebra</td>
<td></td>
</tr>
</tbody>
</table>


*New Strand*
3. Criteria Sheets

9-12 Mathematics Instructional Materials Review

Part III: Accessibility

A. Accuracy

1. Material is error-free, current, uses correct grammar, spelling, and sentence structure. (This includes text, maps, charts, timelines, demographics, statistics, photos, etc....)

2. Material is presented factually and objectively, representing a balance of cultural, ethnic, racial, and handicapped groups. (This includes text, photos, graphics, etc.).
What do we look for as Elements of Effective Mathematics Instruction?

- Accurate and error free
- Motivation
- Eliciting students’ prior knowledge
- Intellectual engagement
- Early use of Modeling and moves to Algorithms
- Reasoning and Sense-making via the Standards for Mathematical Practices
Mathematics Education: EC Evaluation

Appropriateness, Scope, and Resources

<table>
<thead>
<tr>
<th>Appropriateness, Scope, and Resources</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Content provides for grade appropriate, yet varied cognitive levels, ability, and learning styles</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Content provides for relevancy, linking prior knowledge, and active student engagement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Materials provide for a variety of exercises, reviews, assessments, and performance tasks, which provide opportunities for students to collect, organize, interpret, and evaluate information critically and creatively in a variety of formats</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Text and layout in level appropriate, including font, color, spacing legibility, photos, graphics, and captioning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Material includes necessary guides such as table of contents, glossary (English &amp; Spanish), index, indexes, atlas, dictionary/thesaurus, bibliography/footnotes, core and core references, web sites, literature lists, and support agencies etc.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Key concepts, skills, vocabulary are identified, developed, reviewed, and reinforced</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Adequate teacher resources, which include suggestions for remediation, assessment, extension of learning, integration, feedback, and review</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Materials should include summary of material contents, provide instruction and/or behavioral objectives, supplemental or background information and any key vocabulary</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Materials should be well organized, easy to use, comprehensive, durable and reasonably sized, with sufficient material for student use</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Resource should accommodate the needs of both a first year teacher and the veteran teacher.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Technology should meet all criteria for accuracy, appropriateness, and scope. It should be easy to navigate and visually appealing. Teacher materials should also meet the criteria of the teacher resources. If student access is allowed, a live/record feature should be included.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Keeping in mind the needs of EC students and their teachers, please give specifics to support both the yes and no responses to the above.

Documentation for yes and no responses above:
Mathematics Education: EL Evaluation

Appropriateness, Scope, and Resources
Questions or Comments
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NC Textbook Commission Meeting

Career and Technical Education

April 23, 2021
Overview of Standards and Criteria

- Agricultural Education
- Business, Finance, and Marketing Education
- Career Development
- Computer Science and Information Technology Education
- Family and Consumer Sciences Education
- Health Science Education
- Trade, Technology, Engineering, and Industrial Education
Agricultural Education Pathways

- Animal Science
- Equine Science
- Natural Resources
- Plant Systems
- Power, Structural & Technical Systems
- Sustainable Agriculture Production
Business, Finance, and Marketing Education

- Accounting
- Entrepreneurship
- Financial Planning
- General Management
- Marketing Management
- NAF Academy of Finance
- Project Management
- Sales
- Sports & Entertainment Marketing
- SREB AC Career Pathway - Informatics
- Travel & Tourism
Computer Science and Information Technology Education

- Adobe Academy
- AP Computer Science
- Cisco Network Engineering
- Computer Engineering
- Computer Science Principles
- Digital Design and Animation
- Game Art Design
- NAF Academy of Information Technology
- Network Administration
- Network Security
- Python Programming
- SAS Programming
Family and Consumer Sciences Education

- Apparel and Textile Production
- Counseling and Mental Health
- Culinary Arts Applications
- Culinary Arts Internship
- Early Childhood Development & Services
- Food & Nutrition

- Food Products & Processing Systems
- Interior Design
- NAF Academy of Hospitality and Tourism
- Teaching/Training
Health Science Education

- Biomedical Technology
- Healthcare Professional
- PLTW Biotechnology Research & Development
- SREB AC Career Pathway - Health Informatics
Trade, Technology, Engineering, and Industrial Education

- Advanced Manufacturing
- Automotive Services
- Carpentry
- Collision Repair
- Drafting Architectural
- Drafting Engineering

- Drone Technology
- Electrical Trades
- Emergency Management
- Emergency Medical Technology
- Firefighter Technology
- HVAC/R
Trade, Technology, Engineering, and Industrial Education continued

