

**North Carolina Textbook Commission Meeting  
Minutes**

**April 23, 2021**

**1:00 - 4:00 pm**

Virtual Only

**Members Present:** Lora Austin, Jodi Rae Autry, Megan Canady, William Chesher, Edward Coggins, Angela Flowers, Aubrey Godette, Dawn Hester, Hannah Jimenez, Kathleen Linker, Amy Marshall, Stephen Parker, Lindsey Sise

**Members Absent:** Kelly Browning, Hannah Cook, Renee Kimball, Susan Mills, Dunyil Morris, Michelle Perry, Nardi Routten

**Others Present:** Dr. Carmella Fair, Audrey Long, Beverly Vance, Linda Lay, Marshall Foster, Kenya Wallace and Rodney O'Neill

**Call to Order and Welcome:** Commissioner Linker called the meeting to order.

**Roll Call:** Dr. Fair conducted the roll call.

Commissioner Linker said next on the agenda was the approval of the minutes for the February 16<sup>th</sup> meeting and the March 19<sup>th</sup> meeting.

**Approval of Minutes:** Commissioner Chesher made a motion for the minutes to be approved for February 16<sup>th</sup> and Commissioner Sise second the motion. All in attendance agreed to have the minutes approved.

Commissioner Canady made a motion for the minutes to be approved for March 19<sup>th</sup> and Commissioner Chesher second the minutes. All in attendance agreed to have the minutes approved.

Commissioner Linker said the first part of the meeting will be presentations. The Department of Public Instruction consultants from the math section, CTE, EC and EL have agreed to give us an overview based on feedback from commission members on the criteria sheets and any information that they feel would help us in our duties. We will start with those presentations and follow-up with the information from the CUACS team which is the platform that we use to evaluate

the material and complete our report. We will start with DPI consultants 9-12 Mathematics.

**9-12 Mathematics Overview and Criteria Training:** Beverly Vance began with a brief overview and criteria for the 9-12 Mathematics work of the teacher advisors as they make recommendations for your consideration for producing the 2021, 9-12 Mathematics Textbook Adoption list. Beverly Vance is the Section Chief for the K-12 Mathematics/Science/STEM Standards, Curriculum & Instruction Division. She began with the back-story of the previously adopted common core state standards an update to that revision and the adoption of the 9-12 math standards including standards for mathematics, one, two, and three and most recently the new fourth level mathematics courses and finished with an overview of the criteria sheets where she will review the content, pedagogy and accessibility criteria. She began the session by clarifying how they arrived at the current standards to select textbooks. NC adopted the National Governors Association's common core state standards in 2010.

Those standards were revised by a state-led team of writers and reviewers to produce the standards for Mathematics 1, 2 and 3 in June of 2016 and grades k-8 in June of 2017. After a review of the common core state standards and in consideration of educator and public feedback the State Board of Education approved the revision of the common core state standards to produce our current North Carolina k-12 standard course of study for mathematics. The state led team consisted of experienced educators, instructional coaches, higher education staff, accountability staff and members from the North Carolina business community. The writing and review teams engaged in a uniform and formalized system, built on four founding principles, feedback-based research, informed improvement, oriented and process driven to produce the 2017 mathematics 1, 2 and 3 standards in place today.

To better understand the new standards, she will highlight a few changes that completed the transition away from the common core standards to the development of our current K-12 North Carolina standard course of study for mathematics. The 2019 adoption included revised pre-calculus standards, revised discrete math standards that now connect more closely to computer programming and coding producing the discrete math for computer science. The course that she is most excited about is the newly created NC math 4 standards that build on the NC math 3 standards. The NC math 4 standards include a statistic strand designed for real-world investigation data analysis and problem-solving challenging students to employ those critical thinking skills that we all value. These new standards were written using the revised Bloom's Taxonomy as the framework which is another major difference to the common core state standards.

The new standards documents also include a course description to assist with aligning this fourth course with the students' post high school plans for math 1, 2 and 3 courses. The changes include rewriting many of the standards with multiple parts using bullets to make the expectations clear and concise. Language was incorporated into the standards to add clarity of expectations, some of the examples were removed from the standards and placed in the instructional support documents and footnotes were placed in the standards and instructional support documents as well. Some standards were combined to make expectations more concise while other standards were separated for clarity. With the aforementioned changes North Carolina standards have been completely revised and ready for the alignment of textbooks and curricular resources.

The criteria sheets guide the work of the teacher advisors. Teachers will receive training on the use of the criteria sheets by an NCDPI secondary mathematics consultant. Today Mrs. Vance briefly highlighted the purpose of the three sections and shared resources that may be helpful to the advisors as they evaluate potential resources and make their recommendations.

Part 1: Content – Part one ensures that all approved instructional materials align to a minimum of eighty percent of the content in the standards. Also, the content methodology instructional levels and teaching strategies are consistent with the philosophy values and goals of the North Carolina standard course of study for mathematics 9-12. Along with the 9-12 standards documents the advisors will have the standards comparisons which outlines how the former standards compare to the current standards. This resource lists all standards from both versions so educators can quickly tell which standards are completely new, similar and those that have been removed. The major revisions document is a high-level overview of changes and serves as a quick reference for those changes. The unpacking documents provide additional elaboration of the intent of the standards and sets boundaries for content which helps to increase alignment efforts. The vertical progression document shows the strands at a glance by the course. These resources were developed in consultation with the standards writers and teacher feedback.

These are a few examples: 1) The unpacking document is the most highly used document for clarifying the standards. There is a narrative section on the left that provides the elaborated content and provides important tips about student understandings. The check for understanding section provides indicators of mastery. This gives teachers a formative view of what students should be able to do upon mastering the standard. This document helps to guide the alignment of the rigor in the standard. 2) The vertical progression document provides a quick glance to see which strands can continue k-12 by grade and course. This document will also increase the ability of our advisors to

complete the task of ensuring that each approved resource meets a minimum of 80 percent of the content in the standards at the appropriate grade level and course.

Part 2: Pedagogy – Focuses on the pedagogy presented in the text being evaluated. This section establishes criteria to evaluate how well the instructional resources enable teachers to effectively interact with the students. The social and intellectual environment teachers seek to establish this section and evaluate a resource’s ability to impact content and culture ensuring a growth mindset versus a deficit mindset. The advisors will receive training on all the resources available via the k-12 mathematics google site. Teachers will find sample lessons and assessments that align to the standards. Webinars and professional learning opportunities are available to convey what effective instruction looks like when it aligns to the North Carolina standard course of study for mathematics.

