

# North Carolina Textbook Commission Meeting Minutes - DRAFT

North Carolina Department of Public Instruction  
Raleigh, NC

March 20, 2020

9:00 AM – 12:00 PM

Virtual Only

<https://attendee.gotowebinar.com/register/4030065663571760907>

**Members Present:** Lora Austin, Jodi Rae Autry, Edward Coggins, Hannah Cook, Angela Flowers, Aubrey Godette, Kathleen Linker, Susan Mills, Stephen Parker, Michelle Perry, Nardi Routten, Lindsey Sise, Dawn Hester

**Members Absent:** Kelly Browning, William Chesher, Hannah Jimenez, Renee Kimball, Dr. Lynn Moody, Kim Robertson, Rosalyn Yarus

**Others Present:** Dr. Carmella Fair, NCDPI; Audrey Long, NCDPI, Beverly Vance, NCDPI, Delores Ali, NCDPI, Angela LeMay, NCDPI, Beverly Colwell, NCDPI and Ivanna Mann Thrower-Anderson, NCDPI

**Call to Order :** Commissioner Linker called the meeting to order and stressed that no one could leave the meeting because exactly 12 are present and if anyone left, they would no longer have quorum. Be sure your voice is heard if you have a question or when voting is done because it is a virtual meeting. Two Commissioners will need to break at 10:00 for another meeting. It was decided the meeting would continue until that time and a new roll call would be conducted for the purpose of quorum.

**Approval of Minutes -** Commissioner Sise made a motion to approve the minutes and Commissioner Routten second the minutes. All other commissioners approved verbally or via chat.

**Roll Call -** Dr. Carmella Fair conducted a verbal roll call and those who did not have audio raised their hands via the icon or responded through a chat message.

**Content Area Overviews and Criteria Training –** DPI consultants from the mathematics section of the Standards, Curriculum and Instruction Division, CTE Division and EC Division will give presentations along with slides.

**Subcommittee Update** - Commissioner Linker stated that the subcommittee met virtually on yesterday (March 19, 2020) working individually on modules and they will meet again in two weeks. The subcommittee will push out the modules for peer reviews. She asked commissioners (subcommittee members) to be on the lookout for communication from Dr. Fair on how to access the Canvas courses, and how to provide input before being used, especially the advisor course. Linker indicated for the three parents that are not educators, Dr. Fair is working on getting access for them on Canvas and they should be able to login within two weeks and will receive additional information. She stated the courses are on DPI's Canvas and they will have access to those courses.

**Content** – Dr. Fair introduced Beverly Vance, DPI. Section Chief for K-12 mathematics. Ms. Vance shared information on the development and implementation of the K-12 Mathematics Standard Course of Study. She stated that the Standards, the associated documents and criteria sheets will greatly enhance the evaluation of instructional resources during the 2020 textbook adoption cycle.

Mrs. Vance proceeded with a PowerPoint presentation that began with the back-story of the development and implementation of the current K-12 standards. All grade levels of standards were revised by June of 2017.

#1 - The make-up of the NC Mathematics Writing Team - Special attention will be given to the advisors for the new 4th level standards. Although educators have not taught the new 4th level standards educators were engaged throughout the development process. Links to the standards are provided throughout the presentation.

#2 - The new standards for the 4th level mathematics, the development process and the specifications that the team focused on. The state's implementation plan for the 4th level mathematics. Note: This was developed before COVID-19.

#3 - Criteria sheets - grades 9-12 mathematics instructional materials review - Part 1: Content - 80% alignment.

The standards documents and how they will be explicit to grades 9-12.

The unpacking documents – The PowerPoint slide provided information on unpacking and clarification.

K-12 Standards Vertical Progression showing the major strands of the NC Standard Course of Study for K-12 Mathematics. The strands range from the most appropriate to the least appropriate.