- Law and Justice
- Masonry
- Metals Manufacturing
- PLTW Engineering
- Plumbing
- Public Safety

- SREB AC Career Pathway - Automated Materials Joining
- SREB AC Career Pathway - Aerospace Engineering
- SREB AC Career Pathway - Clean Energy Technology
- SREB AC Career Pathway - Energy and Power
- SREB AC Career Pathway - Global Logistics & Supply Chain Management
- SREB AC Career Pathway - Innovations in Science and Technology
Trade, Technology, Engineering, and Industrial Education continued

- SREB AC Career Pathway - Integrated Production Technologies
- Technology Engineering and Design
- Welding
- Woodworking
New Course Management System (CMS) - Main page

Essential Standards and Course Inventory

NC Clusters/Career Pathways (CP) Guide (2020-21)

2020-21 Essential Standards and Course Inventory (current academic year)

2021-22 Essential Standards and Course Inventory (next academic year)

NC Careers

Select a course by:  ○ Course  ○ Credential  ○ Pathway  ○ Career

Start typing a course name or code into the box below. Select the desired course when it appears in the list.

Select a Course:  

Course Information  Course Standards  Career Pathways  Reset
# NC Career Pathways

<table>
<thead>
<tr>
<th>Agriculture, Food, &amp; Natural Resources (AGNR)</th>
<th>Architecture &amp; Construction (ARCH)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Animal Science (ANSC)</td>
<td>Carpentry (CARP)</td>
</tr>
<tr>
<td>Equine Science (EQSC)</td>
<td>Drafting Architectural (DRFA)</td>
</tr>
<tr>
<td>Food Products and Processing Systems (FPPR)</td>
<td>Electrical Trades (ELTR)</td>
</tr>
<tr>
<td>Natural Resources (NARE)</td>
<td>HVAC/R (HVAC)</td>
</tr>
<tr>
<td>Plant Systems (PLSV)</td>
<td>Interior Design (INDE)</td>
</tr>
<tr>
<td>Power, Structural, and Technical Systems (PSTE)</td>
<td>Masonry (MASO)</td>
</tr>
<tr>
<td>Sustainable Agriculture (SUAG)</td>
<td>Plumbing (PLUM)</td>
</tr>
</tbody>
</table>
Pathway Example

<table>
<thead>
<tr>
<th>Pathway Example: Python Programming Career Pathway (PYPR)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Middle Grades Exploration</strong></td>
</tr>
<tr>
<td>BU012YA Computer Science Discoveries I</td>
</tr>
<tr>
<td>BU012YB Computer Science Discoveries II</td>
</tr>
<tr>
<td>BU012YC Computer Science Discoveries III</td>
</tr>
<tr>
<td>BU022YA Minecraft Coding - Introductory</td>
</tr>
<tr>
<td>BU022YB Minecraft Coding - Intermediate</td>
</tr>
<tr>
<td>BU022YC Minecraft Coding - Advanced</td>
</tr>
<tr>
<td>BU102YA Keyboarding and Basic Word Processing</td>
</tr>
<tr>
<td>BU102YB Introduction to Office Productivity</td>
</tr>
<tr>
<td>BU102YC Office Productivity Applications BU102YD Digital Literacy</td>
</tr>
<tr>
<td>CC582YA Exploring Personal Characteristics and Careers</td>
</tr>
<tr>
<td>CC582YB Exploring Careers and Employment</td>
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<td><strong>Foundational Prerequisite</strong></td>
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<td>BP14 Python Programming I</td>
</tr>
<tr>
<td><strong>Prerequisite</strong></td>
</tr>
<tr>
<td>BP16 Python Programming II</td>
</tr>
<tr>
<td><strong>Concentrator</strong></td>
</tr>
<tr>
<td>2A02 AP Computer Science OR</td>
</tr>
<tr>
<td>WB41 CTE Advanced Studies INFO OR</td>
</tr>
<tr>
<td>WB42 CTE Apprenticeship INFO OR</td>
</tr>
<tr>
<td>WB43 CTE Internship INFO</td>
</tr>
<tr>
<td><strong>Supplemental Employability Skills Courses</strong></td>
</tr>
<tr>
<td>BM10 Microsoft Word and PowerPoint</td>
</tr>
<tr>
<td>CC45 Career Management</td>
</tr>
<tr>
<td>CI00 IB Personal and Professional Skills</td>
</tr>
<tr>
<td><strong>Supplemental Technical Courses</strong></td>
</tr>
<tr>
<td>B12 CompTIA IT Fundamentals</td>
</tr>
<tr>
<td>B10 Foundations of Information Technology</td>
</tr>
<tr>
<td>B05 IE Information Technology in a Global Society</td>
</tr>
<tr>
<td>BFO1 Introduction to Computer Science</td>
</tr>
<tr>
<td>BM20 Microsoft Excel</td>
</tr>
<tr>
<td>BM40 Microsoft Access</td>
</tr>
<tr>
<td>BL53 App Development with Swift</td>
</tr>
<tr>
<td><strong>Career &amp; College Promise</strong></td>
</tr>
<tr>
<td>Approved Career &amp; College Promise Career Technical Education Pathway</td>
</tr>
</tbody>
</table>
| **Intracurricular Career and Technical Student Organizations:** Future Business Leaders of America (FBLA)
Essential Standards
Proof of Learning
Criteria Sheets
New Course Management System (CMS) - Main page