The vertical progression document will prove to be a valuable resource when evaluating the progression of rigor within a resource. You will see that there are strands that begin in elementary schools that progress through high school. The progression document provides a means of ensuring that strands that are presented at the high school level are presented with increased rigor beyond the middle school level.

Part III: Accessibility – Advisors will evaluate all resources for accessibility while the guidance provided in this section is clear.

- a) Accuracy – Material is error-free, current, correct grammar and spelling and sentence structure as well as factually and objectively representing a diverse balance of cultural ethnic, racial gender and handicapped groups. A feature of major concern to our State Board of Education and NCDPI as our strategic plan prioritizes diversity equity and access.
- b) Appropriateness – Includes grade levels, cognitive levels and learning styles. They look to include strategies that are engaging and activate or supply prior knowledge during a time of extreme loss learning any clues about prior knowledge is very important for teachers as they work to fill gaps quickly and get students back to grade level work.
- c) Scope – Ensures that materials present information in sufficient depth and breadth to cover the course in a logical manner. Including key concepts, skills and vocabulary. Preventing the need for teachers to supplement the resource with additional information.
- d) Teacher resources – Is a vital component of the valuation process due to the increased rigor presented in the new standards. Advisors will look to ensure that teacher resources provide information and opportunities for

teachers to increase their own understanding of subject-specific concepts. With this latest revision there will be new concepts presented in different courses and approved resources will play a vital role in supporting teachers with making the transition to the increased rigor and the standard by increasing the knowledge base of our teachers.

e) Technology – The technology portion of the criteria sheets was developed under the leadership of our digital teaching and learning division and represents best practices for digital instruction.

To recap the last section effective mathematics instruction is accurate and error-free. Has evidence of motivation, elicits student’s prior knowledge, presents evidence of intellectual engagement. Has early use of modeling first then moves to using algorithms this prevents the overuse of equations producing skills driven instruction without conceptual understanding. Finally reasoning and sense making using the standards for mathematical practices.

Are there any questions?

CTE Overview and Criteria Training: Linda Lay began the CTE presentation. She is one of two computer science and I.T. Education consultants in the career and technical education division of NCDPI. Today she will be giving an overview of the CTE Division in some of the curriculum acquisition processes. There are approximately 236 courses in 71 pathways and she will share an overview of standards proof of learning and instructional material criteria for the six listed programs: 1) Agricultural Education 2) Business, Finance, and Marketing Education, 3) Career Development 4) Computer Science and Information Technology Education 5) Family and Consumer Sciences Education, 6) Health Science Education 7) Trade, Technology, Engineering, and Industrial Education. These program areas and pathways are managed by 14 program area consultants. Agricultural education consists of the following pathways. 1) Animal Science, 2) Equine Science, 3) Natural Resources, 4) Plant Systems, 5) Power, Structural & Technical Systems, 6) Sustainable Agriculture Production. This provides systematic instructions to students in the areas of agriculture, food and natural resources. The Business, Finance and Marketing Education also known as BFM, comprises 11 pathways.

This area provides students with meaningful instruction for and about business that encompasses business skills and techniques and understanding of basic economics and understanding of making socio-economic decisions and producing goods and services for consumption and business attitudes that are essential to becoming a globally engaged and productive citizen. The Computer Science and Information Technology Education area comprises 12 pathways. This area is focused on building linkages and Information Technology occupations for entry-level technical and professional careers related to the

design development support and management of hardware, software multimedia and systems integration services. The family and consumer sciences education program area consists of 10 pathways. 1) Apparel and Textile Production, 2) Counseling and Mental Health, 3) Culinary Arts Applications, 4) Culinary Arts internship, 5) Early Childhood Development & Services, 6) Food and Nutrition, 7) Food Products & Processing Systems, 8) Interior Design, 9) NAF Academy of Hospitality and Tourism, and 10) Teaching/Training. Family and Consumer Sciences Education provides the bridge for all students to deal with major societal issues such as work and family health care, child and elder care, family and community violence and crime. Global economics and politics and technology usage. The Health Science Education area consists of four distinct pathways. This area provides a comprehensive program to meet present and project needs for the healthcare industry. In the Trade, Technology, Engineering, and Industrial Education program there are 28 pathways. 1) Advanced Manufacturing, 2) Automotive Services, 3) Carpentry, 4) Collision Repair, 5) Drafting Architectural, 6) Drafting Engineering, 7) Drone Technology, 8) Electrical Trades, 9) Emergency Management, 10) Emergency Medical Technology, 11) Firefighter Technology, 12) HVAC/R, 13) Law and Justice, 14) Masonry, 15) Metals Manufacturing, 16) PLTW Engineering, 17) Plumbing, 18) Public Safety, 19) SREB AC Career Pathway – Automated Materials Joining, 20) SREB AC Career Pathway – Aerospace Engineering, 21) SREB AC Career Pathway – Clean Energy Technology, 22) SREB AC Career Pathway – Energy and Power, 23) SREB AC Career Pathway – Global Logistics & Supply Chain Management, 24) SREB AC Career Pathway – Innovations in Science and Technology, 25) SREB AC Career Pathway – Integrated Production Technologies, 26) Technology Engineering and Design, 27) Welding, and 28) Woodworking.

The Trade, Technology, Engineering, and Industrial Education programs provide students with the skills and conceptual knowledge needed for careers in industry engineering and design.

Effective school year 2021 CTE began using a new course management system as a public-facing index of all CTE courses and relevant information. This includes a list of career pathways, essential standards or course catalogs and a link to the NC Careers website. In addition, more specific course information may be filtered here. This website was also a part of the court, the invitation, the textbook invitation. In the NC Career Pathways section, you will see a listing of 16 career clusters along with the specifically designed career pathways for North Carolina. You can click on the pathway link to find more specific information about each of the pathways.