Part II: Pedagogy - This section will establish the criteria to evaluate how well the instructional materials and resources enable teachers to effectively interact with the students at various learning levels.

K-12 Mathematics Google Site will enable teachers to access resources quickly.

Commissioner Linker interjected and suggested a 15-minute break to accommodate the two commissioners that had to attend another meeting. The 15-minute break would allow them to continue to have quorum once the two commissioners returned.

Once the break was over a roll call was done to verify there were enough Commissioners in attendance for quorum. Once it was determined that there was a quorum, Beverly Vance continued her presentation.

Part III: Accessibility - There are five areas in this section. 1) Accuracy 2) Appropriateness 3) Scope 4) Teacher resources and 5) Technology.

List of the Elements of Effective Mathematics Instruction. Criteria sheets for EC and EL evaluation of materials for appropriateness, scope and resources.

Comm Linker asked Mrs. Vance if commissioners had questions how could she be contacted? Mrs. Vance said she could be contacted in writing or by email.

**Career and Educational Tech Division** – Presenters were Delores Ali and Angela LeMay

Angela LeMay, Section Chief for Proof of Learning

Delores Ali, Section Chief - Curriculum Acquisition

Delores Ali presented the overview of the standards - proof of learning and instructional criteria for the program areas. 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.

Agricultural Ed. - Pathways consist of 6 different areas (Animal Science, Equine Science, Natural Resources, Plant Systems, Power, Structural & Technology Systems and Sustainable Agriculture Production).

Business, Finance, and Marketing Education - Consists of 16 different areas - Provides students with business skills and techniques, understanding basic economics and making economic decisions.

Computer Science and Information Technology - has 12 pathways that build linkages and information technology for entry level.

Family and Consumer Sciences Education – Pathways center on work, family, child and elderly care. Included also is politics and technical usage.

Health Science Education – There are 4 Pathways. This area focuses on the projected needs of the healthcare industry.

Trade Technology, Engineering and Industrial Education - 28 pathways – This area provides students with skills in Industrial Engineering.

A slide was presented that shows a Pathway example – The example shows the middle grades exploration, pathway courses which include two sequential classes, work-based learning and CTSO's that support technology and support employee bldg.

Essential Standards – These standards represent a publication of all the CTE courses-program area, credential, core integrated CTSO and aligned work-based learning.

A consultant works with business and industry representatives, consortium, program teachers, post-secondary educators, credentialing entity and other DPI Divisions to create the Course acquisition. A course acquisition schedule depends on the age of a course, enrollment, performance or it can also be brand new depending on the pathway need.

Angela LeMay continued the presentation. Courses that are maintained by CTE are based on a Course User Guide.

Proof of Learning – The industry recognition credential covers at least 80% of the curriculum.

NC Test or Third-Party Assessment

Performance Based Measurement

Delores spoke about the Criteria Sheets – This section has four sections.

Part I – Content - it has a minimum for the support of essential standards, course user guide and curriculum guide.

Part II - Pedagogy – Engages students and teachers with the content to support the intended learning outcome (CTSO's, work-based learning and the essential employee building).

Part III - Accessibility (accuracy, appropriateness, scope)

Part IV - Technology (Accuracy and Appropriateness, scope and technical)

If any of the Commissioners have additional questions Ms. Ali and Ms. LeMay can be contacted via email and are available for the next meeting.

### **Exceptional Children (EC) and English as a Second Language (ESL)**

Presenters - Exceptional Children - Beverly Colwell, Educational Consultant - EC Division, DPI and ESL - Ivanna Mann Thrower-Anderson, EL Consultant-Western Region, DPI

#### **EC Considerations**

Beverly Colwell provided insight on the Exceptional Children Division. There are 14 eligibility areas for EC in NC. The disabilities vary from mild to more significant.

EC Federal Requirements – SWD (students with disabilities) At least 99% are instructed on the same level as their grade level peers. The remaining 1% require modified assessments and modified grade level standards and accommodations for them to fully participate in the general education setting.