Essential Standards and Course Inventory

NC Clusters/Career Pathways (CP) Guide (2020-21)

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- Course  
- Credential  
- Pathway  
- Career

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Select a Course: ____________________________

[ ] Course Information  [ ] Course Standards  [ ] Career Pathways  [ ] Reset

https://center.ncsu.edu/ncte-cms/index.php
Essential Standards: Course Acquisition

- Business and Industry Representatives
- Consortium
- Program Teachers
- Post-secondary Educators
- Consultant
- Credentialing Entity
- Other DPI Divisions
- CTE DPI Leadership
- Agency
Essential Standards Sample

HVAC/R I
Course Number: IL55
Recommended Maximum Enrollment: 20
Hours of Instruction: 135 (block) 150 (regular)
Prerequisite: IC00 Construction Core
Aligned Career Technical Student Organization: SkillsUSA
Aligned Industry Credential: NC NCCER HVAC Level I
Description: This course is designed for students to develop basic HVAC terminology and technical aspects of HVAC with emphasis on the development of introductory skills to include Intro to HVAC, Trade Mathematics, Basic Electricity, Intro to Heating, Intro to Cooling, Intro to Air Distribution Systems, Basic Copper and Plastic Piping Practices, Soldering and Brazing, and Basic Carbon Steel Piping Practices. English language arts and mathematics are reinforced. *Due to potentially hazardous processes and equipment a maximum enrollment of 20 is recommended.

<table>
<thead>
<tr>
<th>Work-based Learning Opportunities appropriate for this course include:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apprenticeship</td>
</tr>
<tr>
<td>Business and Industry Field Trip</td>
</tr>
<tr>
<td>Cooperative Education</td>
</tr>
<tr>
<td>Entrepreneurial Experiences</td>
</tr>
<tr>
<td>Internship</td>
</tr>
</tbody>
</table>

**Work-based Learning descriptions can be found on page 3.**
New Course Management System (CMS) - Main page

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Select a Course:  

Course Information  Course Standards  Career Pathways  Reset
# Course Standards

<table>
<thead>
<tr>
<th>Standard/Objective</th>
<th>Course Weight</th>
<th>RBT Designation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.00 Understand Python language basics.</td>
<td>42%</td>
<td>B2 Conceptual Knowledge - Understand</td>
</tr>
<tr>
<td>1.01 Python and Jupyter Basics</td>
<td>11%</td>
<td>B2 Conceptual Knowledge - Understand</td>
</tr>
<tr>
<td>1.02 Functions</td>
<td>11%</td>
<td>B2 Conceptual Knowledge - Understand</td>
</tr>
<tr>
<td>1.03 Conditionals</td>
<td>10%</td>
<td>B2 Conceptual Knowledge - Understand</td>
</tr>
<tr>
<td>1.04 Nesting and Loops</td>
<td>10%</td>
<td>B2 Conceptual Knowledge - Understand</td>
</tr>
<tr>
<td>2.00 Understand Python data structures.</td>
<td>29%</td>
<td>B2 Conceptual Knowledge - Understand</td>
</tr>
<tr>
<td>2.01 Sequence Indexes</td>
<td>8%</td>
<td>B2 Conceptual Knowledge - Understand</td>
</tr>
<tr>
<td>2.02 Sequence Manipulation</td>
<td>7%</td>
<td>B2 Conceptual Knowledge - Understand</td>
</tr>
<tr>
<td>2.03 Sequence Iteration</td>
<td>7%</td>
<td>B2 Conceptual Knowledge - Understand</td>
</tr>
<tr>
<td>2.04 Working with Files</td>
<td>7%</td>
<td>B2 Conceptual Knowledge - Understand</td>
</tr>
<tr>
<td>3.00 Understand how to use Python to develop sustainable code.</td>
<td>29%</td>
<td>C4 Procedural Knowledge - Analyze</td>
</tr>
<tr>
<td>3.01 Python Modules</td>
<td>8%</td>
<td>C4 Procedural Knowledge - Analyze</td>
</tr>
</tbody>
</table>
Essential Standards: Course Acquisition continued