The next slide demonstrates the courses in a pathway. On the left you see the middle grades exploration, pathway courses are at the top which includes two sequential courses in work based learning and then at the bottom you have supplemental technical and

supplemental employability skills which are denoted in the middle along with the integrated career and technical student organizations or CTSOS. Next is the essential standards, the proof of learning and criteria sheets as they relate to CTE courses. She appreciates being able to provide the overview of how course standards comprise the essential standards proof of learning and instructional criteria are determined. This information is intended to enrich the process of evaluating instructional materials. The essential standards document also referred to as the CTE course catalog is an approved publication which provides details for all of the CTE courses. This allows public schools units to select the appropriate courses for implementation. The document contains program area course descriptions, credentials applicable integrated Career and Technical student organizations and aligned work-based learning. This information is provided for the current school year as well as the next so that districts may begin planning in advance for the upcoming year.

All courses are developed under the leadership of one of the managing program consultants. A course acquisition schedule could depend on the age of the course, typically three to five years performance or it could be brand new depending on the pathway needed. Most of the time we are looking for cutting edge credentials and so that will often determine how often we reevaluate the standards of our courses. This is an example of a course description: the aligned credential, the integrated career and technical student organizations and aligned work-based learning, so all of the courses have information available in the essential standards document. The new CMS or Course Management System also provides the ability to filter and drill down for course specifics such as standards credentials and pathways. This is an example of the course standards you would find in the course management system and this is where reviewers will find those standards. Courses that are maintained by the North Carolina CTE includes a course user guide. Each course user guide consists of a blueprint that provides guidance on the standard appropriate verb and cognitive process intended for the students to accomplish for school year 2021.

The North Carolina essential employability skills, communication ethics, problem solving, professionalism, resource management and teamwork are included to be developed along with the technical skills identified in the course standards. Instructional materials may include a curriculum guide or online platform provided by an instructional partner.

A Proof of Learning is one of the following, it's either an industry recognized credential that covers eighty percent or more of course content. It's highly recommended but due to the expense associated with the implementation of credentials it is not required. Districts may offer different credentialing opportunities, but these offerings should be based on local and local needs assessment.

The second type is a CTE State assessment. A CTE post assessment administered through NC test and the final form of assessment is the performance-based measurement. This is our newest proof of learning that may consist of a comprehensive course project. It could include CTSO or competitive events with the scoring rubric. It can include a competency or a skills checklist, it can include a portfolio with artifacts collected throughout the course to possibly include various projects by standard and competency or skills checklist or the proof of learning could be locally determined, which includes third-party assessments such as PLTW, Math or SREB. For 20 to 2021 out of the 236 CTE courses that we have, 67 of them had credentials as the proof of learning, 49 had CTE State assessments and 16 are evaluated through a performance-based measurement and they have many more of those coming and there were 94 local and third-party assessments.

The criteria sheets will cover required compatibility specific criteria for program area or pathway general criteria and technology. For part 1: Content this ensures that all approved instructional materials align to a minimum of the essential standards in the content standards. Also, the content methodology, instructional levels and teaching strategies are consistent with the course indicators or objectives. Also, there may be criteria listed here to meet requirements for specific federal state and local level credentials. For example, if they have courses for drone technology so the criteria may list those credentials as part of the review. The course management system that we referred to earlier includes the course standards as shared on a previous slide. The curriculum guide includes the unpacked content instructional activities and activities along with the aligned career technical student organization that are all aligned to the course standards. For newer courses the performance-based measurement will be included also that is aligned to the course standards. They maintain a course or program area Moodle PLC and those Moodle PLC's may include collaboration spaces for teachers and course instructional materials that are aligned to course standards. An instructional partner may have their own online platform that includes instructional materials such as course standards modules rubrics or content material. Part two of the criteria sheet addresses pedagogy with a variety of activities that will allow teachers and students to effectively engage with the content to support the intended learning outcomes. These activities also include CTSO's work based learning and essential employability skills and activities. Part three addresses accessibility in terms of accuracy, appropriateness scope and teacher resources to ensure that students are effectively engaging with the content and to support the intended learning outcomes. Part 4 addresses technology and the needs for specific CTE courses to support those learning outcomes and all of our courses are so varied that the technology required for each of them is quite different and so we have included any specific technology needs in our criteria sheets to be reviewed. This concludes their presentation. Are there any questions about CTE courses?

Commissioner Linker said if anybody had any questions make use of the time that they're presenting or feel free to reach out to them they are very knowledgeable and always extremely helpful.

Next on the agenda is the Exceptional Children and English Learner Considerations from the English language learner consultants.

EC and EL Overview and Criteria Training: Beverly Colwell, Educational Consultant in the Exceptional Children (EC) Division began the presentation for the Exceptional Children considerations. She will be co-presenting with her colleague who will cover the EL considerations. Mrs. Colwell will begin to cover a few slides regarding the EC eligibility categories and some of the Federal requirements that may impact the textbook adoption process. There are 14 eligibility categories in the state of North Carolina. Among these categories students may range from a mild to a severe need of support based on the impact of their eligibility area and their deficits associated with their disability and so those things may also impact the needs that they'll have in terms of support. She will talk about those kinds of supports as she talks about the criteria sheets. One of the federal requirements is around the policy that mandates that students with disabilities fully receive their instruction with their non-disabled peers possible. That means 99 of their EC students are instructed in and assessed on the same standards as the grade level peers and because of that they'll need access to the grade level textbooks. The students with the most significant cognitive disabilities, that's our one percent population, are instructed in and assessed on modified grade level standards because they are instructed on grade level standards, they also require access to grade level textbooks. In addition, another consideration is that students may require additional accommodations to fully participate in general education settings and the considerations for those accommodations are based on their individual needs of each student that is what kind of links back to those 14 eligibility areas that she talked about, those accommodations are talked about in the students individual education program.

