

Florida Association of District Instructional Materials Administrators

Conference Summary Notes

November 12th, 2008

1. President Peggy Finch welcomed the group and thanked; Bill Purtell for working on registrations, creating name tags and the FADIMA directory, Burt Jordan for his efforts on the web page and newsletter, Kathy Green for the conference summary and newsletter, and Cookie Grafton for accepting the nomination for President. Peggy stated that election ballots were to be given to Martha Winegar or Pat Evans.
2. FADIMA members, publishers and other attendees introduced themselves.
3. Peggy introduced Don Griesheimer the lobbyist for FADIMA, and a former Bureau Chief for Instructional Materials, and asked him to continue as a lobbyist for the group.
 - A State of the State discussion was held by Don Griesheimer, John Mixon, a school board lobbyist and FASA member, and Martin Miller from Clay county and representing Duval.
 - Much discussion concerned the downturn in the economy, tourism is falling and budgets are suffering. The previous year budget was cut to below 06-07 levels and even deeper budget cuts are expected.
 - The Legislature moved Instructional Materials money into the FEFP.
 - Funds are being decreased although state mandates require districts to do more.
 - There was a decrease of 1.4 billion dollars in expected revenue and the Governor has already used funds such as the stabilization fund, transportation trust fund, and the tobacco trust fund to supplement the budget.
 - There is another 700 million to 1 billion expected decrease in funds and rumors are that there will be another 6% cut resulting in a net 3% decrease to districts.
 - Lobbyists are pushing the Legislature to look at additional revenue sources such as sales tax and eliminating sales tax exemptions.
 - A Legislative leader in Orlando stated public school funding was only cut 2% when actual cuts were about 12%.
 - To prepare the budget, each agency proposes a budget based on projections and compiles these numbers. The Legislature bases budget on this, and the Governor proposes a revised budget to the Legislature after any cuts are made.
 - The revenue estimating conference occurs Nov. 21st and projected revenue contractions will be used to revise the budget.
 - Since trust funds and stabilization funds were depleted, bond costs will be higher and worsen the state budget.
 - There are two trains of thought on how to handle the budget crisis; either use other trust funds to borrow from and get through the current year OR have a special session to eliminate tax exemptions which would cause great debate.
 - Predictions are that next year's budget will begin about 2.5 billion dollars below this year. Education, health care, corrections and transportation will be priorities. Possible cuts which may occur might be in school advisory, National Board Certification programs, Merit Awards and Bright Futures.
 - FADIMA members were advised to create talking points to share with Superintendents about the importance of Instructional Materials and why these funds should remain a categorical.

4. Paul Bent introduced the attending Florida School Book Depository staff.
 - a. He stated that Florida is looked at as having one of the best Instructional Materials processes in the country due to the efforts of FADIMA and these funds remaining categorical, and that textbooks remain the most economical way to provide Instructional Materials.
 - b. The reading adoption of 08 was daunting, but went smoothly due to the partnership between districts and publishers. There were limited back order issues.
 - c. Peak inventory reached 12,400,000 units and then 6,000,000 in the secondary warehouse. FSBD handled 25-30 trailer loads a day in April and May, which included 250 truckloads of leveled readers. Records were set in May with 5,700,000 pounds of freight and a 20% increase in the number of lines shipped. Shipments in July totaled 7,800,000 pounds of freight with an increase in lines shipped capacity of 30%.
 - d. With the increase in online products available, an FSBD contact was added to assist districts in this area.
5. Charlie Carraway introduced Dawn Saunders from BEESS to discuss the (NIMAS) National Instructional Materials Accessibility Standards.
 - a. A hand out was provided defining (NIMAS) the National Instructional Materials Accessibility Standard, a standardized file format used by publishers to facilitate creating accessible instructional materials, and (NIMAC) the National Instructional Materials Access Center, where the files are housed, also detailing IDEA requirements, and explaining the process by which NIMAC obtains, validates, and catalogs NIMAS file sets.
 - b. Discussion ensued concerning the timing issue with districts not always having materials to provide to the (FIMC) Florida Instructional Materials Center for the Visually Impaired.
 - c. Publishers in attendance agreed they could provide needed materials to the FIMC if contacted by districts.
 - d. NIMAS resource information was also provided.
 - i. NIMAC- www.nimac.us
 - ii. NIMAC FAQ <http://www.nimac.us/faq.html>
 - iii. CAST- Center for Applied Special Technology- <http://nimas.cast.org>
6. Bill Purtell and Mark Howard from Palm Beach County provided an update on Learning Village.
 - a. This project started three years ago and, for Palm Beach, includes a student (edline supported) portal and a teacher portal.
 - b. Publishers helped to populate these portals with Instructional Materials as adoptions were made to help reduce costs and improve access and efficiency of use for teachers and students.
 - c. Creative collaborative partnerships have ensued between districts and publishers, departments within the district, and publishers to publishers.
 - d. Of 12,000 teachers, over 8,000 are using content in the portal.
 - e. The district needs fewer materials, which saves on storage and delivery, and publishers save on printing, storage and shipping costs.
 - f. All grade level “free” materials are available to teachers within their portal (elementary, middle or high).