- Course User Guide
  - Blueprint
  - Essential Employability Skills
- Instructional Material
  - Curriculum Guide
  - Online Platform (external)
Essential Standards

Proof of Learning

Criteria Sheets
Proof of Learning

A Proof of Learning is one of the following:

- **Credential** that covers at least 80% of the curriculum
- CTE State Assessment
- Performance-based Measurement
- Local
### Proof of Learning

<table>
<thead>
<tr>
<th>Program Area</th>
<th>Course Code</th>
<th>Course</th>
<th>Status</th>
<th>Proof of Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>AG</td>
<td>AA41</td>
<td>Veterinary Assisting I</td>
<td>Standard</td>
<td>Credential</td>
</tr>
<tr>
<td>BFM</td>
<td>MM51</td>
<td>Marketing</td>
<td>Standard</td>
<td>PBM</td>
</tr>
<tr>
<td>CSIT</td>
<td>BN20</td>
<td>Network Administration I</td>
<td>Pilot</td>
<td>Local</td>
</tr>
<tr>
<td>FCS</td>
<td>FH13</td>
<td>Culinary Arts and Hospitality III</td>
<td>Standard</td>
<td>Credential</td>
</tr>
<tr>
<td>FCS</td>
<td>FE21</td>
<td>Teaching as a Profession I</td>
<td>Pilot</td>
<td>Local</td>
</tr>
<tr>
<td>HS</td>
<td>HU42</td>
<td>Health Sciences II</td>
<td>Field Test</td>
<td>CTE State Assessment</td>
</tr>
</tbody>
</table>
Essential Standards

Proof of Learning

Criteria Sheets: courses or program
Criteria Sheets - Part I Content

Instructional Materials Review Criteria Sheet – Career and Technical Education
Program Area or Career Pathway(s): Career and Technical Education

INSTRUCTIONAL MATERIALS TITLE ____________________________ BID NO. ________________

PUBLISHER ____________________________ COPYRIGHT DATE ____________

AUTHOR(S) ____________________________ ISBN ____________

ADVISOR ____________ TEXTBOOK COMMISSION MEMBER ____________ MEMBER’S SBE DISTRICT ____________

Indicate Appropriate Course: ______ ID00 Construction Core ______ IL55 HVAC/R I
________ ID11 Masonry I ______ IL56 HVAC/R II
________ ID41 Electrical Trades I ______ IL57 HVAC/R III
________ ID42 Electrical Trades II ______ IL58 Plumbing I
________ ID43 Electrical Trades III ______ IL59 Plumbing II
________ ID61 Drafting I ______ IL60 Plumbing III
________ ID62 Drafting II - Architectural
________ ID63 Drafting III - Architectural

Answer yes to indicate the materials meet the criteria or no to indicate the materials do not meet the criteria. Explain your responses. Be sure to cite specific page numbers, textual references as well as specific standards.

PART I: CONTENT
Compatibility with the North Carolina Career and Technical Education Essential Standards
In accordance with State Board Policy TEXT-001, all items in Part I must be marked “yes” in order for the submission to be recommended. If all criteria for Part I are not marked “yes” do not complete Parts II, III, and IV.