Marshall Foster, Education Consultant for English Learner (EL) Considerations is one of three ESL Title III Consultants for the State. EL Federal requirements with English Learners they look for meaningful participation in educational programs and services which is guaranteed by law from the office of civil rights and with ESSA the process is to help ensure that English Learners, immigrant children and youth attain English language proficiency and meet the same standards that all children are expected to meet. For English Learners in North Carolina to give you a quick breakdown of the top five languages as you can see are Spanish, Arabic, Chinese, Vietnamese, and Hindi/Urdu. In the 2020 English Learner headcount, that's the legislatively mandated report that goes to the legislative joint oversight education committee. In 2020 the EL headcount was 124,000 and that was down a little bit from the previous year because of the pandemic. There

are English Learners in all 115 LEAs and in 182 charter schools and in the four special North Carolina schools and each has at least one EL. 70 percent of English Learners are born in the US., 30% of the Immigrants have recently arrived. North Carolina has English development standards, or our standard course of study are the ELD standards. Language and content is covered here under language proficiency and involves the language associated with the content areas. For content knowledge it reflects the declarative (what) and procedural knowledge (how) associated with the content. The next slide gives you a progression of the standards themselves, they cover social Instructional Language, Language of Language Arts, Language of Mathematics, Language of Science, Language of Social Studies. When students are tested on their English range proficiency in reading, writing, speaking and listening they are covered in all four of those domains in each of these areas. The standards for ELD are: 1) Academic language development, 2) Language-based, 3) Reflective of the varying stages of second language acquisition and 4) Representative of social and academic language contexts. The standards for State Content are: 1) Academic achievement, 2) Content-based, 3) Reflective of conceptual development and 4) Representative of the school's academic curriculums. For EC: 1) Specially designed instruction, 2) Alternate formats to meet needs of student's disability (vision, hearing, intellectual). For ESL: 1) Native language support, via native language support with heritage language with materials that are in native language and things of that nature.

The presentation was turned back over to Beverly Colwell. She began speaking on the Universal Design for Learning, she said even though it is a consideration for all students they wanted to make sure it was a consideration for EC and EL. There are a couple of questions on the slide that give you things to think about when looking at the Universal Design for Learning and that is the consideration if the textbooks and materials enable the educators to offer flexible learning opportunities. Through the components of UDL the multiple means of engagement representation and action and expression are there suggestions for strategies to remediate enhance and reinforce concepts. She continued with the language access, the textbook should support language access by including a variety of linguistic supports focusing on key language and vocabulary functions providing opportunities for the use of visuals and technology promoting and building background knowledge and promoting oral language development associated with the content areas and specifically for EL to include native language support when possible. As they move through the slides she and Marshall are going to go back and forth in terms of sharing the information. One of the reasons that they decided to co-present is because in the past they found that a lot of the information overlaps in the needs for EC and EL students. They will try to point out any of the differences specifically. The next area is Content Access & Accommodations. The textbooks should support the use of accommodations and modifications to enhance content knowledge by using realia or content objects manipulatives and hands-on materials modeling graphic organizers and

advanced organizers and technology. The content access and accommodations textbooks should support the use of accommodations and modifications to enhance content knowledge by using differentiated instruction authentic assessment tools and specifically for EC specially designed instruction and those alternate formats that were mentioned earlier so that materials can be adapted easily to meet the needs of a variety of disability areas linking back to those 14 categories that were mentioned earlier and specifically honing in on vision hearing and cognitive disability support. Access and accessibility tools textbooks should support instructional strategies by promoting activation of and bridging prior knowledge and or experiences, access to authentic texts, metacognitive development, higher order thinking skills, contextualization, building schema to enhance the understanding, linguistic modality integration (listening, speaking, reading, and writing).

### **Differentiation for all Learners.**

Content: Knowledge, skills students are learning

Product: Vary complexity of the assignment/product

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

Environment: Classroom setting, location, space, materials.

Cultural Diversity: Textbooks should support cultural diversity in the following areas: 1) Register, 2) Genre/Text type, 3) Topic, 4) Task/Situation, 5) 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: 1) Grade appropriate, varied cognitive levels, abilities, and learning styles, 2) Relevant, linking to prior knowledge, active student engagement, 3) Key concepts, skills, vocabulary are identified, developed, reviewed, and reinforced.

Materials: 1) Include a variety of exercises, reviews, assessments, performance tasks, 2) Provide opportunities for students to collect, organize, interpret and evaluate information,

3) Include summary of content, instruction, and objectives, supplemental or background information, 4) Include guides, such as contents, glossary, dictionary, bibliography/footnotes, references, websites, literature links, support agencies, 5) Include sufficient material, well organized, easy to use, comprehensive, durable and reasonably sized. You will note that math particularly requests materials that: 1) promote opportunities for two-way and in-depth student discourse about math; not just procedures. 2) include examples that foster in-depth understanding of math that are clearly evident throughout.

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: 1) EC Disability Resources, 2) Specially Designed Instruction (SDI), 3) cast.org, 4) Differentiated Instruction Resources, 5) Considerations for Accessible Textbooks. Many of the topics were addressed throughout the EC overview. There is a section that links to the specially designed instruction piece the UDL information is at the cast.org website. There's a link for differentiated instruction resources, and then considerations for accessible textbooks which was mentioned in terms of particularly students who needed assistance due to vision hearing or intellectual necessity.

Marshall Foster began reviewing the EL Evaluation Criteria. There are 12 items to rate "yes" or "no" for meeting the criteria. Support for each response considering the linguistic needs of Els.

Content: 1) Grade appropriate, varied cognitive levels, abilities, and learning styles, 2) Relevant, linking to prior knowledge, active student engagement, 3) Key concepts, skills, vocabulary are identified, developed, reviewed, and reinforced.

Materials: 1) Include both print and digital resources, 2) Consider whole-class study, small-group work, and individual student extensive study, 3) Allow students to interact with words, images, and ideas in ways that develop their abilities in multiple literacies.

EL Resources: 1) NCDPI ELD Website, 2) WIDA ELD Standards, 3) Double the Work, 4) EL Tool Kit (Chapters 4-5), 5) Newcomer Toolkit (Chapter 3) and 6) English Language Development Website [bit.ly/NCELSWebsite](http://bit.ly/NCELSWebsite).

Questions?

Contact Information: Beverly Colwell – EC, [Beverly.Colwell@dpi.nc.gov](mailto:Beverly.Colwell@dpi.nc.gov), Marshall Foster – EL, [Marshall.Foster@dpi.nc.gov](mailto:Marshall.Foster@dpi.nc.gov)

Commissioner Linker thanked both of them for their presentations. Next on the agenda is the CUACS Team with Ms. Wallace to talk about the Textbook Evaluation Platform. For those of you who are newer on the Commission and haven't had an opportunity to get into that yet, this might be a lot of new information, so take the opportunity to ask any questions that you might have. She will also be back with this in May. Any questions that you might have after the fact you can bring them back in May.