- g. Student e-editions are on both the student and teacher portal and only require logging into the portal so usage is increased. Publishers use encrypted URLs to protect their copyright so that links cannot be used on another page.
- h. Portals allow the district to create and link additional curriculum units and align other support resources such as Brainpop, Nettekker and videos.
- i. Teachers and curriculum support staff spend two weeks in the summer enhancing portal content.

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7. DOE Update- Charlie Carraway introduced Bureau Chief Todd Clark, who has a math and science background, previously from Washington, the Department of Energy, who also served in the Navy, was a former teacher in North Carolina, and originally came from Palm Beach County.
- a. FADIMA was honored to have Todd Clark in attendance as Language Arts framers were also meeting at the same time.
 - b. DOE is currently looking at content standards to define what students should learn and know, assist teachers (especially those new to teaching) who rely heavily on textbooks, and provide students with equitable subject content throughout the state.
 - c. The goal of DOE is to make the standards clear, concise, and teacher, student and parent friendly.
 - d. The Bureau of Instruction and Innovation consists of the Office of Humanities, supporting Social Studies, Language Arts, and Fine Arts, the Office of Mathematics and Science, the Office of Healthy schools, supporting Health, Physical Education, Drivers Education and Nutrition, the Office of Instructional Materials, and the Office of Library Media Services
 - e. Beth Buchard is the Director of the Office of Humanities and Penny Detscher is the Director of the Office of Healthy Schools.
 - f. Senate Bill 1908, signed in June, names Next Generation Sunshine State Standards and requires updates for all standards by Dec. 31, 2011. Language Arts Standards require revisions to include supplemental reading lists and framers began meeting on Nov. 12th, 2008. These revisions to the standards will bring in stakeholders to garnish buy in and support.
 - g. Senate Bill 1908 prohibits public schools from suspending a regular program of curricula. Lawmakers did not want regular studies halted for weeks in preparation for FCAT testing, but instead want benchmarks taught and reviewed in preparation for testing on the benchmarks. Test preparation activities are permitted to familiarize students with the organization of the assessment, the format of the test items, and the test directions.
 - h. Purchase of IM with FCAT references are permitted and publishers were encouraged to replace FCAT references with Standards based assessment references when able.
 - i. Todd discussed the proposed FOUR year standards review schedule and said that content experts would review these standards, but that did not necessarily necessitate a revision to the standards.
 - i. The proposed schedule was 2006-Reading, 2007-Math/Science, 2008-Social Studies/PE/Health, 2009-Language Arts/World Language, 2010-

Performing Arts/Visual Arts, 2013-Math/Physical Education, 2014-Science/Health Education, 2015-Reading, Language Arts/World Language, 2016-Social Studies/Performing Arts/Visual Arts with a four year repeating cycle of the standards review in the areas addressed in 2013, 2014, 2015, and 2016.