<table>
<thead>
<tr>
<th>Part I: Content</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Materials present the main concepts that support a minimum of 50% of the instructional indicators or objectives for the course.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Content, methodology, instructional levels, and teaching strategies are consistent with the course indicators or objectives.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C. Content reflects the drone industry requirements needed to meet Federal, state, and local requirements. ID11: FAA 14 CFR Part 107</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D. Content provides professional skills needed in the specific drone industry criteria.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Documentation for Part I CONTENT</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

PUBLIC SCHOOLS OF NORTH CAROLINA
State Board of Education | Department of Public Instruction
Standards Documents

Course Management System (CMS)

<table>
<thead>
<tr>
<th>Standard/Objective</th>
<th>Course Weight</th>
<th>RTT Designation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.00 Medical Terminology in Therapeutic Service Careers</td>
<td>-</td>
<td>A1 Factt Knowledge - Remember</td>
</tr>
<tr>
<td>1.01 Remember prefixes related to therapeutic services</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>1.02 Remember roots related to therapeutic services</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>1.03 Remember suffixes related to therapeutic services</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

Curriculum Guide

Exploring Healthcare
Medical Terminology in Therapeutic Service Careers

PUBLIC SCHOOLS OF NORTH CAROLINA
State Board of Education | Department of Public Instruction
Standards Documents continued

Moodle PLC

ME12 Entrepreneurship II Inherently Honors and Credentials: Concepts of Entrepreneurship & Management or Venture Entrepreneurial Expedition or Entrepreneurship and Small Business (ESB) Certification Exam

Instructional Partner Online Platform

Curriculum / Instruction
- Action Briefs (Trends)
- Course Guides
- Curriculum Builder (online)
- LAP Modules
- MBA Learning Center (online)
- Program-of-Study Kits
- Rubrics
- Speaker Materials - Conclave
## Criteria Sheets-Part II: Pedagogy

### PART II PEDAGOGY

<table>
<thead>
<tr>
<th>Program Area or Career Pathway(s)</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Materials include a variety of activities for multiple teaching and learning styles.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Materials include optional capstone activities.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C. Content supports integration of CTSO activities.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D. Content includes 21st century skills.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>E. Content supports work-based learning.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>F. Content supports career and college opportunities.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Documentation for Part II PEDAGOGY
## Part III: Accessibility

<table>
<thead>
<tr>
<th>A. Accuracy</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Information is error-free and current.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Materials model correct use of grammar, spelling, and sentence structure.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Materials represent a balance of cultural, ethnic, racial, gender, and individuals with disabilities.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Information is presented factually and objectively in context.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Pictures, photographs, and illustrations are bias-free and non-stereotypical.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Maps, charts, timelines, demographics, and statistics are current.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Part IV TECHNOLOGY *(If applicable.)*

<table>
<thead>
<tr>
<th>Technology-based materials (requiring the use of electronic materials)</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Accuracy</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Information is error-free and current.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. There is an objective, balanced presentation of content.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Correct use of grammar, spelling, and sentence structure is present.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Links to related websites and resources provide relevant, authentic, and appropriate content.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Accurate and authoritative information is provided.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>B. Appropriateness</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Concepts, activities, and vocabulary in student activities are relevant to students' abilities.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Information is relevant to the North Carolina Standard Course of Study and Essential Standards.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Questions or Comments
Agenda

- Welcome
- Roll Call
- Approval of Minutes
- 9-12 Mathematics Overview and Criteria
- CTE Overview and Criteria
- Exceptional Children and English Learner Considerations
- Evaluation Platform Demonstration
- Invitation 2021 Update
- Textbook Evaluation Advisor Recruitment/Selection
- Next Steps/Q & A
- Closing
Exceptional Children (EC) and English as a Second Language (ESL)
Exceptional Children (EC) Considerations

Beverly Colwell
Beverly.Colwell@dpi.nc.gov
Educational Consultant
Exceptional Children Division
EC Areas of Eligibility

- Autism Spectrum Disorder
- Deaf-Blindness
- Deafness
- Developmental Delay
- Emotional Disability
- Hearing Impairment
- Intellectual Disability
- Multiple Disabilities
- Orthopedic Impairment
- Other Health Impairment
- Specific Learning Disability
- Speech or Language Impairment
- Traumatic Brain Injury
- Visual Impairment
EC Federal Requirements

• Federal policy mandates that Students With Disabilities (SWD) receive instruction with their nondisabled peers to the fullest extent possible; 99% of EC students are instructed in and assessed on the same standards as their grade level peers and therefore require access to grade level textbooks.
EC Federal Requirements

- Students with the most significant cognitive disabilities or 1% of the EC student population are instructed in and assessed on modified grade level standards; they also require access to grade level textbooks.
EC Federal Requirements

• Students may require instructional accommodations to fully participate in the general education setting; considerations for accommodations must be based on the individual needs of each student and documented in the student’s Individualized Education Program (IEP).
English Learner (EL) Considerations

Marshall Foster
Marshall.Foster@dpinc.gov
Education Consultant
K-12 Standards, Curriculum, and Instruction Division
EL Federal Requirements

Meaningful participation in educational programs and services is guaranteed by law (Office of Civil Rights).