Evaluation Platform Demonstration: Kenya Wallace from the Center for Urban Affairs and Community Services at NC State University, along with Rodney O'Neill the Programmer. They began a presentation on the platform for the NC Textbook Adoption process. Ms. Wallace said that there are not a lot of changes that have been made from last year. Those of you who are new will see that it is a fairly user-friendly platform to use. Rodney will present and share with you some of the changes that were made to the platform and then she will come back and take a walk through the demo and answer questions.

Rodney O'Neill introduced himself and again said not much has changed, you will login and see the courses that have been assigned to you. If you're the advisor, you will be able to do your criteria and check the standards. As a Commissioner you will be able to see a summary of all the things that the advisors are doing, as well as a final report at the end. If someone mistakenly clicks a radio button, since radio buttons cannot be unclicked, they have added a button that you can click and remove the radio button. They have added buttons for the technology part if it's not a part of the criteria or standards for that course.

They have also added the CTE side which is going to be the same way that ELA and Math are, for the exception of it being more criteria for each of the subject matters. But as stated, the flow of the website is going to be exactly the same. (Note there was a problem with sharing the screen, he had to pause to correct) While waiting Kenya shared with the Commissioners a demo where they will receive their login information during the one-on-one training that she will schedule and send them in an email, that will include their User ID and their password. She will set them up as a 10-15-minute training because with the demo they want them to have a feel for it and the opportunity to walk through it. With the scheduled training they will be able to go in depth and answer additional questions that they might have and during that time she will also email another copy of the training manual, a walk through guide that they had last year and there is also one for the Advisors. She will get that information to Dr. Fair. It's also in the folder but stated if she (Dr. Fair) needs it that way she can also email it to her. She also said that the

training dates will be in May on Mondays, Thursdays, and Fridays each week of May. If anyone has a scheduling conflict or you have a special circumstance, they can talk through email or video chat, whichever works best. She does realize that it is testing time and their schedules are pretty packed at this point and she wants to make the training as distinct as possible. If you have any questions, you can email her at Kenya\_Wallace@ncsu.edu. Dr Fair can also send that information out to you.

Mr. O'Neill began with the Advisor's login page. You will input [survey.ncsu.edu/textbook/login](http://survey.ncsu.edu/textbook/login). For the CTE site they added the CTE behind the textbook so that'll be shared. You will use your username and password to access the next page that will show the courses that you have been assigned. You'll be able to click on the standards review, criteria review, EC criteria and EL criteria for the courses. Everything will be listed on that page by bid number and the textbook information. You are required to complete the standards review for each bid. At the top of the page for each of the benchmarks you'll see the number of the standards and then the number that is met followed by the percentage that has been met. You will see a button that you can click to refresh the standards met. The number only refreshes when you click the button. The next page shows each standard by column, you'll choose if the textbook is aligned "yes" or "no" and then you can add your rationale, as much detail as possible. There are no character limits in the text boxes, you can also resize the area so that you can see the information that you are typing. If you type outside the box, miss a box, or a "yes" or "no", you will get an alert that will say please click "yes" or "no" for every standard and you will need to go back through and find what you missed. Once everything has been answered it will let you proceed. Click the save and finish later button as often as possible to ensure that you will not lose the data that you have entered. If the survey is open for 420 minutes the survey will timeout, and you could possibly lose all of the information if you have not clicked the save and finish later button. There is a general page for the criteria and when you click on it you will see the information and at the top you will see the standard met. You will be able to click "yes" or "no" for each of the criteria. There are three parts, one, two and three and you will get an alert if you miss any "yes" or "no" button. At the bottom of the page is another reminder to save your responses. The next section is the Exceptional Children review and once you scroll down on the page you will see the "yes" or "no's" if the criteria is met and it is the same for the EC, each "yes" or "no" has to be answered or you will receive an alert and not be able to move forward until it is corrected. The English Learners section is the same as the previous pages and includes the bid numbers and the textbook information at the top of the page.

The Commissioner page will be the same login page, using the username and password for access. The Commissioners will be able to see all of the standards. A menu shows each course for CTE. First by grade, then you will click into it and see the different

courses for that grade. The Commissioners will have the reviews for advisor standards review, the advisor criteria review and the summary of the advisor's criteria review. You will be able to see each response if it was "yes" or "no" as well as who entered the information for the advisor standard review and the advisor criteria review. As you scroll down you will see the Commissioner's criteria review and notes. Commissioners will be able to place their response in the text section, this section will be used for voting, this will show each course by bid course title and then you will click to do your initial vote, the link will turn purple to confirm that you have voted. Next is the reconsideration link, you can click on this link if you want to reconsider a bid. You will respond with a "yay" or "nay" if you want to recommend the textbook. There is also a comments page for Commissioners for the final review once the liberation is done. You will also use that page to list the strengths of the textbook, any areas of concern and you can provide any overall content or comments for each bid. The final report will show "yay" or "nay" for each of the bids, the final recommendation, the strengths, and areas of concern. Then you will clarify, sign, and submit the final report. Once the final report has been submitted you will no longer be able to access it. You will receive a message stating that it has been submitted and your platform will be deactivated.

Reminders: 1) All of the text boxes are resizable. In the lower right hand corner of the text box click and hold the cursor and move the diagonal lines to resize, 2) Make sure to click on the save/submit button to save your information which should be done on a regular basis, to assure that the session will not time out and you lose any responses, 3) Contact Kenya Wallace with any questions that you have at [Kenya.wallace@ncsu.edu](mailto:Kenya.wallace@ncsu.edu)