- j. Todd did not feel National Standards would be used throughout the country in the near future and that since the State sets curriculum this was not likely to change.
- k. **The proposed Standards Review Cycle would not be adopted until the January DOE meeting and districts were encourage to email their comments/concerns to Mary Jane Tappen.**
- l. Language Arts Standards revisions are expected by the fall of 2009.
- m. The Standards database is located at www.floridastandards.org.
 - i. Standards and access point can be printed or saved in Word or Excel and are updated each evening.
 - ii. The website is expected to include publisher correlations, videos, and professional development in the future.
- n. Bill 2800 required DOE to provide a Lost Textbook report detailing policies, number of textbooks lost, cost of replacement annually, recommendations to reduce costs, innovative ways to recover lost or damaged fees, and three years data if available.
 - i. Top three recommendations included:
 - 1. Change Statute to permit districts to charge full replacement cost.
 - 2. Allow for more stringent and meaningful penalties for non-payment.
 - 3. Implement district-wide automated textbook management systems.
 - o. Charlie Carraway emailed a recommendation to revise S.1006.28 (3) (b) to allow districts to charge full replacement costs for lost/damaged Instructional Materials.
- 8. A Panel discussion on how the new math standards will impact content included Todd Clark, Steve Olson, Jamie Pittman, Mary Russick and Mary Devore.
 - a. Bill Schmidt characterized the US curriculum as a mile wide and an inch deep and the revised math standards reflect an effort to change this.
 - b. The standards went from approximately 83 concepts per grade level to an average of 19. Prior math standards covered the same topics over and over, but without allowing time to cover topics in any depth. There is now more time to expand on the topics and use models, manipulatives, and other methods to help students understand these concepts.
 - c. Teachers will need professional development to help them teach the concepts in other ways to achieve student understanding which might include using reading in the content area, journaling, cooperative learning, etc.
 - d. Because of fair gain, some review would be necessary since concepts tested would need to cover prerequisite knowledge. The caveat is that this review should not create the mile wide and inch deep covering of all topics again.
 - e. Instructional Materials should be standards based, and not assessment based, and must contain a strong teacher component.
 - f. Publishers were concerned that evaluation committees for the new Instructional Materials would need to understand materials were based on the new standards, and would need detailed evaluation criteria since the materials might be very different than in past adoptions.

- g. Course descriptions were included for middle schools to find pathways for students to accelerate and prepare for higher level courses since the concepts taught in the new math standards were more grade specific and not taught over multiple grades.
 - h. Moving students ahead will be more difficult since these concepts will be specific to a particular grade level.
 - i. Suggestions were made to publishers to include in Instructional Materials more project based learning projects, manipulatives, and no, or possibly smaller, consumables for K-2 (which might be included free for the life of the adoption).
 - j. Districts were concerned with budget and resulting staff cuts how the additional professional development for math might be addressed. The DOE- <http://flpromise.org/> was expected to provide online and summer modules to assist with this training.
 - k. The last page of DOE Specifications contains an evaluation document including how well the publisher has covered benchmarks.
9. Jamie Pittman, Marion County AP and former math curriculum specialist, presented a session on implementing the new math standards in the classroom.
- a. Handouts and a copy of her PowerPoint presentation were provided.
 - b. Participants used manipulatives to advance from concrete to representational to an abstract understanding of a math standard.
10. Concurrent sessions were held with half of the FADIMA members attending Session A – District Selection Processes for Instructional Materials in 2009-2010 and half attending Session B – Textbook Management, Inventory Requirements, and Procedures. Members then switched to attend both sessions before reconvening to go over group reports.
- a. Session A – District Selection Processes for Instructional Materials in 2009-2010 groups reported out on obstacles and solutions for the process.
 - i. Obstacles included; lack of funds for substitutes, inability to pull staff from classrooms, if an early adoption process is begun then the district selection might not be a state adopted material.
 - ii. Solutions included; limiting the number of days committees meet, using survey monkey or another product to tabulate votes, having math supervisors start working with staff in understanding the pedagogical changes with this adoption, having adoption meetings in the summer, using early release days, teleconferencing, and recording presentations for viewing later.
 - b. Session B – Textbook Management, Inventory Requirements, and Procedures reported that most districts had cut staff, most had an AP or another contact within the schools to handle Instructional Materials, many trusted their IM inventory to be correct, and the majority had some form of automated system.