#### **English Learner (EL) Considerations**

Ivanna Mann Thrower-Anderson, Western Region - ESL –

EL Federal Requirement – There should be meaningful participation in educational programs and services. Title III of the Every Student Succeeds Act ensures that English Learners attain English Language proficiency and meet the same standards.

EL Development (ELD)- Language and Content Proficiency involves language associated with the content where a student is in association with the content. How can they show the content knowledge when they don't have the English?

ELD Standards – Addresses Five Standards.

Standard I - Social and Instructional language

Standard 2 - Language of Language Arts

Standard 3 - Language of Mathematics

Standard 4 - Language of Science

Standard 5 - Language of Social Studies

Ms. Mann Thrower-Anderson pointed out that it was important to pay attention to "Language Of" – because it represents How to access - How to be able to speak the language by listening, speaking, reading and writing.

ELD Standards and State Standards differ in that ELD Standards – Focus on the Academic Language development

State Standards - Focus on the Academic Achievement

ESL – It is important that the Native language is built into the material.

EC – The textbook should meet the individual needs of the student (vision, hearing and intellectual)

Universal Design for Learning - Questions to Consider: 1) do they offer educators flexible learning opportunities and 2) do they have suggestions for strategies to remediate, enhance or reinforce concepts? The focus should also be on the enhancement concept for ESL.

Language Access - How does the textbook support, vocabulary, vision and technology, background knowledge and oral development

Content Access and Accommodations - How does it support modeling, manipulatives. How do they apply what they have learned? Authentic Assessment Tools, Differentiated Instruction, Specifically designed instruction and Alternate formats.

Access and Accessibility Tools - Access to authentic texts, metacognitive development, higher order thinking, contextualization, building schema, linguistic modality integration.

Differentiation - Content, process, product and environment

Cultural Diversity - Register, Genre/text, topic, task situation, participant identities and social roles.

EC Evaluation Criteria - There are 11 items to be considered for EC during the textbook selection process.

Content: Grade appropriate, cognitive levels, relevant, linking prior knowledge and key concepts.

Materials: Variety of exercises, opportunities for students to collect and organize. Include a summary of content, guides, and sufficient material. Math consultants requested materials that promote opportunities for two-way and in-depth student discourse and examples that foster in-depth understanding of math.

Resources - Should accommodate first year and veteran teachers.

Text - Font, color, spacing, etc. for visual accommodations for both EC and ESL students

Technology - Should meet criteria for accuracy, appropriateness and scope

Textbooks should support the use of accommodations/modification to enhance content knowledge through realia (concrete objects) manipulatives and hands, modeling, graphics and technology. Differentiated instruction and assessment tools.

EC should be specially designed with instruction and alternate formats for the vision, hearing and cognitive disabilities.

EL Evaluation Criteria - 12 items to be considered – They are required to provide a reason for their “yes” or “no” response.

Content: Grade appropriate, various cognitive levels, relevant, linking to prior knowledge and key concepts, skills, and vocabulary is identified.

Materials - Include both print and digital resources, allows students to interact with words, images in ways that develop their abilities. Address specific needs, engage students in complex and cognitively demanding tasks.

**Next Steps** - Commissioner Linker – The meeting on April 17<sup>th</sup> will be virtual. Part of the agenda will include more information for the advisors. You will be receiving communication prior to the meeting.

Commissioner Linker asked for a motion for the meeting to be adjourned – Commissioner Mills made a motion for the meeting to be adjourned. Commissioner Coggins seconded the motion.

Dr. Carmella Fair did a final roll call for approval of the virtual meeting to be adjourned. All members that were present on the virtual meeting approved for the meeting to be adjourned.

**Adjournment:** The meeting was adjourned at 11:58pm.

**Minutes taken by** - Audrey Long, NCDPI

**Date of Approval:** April 17, 2020