Kenya was able to access the site and she reviewed the information with the Commissioners again going over the login page. She did a demo using "commish" as the Login ID and "p" for the password. She placed that information in the chat for the Commissioners to follow along. After the login the first page will show the courses that are available for review. Rodney is still working on the CTE items. Once all of the bids have been received and entered onto the site there will be a much larger listing will show. When you click on the advisor's standard review, a window will open up separately so that you can refer to it as you are drafting your notes. You'll be able to see each advisor's name, the percentage of standards met and how they responded to each of the standards and you will scroll across to see that information for each advisor. You'll also be able to see the advisor's criteria summary, the number of "yes's" that each criteria received and the number of advisors that responded and that will be visible for each section. All three links open into a new tab, you can keep them open during your review time or you can minimize them or "x" them out. When it is time for deliberations and initial votes, these two links will be deactivated as well as the final report link. You will have access to the notes and comments page, and you will have a page for each bid. As Rodney stated the boxes are resizable and the max word count for the sections are 200,

they did 600, and she can't remember if they talked about expanding that but they were looking at making the final report as consistent and concise as possible so that educators who will read the report will have a full understanding of what you have reported for your findings. They wanted to make it as user-friendly for non-educators as possible. Your information will populate into this section and you will be able to edit it. They discovered that you can copy/paste from a word or google document if you choose to type into either one of these documents so you won't have to continually switch between one link and others if you choose to enter all of the information into a word or google doc., they have also added a spell check feature. Commissioner Linker said thanks because that was one thing that they had asked for and that will be a huge time-saver. Kenya said if you do begin drafting content into the boxes, save and finish later will take you back to the menu page but your information will be saved. They did discover that there are glitches that they can't control, for instance the internet bandwidth may switch. They ask that as you are in the rooms or spaces with the reviewers, evaluators, remind them to save at different intervals. She will be in communication with Rodney to double check to make sure he is seeing the information and if he sees that a particular advisor has not entered information, they can check with that advisor to see if they are drafting in word or google doc before they are entering that information in the platform, if so, they will need to input their information in and save it. Everything will run as before; she will get the email to Dr. Fair with the training dates for May. She (Kenya) will be available next week if that works better for some of them to walk through everything step-by-step. The last link will be the final report, so everything that you enter into the notes and comments for the final report will populate into your final report page, and when it's time you will be able to return to your notes and comments page as often as needed before finalizing your report. You will then be able to see the tally of votes for the reconsideration votes. You'll have to check the box to certify that your recommendations are accurate to the best of your knowledge, they will collect your e-signature and you will submit your final, then you will receive the message confirming that you want to submit.

If you find that you need to go back, don't click the "yes" button, just go back and if you need to refresh your page go back and make the changes that you need to make, but when you are ready, be sure you are ready because when it is gone, it is gone. That was the end of the presentation and Dr. Fair said she will be in touch with her for the additional information she is asking her to send out to the Commissioners.

Commissioner Linker said the next part of the agenda was to have a quick overview of the Invitation 2021 Update. Because as she mentioned the last time, they had made some proposed changes that were approved by the State Board of Education. Dr. Fair will be giving a little overview.

**Invitation 2021 Update:** Dr. Fair will be covering some of the highlights of the invitation that concern the work that you do as well as some of the updates for the process that are included in the invitation. You should have access to the 2021 invitation from the website that she mentioned at the last meeting held in February as well as there is a copy in the meeting folder for today. In the invitation you 'll be able to quick reference the table of contents to see anything that you want to access quickly. Most of the information that you find in the invitation is geared toward providing publishers information and details, parameters and those types of things for them to be able to participate in the process so you would see these pages in the very beginning of the document. It does explain to the publishers what they have to provide and submit as far as the bids are concerned as well as the materials that they are providing so this would be good reading material to be able to help you understand what's actually coming in for you. One of the things that is always a hot topic when the process begins is the blackout period, there are two distinct blackout periods that are covered in our state during the time the board approves the invitation for an adoption process to occur. The first blackout period that will be discussed is the one that is concerning the people that would not be able to privately meet with publishers, so again this is spelled out in the invitation, you will find it on page 25 this year. This one details that from the time that the State Board approves the invitation which was back at the March meeting until the list of materials are adopted, you're not allowed to meet with any representatives from the publishers and that includes State Board members, DPI staff, and Textbook Commissioners. Therefore, you want to be careful and she knows that many of them have ongoing relationships with publishers and you have business that you conduct with them. So, typical business you can still conduct that as usual, but you have to be careful because you really should not meet privately with publishers during this time for any reason because of the perception and also specifically not wanting to get into any discussions about any materials that they may have submitted for bid consideration. The second blackout period is the sampling promotion. For the sampling promotion this is geared toward things that the publishers are not able to do throughout the state. Publishers are not able to sample or promote any of the books or programs that they have submitted for adoption consideration, that also begins from the date that the State Board approves and issues the 2021 invitation which was at the March meeting, until the day after the Textbook Commission's evaluation sessions with the Textbook Advisors. This means that publishers are not able to go out at conferences, workshops, seminars, or any other type of activities in our state and promote materials that are being considered in their bids for adoption. Be careful about that because you will be selecting advisors from the field. You haven't selected those advisors, but you will be selecting them shortly but once the invitation is approved we don't want publishers out talking about anything that they may have submitted because the teachers across the state will be reviewing those materials to provide recommendations or advising you about their thoughts on those

materials using criteria looking at standards and things like that. You have the blackout for the sampling and promotion for publishers as well as the blackout for private meetings with representatives from publishers. To reiterate the Sampling promotion, include displays at conferences, sponsored workshops/seminars, or other similar activities in North Carolina at which materials under consideration are discussed. Also, you will find this in the invitation and also included in your meeting folder for today. The tentative schedule for the adoption process includes all pertinent dates, your meetings as well are included on this tentative schedule. Also, important dates for publishers include when they submit questions about the invitation, that period has already ended. You may notice that coming up they are to submit their bids by April 30<sup>th</sup> and they'll be opened on the 30<sup>th</sup> and then information will move forward in terms of how many bids we have, Commissioner Linker will be able to tell you how many advisors you'll need to select for the different program areas and courses. That information can be found in this document including when you will have your deliberations meeting as well as when the recommended list will go to the State Board. This is a good guide for you to keep up with those important key dates for the adoption process. The invitation document also includes the criteria sheets, you heard both Ms. Vance, as well as Ms. Lay and Mr. Foster and Ms. Colwell, talk about criteria sheets and provide you information about how the criteria sheets should be used by the advisors. These criteria sheets and all the details contained therein are in the invitation and she also pulled them out of the invitation and put them in a folder and an additional folder in the meeting folder for today so that you will have access to them and be able to see what the requirements are as far as criteria to make decisions about materials and things that are considered important by the content area specialist