“To help ensure that English learners, including immigrant children and youth, attain English language proficiency and meet the same standards that all children are expected to meet” (Section 3102(1), Title III of the Every Student Succeeds Act (ESSA)).
English Learners in NC

- Top 5 languages: Spanish, Arabic, Chinese, Vietnamese, and Hindi/Urdu
- 2020 EL Headcount: 124,00
- All 115 LEAs, 182 Charter Schools, and 4 Special NC Schools all with at least 1 EL.
- ELs:
  - 70% of ELs are born in the U.S.
  - 30% Immigrants and Recently Arrived
English Language Development (ELD) Standards

Language & Content

- **Language proficiency** involves the **language** associated with the content areas.

- **Content knowledge** reflects the declarative (what) and procedural knowledge (how) associated with the **content**.
Standards

**ELD**
- Academic language development
- Language-based
- Reflective of the varying stages of second language acquisition
- Representative of social and academic language contexts

**State Content**
- Academic achievement
- Content-based
- Reflective of conceptual development
- Representative of the school’s academic curriculum
EC and ESL Differences

**EC**
- Specially Designed Instruction
- Alternate formats to meet needs of student’s disability (vision, hearing, intellectual)

**ESL**
- Native language support
Universal Design for Learning

Questions to Consider for ALL students:

Do the textbooks and materials enable educators to offer flexible learning opportunities through multiple means of engagement, representation, and action & expression?

Are there suggestions for strategies to remediate, enhance, reinforce concepts?
Language Access

Textbooks should support language access by:

- Including a variety of linguistic supports
- Focusing on key vocabulary and language functions
- Providing opportunities for the use of visuals and technology
- Promoting building background knowledge
- Promoting oral language development associated with the content areas
- **EL**: Including native language support (when possible)
Content Access & Accommodations

Textbooks should support the use of accommodations/modifications to enhance content knowledge by using:

- Realia (concrete objects), manipulatives and hands-on materials
- Modeling
- Graphic Organizers/Advance Organizers
- Technology
Content Access & Accommodations

Textbooks should support the use of accommodations/modifications to enhance content knowledge by using:

- Differentiated Instruction
- Authentic Assessment Tools
- **EC**: Specially Designed Instruction
- **EC**: Alternate formats (easily adaptable to meet the needs of a variety of disability areas such as vision, hearing, and cognitive disabilities)
Access and Accessibility Tools

Textbooks should support instructional strategies by promoting:

• Activation of and bridging prior knowledge and/or experience
• Access to authentic texts
• Metacognitive development
• Higher order thinking skills
• Contextualization
• Building schema to enhance understanding
• Linguistic modality integration (listening, speaking, reading, and writing)
Differentiation for all learners

- **Content:** Knowledge, skills students are learning

- **Process:** Vary the learning activities: flexible grouping, graphic organizers, diagrams, charts, maps

- **Product:** Vary complexity of the assignment/product

- **Environment:** Classroom setting, location, space, materials
Cultural Diversity

Textbooks should support cultural diversity in the following areas:

• Register
• Genre/Text type
• Topic
• Task/Situation
• Participants’ identities and social roles
EC Evaluation Criteria

- 11 items in a “yes” or “no” format to be considered for EC during the textbook selection process

- Space to document specific support for the “yes” or “no” responses
EC Evaluation Criteria

• Content:
  – Grade appropriate, varied cognitive levels, abilities, and learning styles
  – Relevant, linking to prior knowledge, active student engagement
  – Key concepts, skills, vocabulary are identified, developed, reviewed, and reinforced
EC Evaluation Criteria

• **Materials:**
  – Include a variety of exercises, reviews, assessments, performance tasks
  – Provide opportunities for students to collect, organize, interpret and evaluate information
  – Include summary of content, instruction, and objectives, supplemental or background information
  – Include guides, such as contents, glossary, dictionary, bibliography/footnotes, references, websites, literature links, support agencies
  – Include sufficient material, well organized, easy to use, comprehensive, durable and reasonably sized
EC Evaluation Criteria

Materials:
You will note that math particularly requests materials that:

• promote opportunities for two-way and in-depth student discourse about math; not just procedures
• include examples that foster in-depth understanding of math that are clearly evident throughout
EC Evaluation Criteria