Next she discussed some of the updates for the process, as you know we have been virtual mode for your meetings and have planned some other things as a part of this process to happen virtually as well and so because of that we have had to update some of the things that we've done in the past that you have experienced in face-to-face mode will have to be virtual and you will be working remotely, teachers will be working remotely, and this is just information to share about the activities that will be virtual activities. One of the changes is for publisher presentations typically during evaluation week you have the day before the teachers actually start their evaluations, you have presentations by publishers, during that time you will be hoping that publishers will be showing you how to navigate through their materials and highlighting those things that are key. It is not a full-blown presentation or demonstration of anything, but it is to give you information and guidance about the materials that you will be reviewing that will help you get through those materials the best way to see those things they want you all to see. They will be able to present but they are not required to present. They will present this year using Webex and during the time that they present there are not questions and answers during that time and publishers should not be providing any pricing information, this is

strictly just providing information. Also, during evaluation week all participants, you all as well as the advisors will work remotely the Webex meetings will be used for the evaluation sessions. Commissioners and advisors will work in Webex breakout rooms. In the past you've had various rooms based on grade levels and of course for your high school you have the courses also. That won't change it'll just be that those will be conducted through a Webex breakout room and so later as we get closer to that time and to the next meeting Commissioner Linker will be establishing the list of who's working in what room with what advisor, so there are a few more steps that need to happen before all that information can be shared, but that will be part of the next planning stage, to make sure that you understand how the breakout rooms work and who will be in the breakout rooms. She will be conducting some breakout session practices to just show you what the breakout rooms look like in Webex. Each of you have provided me with some information so I'll be emailing you details about when I will do those demos for you, they will not be meetings they will just be demos so all she will be doing is talking you through the breakout rooms and how you get there and what happens once you get there. It will be a very brief time for a demo, but it will be important to help you begin to understand what evaluation week will look like in a virtual way. Also, some updates and changes that are different this year is for the sample materials that publishers are submitting that you and the advisors will be reviewing and evaluating. If they're submitting materials that are print materials, in the past publishers have mailed those things to your site so that you have selected, and you've had access through your sites. This year because of everything being shut down and all of the social distances and concerns for the pandemic we have asked publishers to provide anything that would be in print to provide those in electronic format, so those electronic versions of the print materials have to be complete. They have to have the same format and they have to have the same content so we have asked them to be sure that if they're providing electronic versions of print materials that it is the exact same thing you will receive links under access information for those materials. We will make sure that all of that information is available when it's time for evaluation week. Evaluators are going to continue to use the evaluation platform that Kenya and Rodney just showed and discussed that it will still be the method for providing the comments and the votes and all of those things. We are going to be using a new site to get materials and bids from the publishers. Those sample materials that are technology based, or other non-print materials, those materials have to be provided also electronically or through access information. This has been asked for in the past so this really isn't new but we have been more specific on our instructions for the publishers providing navigation information for these types of materials that are either technology based or non-print so we are still asking for access information link, login pass. all of those, but we're specifically asking them to provide navigation instructions either by video or screencast no longer than 10 minutes and then you all publishers can also provide that information in an electronic document. We are asking for either or, but

we want to have the specific navigation directions. There was a lot of concern at the last adoption and your deliberations on being able to actually have the opportunity to evaluate materials based on whether or not you could navigate the materials so we are hoping that this will solve that problem for this year so that is the biggest update that she thinks has been made for this part. She is asking specifically for the video or screencast or the electronic document. We will also be able to have a link for access to that video or screencast or the electronic document. Those types of things will be made available to you. Lastly, she would like to highlight another big update or a redesign of the process is that a google site was created for this part of the process to happen the part of the process where the publishers submit materials and the part of the process where Commissioners and Advisors access those materials that are submitted so publishers are in the process now of completing their bid documents and they also have the deadline coming up you would see that the schedule for submitting their materials, the print the technology base and the non-print through this online site so this online site is where they will put everything that's a part of their bid so once all of that has happened, everything will be put together from the various publishers in terms of the document that shows all the bids all of the components of the bids so that you will have access to that information and then you will also have access to the links and the electronic files that publishers are submitting you as well as the Advisors will access these materials through the google site so as with the evaluation platform that Kenya and Rodney just discussed with you will get some login information for the google site as well. The Advisors will too. Everybody is coming on board and as we're moving toward having materials then you will receive everything that you need to know to be able to go to this site as well as being able to support your Advisors. That covers all of the main highlights that she was able to think of that would probably be of a major concern for you at this point, but she (Dr. Fair) I will pause for any questions or concerns about any of the information that she has provided. If there are no questions now, I know some of the things are new and some of you may be busy and not have time to look at some of this information so as you have the time and opportunity. If you think of questions, please don't hesitate you know how to reach me and you can email me and let me know and then again I'll be meeting with you all demoing some things and also at the next meeting so please just make sure that you gather your questions or thoughts and that you let me know so that we can try to get those answered before you actually get into the next phase of things with your process.

Textbook Evaluation Advisor Recruitment/Selection: Commissioner Linker continued and reaffirmed that the changes that they made in the invitation were more of the logistics not the actual process, and she would encourage everyone to take advantage of the practice for the breakout rooms as well as the practice on the platform with the CUACS team and Kenya and any questions that you might have about either of those two opportunities that you bring them. When we meet in May be prepared to ask those questions that you have because that will be as of now the last official meeting unless

they have to add something before evaluation week. Once they have a chance to learn how the breakout rooms work and get some time to play in the platform as well as in the main meeting they will look at where the materials are housed and how to find the digital access to the publisher's material they're submitting. If there are no questions about that, they will talk about Advisor recruitment and selection. There is not a lot of specific information yet because they are waiting for the submission bids to be opened, they will be opened next Friday and after they are opened they will be able to finalize the **exact** number of advisors that we need to find and hire . A quick overview for the ones that are new, when we talk about Advisors, what are Advisors maybe the first thing that comes to mind. Advisors are selected from a large pool of qualified applicants that will represent all of the regions across the State all eight education regions. They have certain qualifications that they need to be experts in their field and have experience teaching in that field with that course and be a current teacher not a retired teacher, someone who is actually teaching daily using the standards and understanding their students. The task that they have, and this information is in the invitation and the different policies in the legislature that covers that area. The Advisors use those criteria sheets and that platform to access the criteria sheet to evaluate any materials that are presented first adoption and those evaluations are used to just assist the textbook Commission in it's work. As the textbook Commission we are charged with coming up with a recommendation and a report to support that recommendation and it is our responsibility to complete that report individually with the guide we have the expert opinions and eyes on the material as a resource. Basically, the process is to find the pool of qualified teachers. They have some flyers that have been made, one for Math, one for CTE, one for EL and one for EC. The flyers are sent out through a variety of means through DPI's different list servers and publications and as Commission members you can also send them out to your region, your schools, your LEA's that you represent also. The flyers are sent out with the information that the Advisors need to apply and to participate. After that goes out it's up to the potential pool of applicants to apply, they have a link that has all of the information that goes into a spreadsheet, they are not hired but just indicating availability and interest. Next the Commissioners work off of that list to seek potential advisors that they would recommend being hired and contracted for that work. We look for Advisors to be spread across the State to ensure that we have experts in the field that represent all parts of rural, urban, suburban, charter, public, small, and large. They want everyone to have an opportunity to have an input or a voice. We want to try to make a goal of not contracting more than one Advisor from an LEA, the idea is to get representation from every region. They will identify the primary person that we would like to contract but in years past we know that things change, emergencies come up, availability changes and people once they're offered the opportunity have to decline for whatever reason and so we have a backup so that when they have to make substitutions we've already got a list to pull from. If you're looking at trying not to stay more than one in an LEA definitely not more than