• **Resources:**
  – Should accommodate first year and veteran teachers

• **Text:**
  – should contain appropriate font, color, spacing, legibility, photos, graphics, and captioning

• **Technology:**
  – Student text and teacher resources should meet criteria for accuracy, appropriateness, and scope
EC Resources

• EC Disability Resources

• Specially Designed Instruction (SDI)

• cast.org

• Differentiated Instruction Resources

• Considerations for Accessible Textbooks
EL Evaluation Criteria

12 Items to rate “yes” or “no” for meeting the criteria.

Support for each response considering the linguistic needs of ELs
EL Evaluation Criteria

• **Content:**
  - Grade appropriate, varied cognitive levels, abilities, and learning styles
  - Relevant, linking to prior knowledge, active student engagement
  - Key concepts, skills, vocabulary are identified, developed, reviewed, and reinforced
EL Evaluation Criteria

• **Materials:**
  - Include both print and digital resources
  - Consider whole-class study, small-group work, and individual student extensive study
  - Allow students to interact with words, images, and ideas in ways that develop their abilities in multiple literacies.
EL Evaluation Criteria

- **Materials:**
  - Provide support and differentiate instruction according to students’ needs.
  - Gradually advance the level of language practice and engage students in complex, cognitively demanding tasks.
EL Resources

- NCDPI ELD Website
- WIDA ELD Standards
- Double the Work
- EL Tool Kit (Chapters 4-5)
- Newcomer Toolkit (Chapter 3)
- English Language Development Website
  bit.ly/NCELsWebsite
In the first image, it is assumed that everyone will benefit from the same supports. They are being treated equally.

In the second image, individuals are given different supports to make it possible for them to have equal access to the game. They are being treated equitably.

In the third image, all three can see the game without any supports or accommodations because the cause of the inequity was addressed. The systemic barrier has been removed.
Thank You!

Your participation in the textbook adoption process is greatly appreciated.

Are there any questions?
Contact Information

Beverly Colwell - EC
Beverly.Colwell@dpi.nc.gov

Marshall Foster - EL
Marshall.Foster@dpi.nc.gov
Agenda

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Textbook Evaluation Platform
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2021 Invitation to Submit Textbooks for Evaluation and Adoption in North Carolina

North Carolina Department of Public Instruction
301 North Wilmington Street
Raleigh, NC 27601
Overview of the 2021 Invitation

2021 Invitation to Submit Textbooks for Evaluation and Adoption in North Carolina

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North Carolina Department of Public Instruction
301 North Wilmington Street
Raleigh, NC 27601

PUBLIC SCHOOLS OF NORTH CAROLINA
State Board of Education | Department of Public Instruction
Guidelines and Parameters

Read the entire 2021 Invitation

2021 Invitation to Submit Textbooks
for Evaluation and Adoption
in North Carolina

Guidelines and Parameters

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Guidelines and Parameters

2021 Invitation to Submit Textbooks
for Evaluation and Adoption in North Carolina

Guidelines and Parameters
At no time during the adoption process may the Commission or any of its members meet privately with any publishers’ representatives.

- from the time the State Board approves the call Invitation
- until the State Board adopts the list of textbooks
• No sampling or promotion of textbooks/programs under consideration for adoption by the Textbook Commission and State Board of Education shall be made
  • from the date the State Board approves and issues the 2021 Invitation
  • until the day after the Textbook Commission’s evaluation sessions with the Textbook Advisors.
Blackout Period

Sampling promotion

- Promotion shall include displays at conferences, sponsored workshops/seminars, or other similar activities in North Carolina at which materials under consideration are discussed.
TENTATIVE SCHEDULE FOR 2021 ADOPTIONS

January 19, 2021  Textbook Commission Planning Meeting – The committee will discuss the evaluation procedures and the adoption process.

February 16, 2021  Textbook Commission Planning Meeting – The committee will discuss the evaluation procedures and the adoption process.

March 3, 2021  Presentation to the State Board of Education (SBE) – DPI presents a recommendation for the adoption of new textbooks.

March 4, 2021  Proposed SBE Approval of the 2021 Invitation to Submit Textbooks for Evaluation and Adoption in North Carolina.

March 5, 2021  Invitation Announcement – DPI emails publishers and vendors to announce the 2021 Invitation to Submit Textbooks for Evaluation and Adoption in North Carolina. Website: https://www.dpi.nc.gov/operations/textbook-adoptions/invitation-to-submit-textbooks.