one from a school, you can do a second person from the same LEA in a back up position if we need to. But we work really hard and diligently at getting representation from across the state from experts in the field. Regarding instructional coaches they tend to be the ones that have a lot of knowledge experience not only in the content but they also support and train their staff. We prefer to have teachers, but we can have a few coaches if we need to fill t[AL1] those positions but we really prefer to look for those experts in the field that are instructing those students every day using the resources and have a thorough understanding of their standards. Dr. Fair will have a list of who they want to recommend for a contract, then the backups, then she (Dr. Fair) does all of the work at that point. She contacts them, does the contract, she handles the paperwork, she trains them, the logistics, all of that magic behind the scenes comes from Dr. Fair.

Are there any questions from the new Commission members? There is some information that is going to come out more in a communication in an email there is going to be a spreadsheet with additional details that you need to look out for. We have a general idea of how many Advisors we need. We estimate based on the number of courses. We want at least three to five eyes on each submission if possible, we will have the final information once the bids are open next Friday, so not this coming week, but the first week in May, sometime that week be looking for an email it's really critical that we act on this and respond in a timely manner before we come back in May, because we won't meet again from May until we come back in June and we need to have those contracts out by the time we come back for our main meeting. We are looking at the middle of June for Evaluation week. Commissioner Linker and Dr. Fair have already talked through how we're going to look at the Math and the EC and the yield those aren't as complex as the CTE, this will be in an email with the specific information , for CTE. Math one, Math three, discrete Math and EC we're going to look primarily for Commission members in the odd regions which would be the Northeast, North Central Piedmont Triad Northwest for each of those regions to get one, identified their number one person and then a backup person for math one, Math three, Discrete Math and EC. Then we will look for the even regions or districts to find one recommend one Advisor and one backup Advisor for Math two, Math four, precalculus and EL and that would be Southeast, Sandhill, Southwest and Western those are the even districts and that would be for region and not for Commission members. For example, in the Southwest region we have four Commission members we don't each get a Math two a Math four a precalculus in the EL. As a region there needs to be one of each, so the logistics of how we make that decision as a Region will come in the next email. Any questions? CTE is a little more complex because in the presentation there are program areas, and then within the program areas there are pathways and we were originally estimating 96 possible Advisors, that was just ballparking not knowing exactly how many submissions we're going to have but there are a lot of courses and the consultants at DPI helped. We went through actually in preparation for doing it last year, last Spring we went through all the titles and what

Advisor could we contract they could do multiple courses and that is what makes it more complex. The spreadsheet tends to be a pathway, but the pathway that we're looking for and everyone's not going to have the same pathways and it's more complicated because not every District or Region of the state offers the same courses. So there may be that one Region is supposed to live with one pathway but they really can't find anybody in their District or Region that teaches that course or has experience with that course and so that's why we may have more in that pool of potential people than we actually need, they will try to balance it out. All of that will be color coded and sent out in an email as soon as we know the exact numbers that we need to look for because again that's really going to depend on how many publishers are submitting how many different submissions we have for each course within each pathway within each program. Any questions about Advisors?

Last on the agenda is Next Steps and Questions that you might have because we have a lot of things happening in the next month for Commissioners and on the school level. Commissioner Linker said her recommendations would be that everyone attend the May meeting, because that is the last meeting and we will be talking a lot about the logistics about what Evaluation week actually looks like, the process is the same how is it going to be different and how we will make it all come together in a remote situation. There will be a lot of details coming out in the May meeting and with Evaluation in the second week of June we really don't have a lot of opportunities to meet between the May meeting and Evaluation week. She encourages everyone to participate in the breakout room training. She has experience in one platform that she uses for school which is not Webex, she does not have a lot of experience with Webex, and maybe one time in a breakout room. There are a couple of different platforms that different people use in their work and in their home, so definitely participate in the breakout room training opportunities. Take advantage of CUACS and their training because that is the bulk of your work and how you'll be able to see the work of the Advisors and get the information they are providing. It is crucial that we get an understanding of that platform because we will not be together in a room if there is an issue.

Commissioner Linker asked Dr. Fair if she had missed anything? Dr. Fair said that she had covered everything and was very thorough. Dr. Fair said things may come up as we start to move forward but for now, she has covered everything.

**Questions/Comments:** Commissioner Austin had a question, what will be the compensation for the Advisors for this week of service? Commissioner Linker confirmed with Dr. Fair and said if she was correct that it is \$150 a day? Dr. Fair said yes that is correct it's the same, that's what's in our State Board Policy. \$150 a day 10 days. Commissioner Linker said the difference of course being since it's remote there would

not be any transportation, any meals anything like that compensation necessary. It would just be the daily stipend; they would be working from home.

**Adjournment:** Commissioner Linker asked for someone to make a motion for the meeting to be adjourned. Commissioner Chesher made a motion for the meeting to be adjourned. Commissioner Jimenez second the motion. Amy Marshall was not present at the close of the meeting to agree to adjourn the meeting. All other Commissioners present agreed for the meeting to be adjourned.

**Meeting adjourned:** 3:12pm

**Minutes taken by:** Audrey Long

**Date of Approval:**