March 12, 2021  Meeting for Publishers – All publishers on the NC Public Instructional Materials List (PIML) are invited to attend a virtual meeting for publishers from 1:00 p.m. – 2:30 p.m. This meeting is open to the public. A flyer will be distributed to interested parties.


May 18, 2021  Textbook Content Meeting – The meeting will discuss the evaluation of the textbooks and confirm the final list.

June 14 - 18, 2021  Evaluation Training – DPI provides training for commission members and advisors.


July 29-30, 2021  Deliberations and Reconsiderations Meeting – Textbook Commission meets to formulate a list of materials to be recommended to the SBE. Location: TBD

August 12, 2021  Recommended List – Publishers will be notified of the recommended list by August 12, 2021.

September 1, 2021  Recommendations to the SBE – Textbook Commission Chair and the Digital and Learning Director provide the list of recommended materials for the 2021 textbook adoption.

September 2, 2021  Proposed SBE Approval of Recommendations – The SBE reviews the recommendations for the 2021 textbooks and makes decisions regarding adoption.

October 1, 2021  Adopted Materials and Electronic Files –

- Publishers submit adopted materials to the Textbook Warehouse.
- Publishers must submit three additional copies of student editions (print submissions) to the Textbook Warehouse.
- Publishers must deliver electronic files to the Textbook Warehouse.
- Publishers must submit teacher editions of adopted materials to teacher education programs of public and private institutions. (See page 23 of Invitation.)

Due date communicated to publishers who have materials on the adopted list

- Contracts, Surety Bonds, and Signed Affidavits – Publisher contracts, surety bonds, and signed affidavits must be submitted and received by the Procurement Office at the North Carolina Department of Public Instruction and through the NC site for publishers by 2:00 p.m. (EST) on the due date (Attachment 1, 2, and 3).
Instructional Materials Review Criteria Sheets

Mathematics, 9-12

<table>
<thead>
<tr>
<th>CONTENT AREAS FOR TEXTBOOKS</th>
<th>Mathematics, 9-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>NC Math 1</td>
<td></td>
</tr>
<tr>
<td>NC Math 2</td>
<td></td>
</tr>
<tr>
<td>NC Math 3</td>
<td></td>
</tr>
<tr>
<td>Discrete Mathematics for Computer Science</td>
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</table>

<table>
<thead>
<tr>
<th>Program Area: Agriculture Education</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Program Area: Business, Finance, and Marketing</th>
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</thead>
</table>

Career and Technical Education (CTE)

<table>
<thead>
<tr>
<th>CONTENT AREAS FOR TEXTBOOKS</th>
<th>Career and Technical Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>NC Math 1</td>
<td></td>
</tr>
<tr>
<td>NC Math 2</td>
<td></td>
</tr>
<tr>
<td>NC Math 3</td>
<td></td>
</tr>
<tr>
<td>Discrete Mathematics for Computer Science</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Program Area: Agricultural Education</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Program Area: Business, Finance, and Marketing</th>
</tr>
</thead>
</table>

Program Areas: "Agriculture Education" and "Business, Finance, and Marketing"

Public Schools of North Carolina
State Board of Education | Department of Public Instruction
2021 Evaluation Week Updates

Publisher presentations

- Publishers may present to textbook commissioners (not required).
- Publishers will present virtually in Webex

- No questions
- No pricing information
2021 Evaluation Week Updates

Evaluation week sessions

• All participants (commissioners and advisors) will work remotely.
• Webex meetings will be used for the evaluation sessions.
• Commissioners and advisors will work in Webex breakout rooms.
2021 Evaluation Week Updates

Sample materials: print

• Sample textbook materials that are print materials, will be provided in electronic PDF format.
  o Electronic versions of print materials must be complete and have the same format and content as the print versions.
  o Links and/or access information for electronic materials must be provided.

• Evaluators will continue to use the evaluation platform provided by the TOPS team at NC State.
2021 Evaluation Week Updates

Sample materials: technology-based or other non-print

For technology-based programs or other non-print materials, publishers will provide:

• Access information (i.e., link, login, password) for the materials will be provided.
• Specific instructions on how to navigate all submitted digital materials through the online platform.
• Navigation instructions may be provided by video or screen cast no longer than 10 minutes in length and/or in an electronic document.
• A link for access to a video or screen cast instructions and/or an electronic document with navigation instructions will be provided.
Google Site

Publishers will submit all materials, print, technology-based, and non-print through an online site.
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Thank You!!!