



FADIMA NEWSLETTER

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SUMMER 2009

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LINKS

Florida Instructional Materials Department:
http://www.fldoe.org/bii/instruct_mat/

Florida State Adoption Overview:
http://www.fldoe.org/bii/instruct_mat/imaover.asp

Statutes related to instructional materials:
http://www.fldoe.org/bii/instruct_mat/pdf/statutes.pdf

Florida Instructional Materials Adoption Policies and Procedures:
<http://data.fldoe.org/instrmat/downloads/2009p&p.pdf>

Information for Evaluating Instructional Materials
http://www.fldoe.org/bii/instruct_mat/eval.asp

Florida school Book Depository
http://www.fldoe.org/bii/instruct_mat/deposit.asp

Publishers Contact List
http://www.fldoe.org/bii/instruct_mat/xls/publishersregistration.xls

President's Message

Cookie Grafton

Greetings to all FADIMA members, associate members, friends of FADIMA and members-to be:

The FADIMA legislative committee has been very busy this year since December when we participated in a conference call with our new lobbyist Juhan Mixon. At the end of the FADIMA annual conference we were going forth with Don Griesheimer as our lobbyist and just a week into my term, Don called to inform me he had taken another position. So, with FASA Days coming up in early January and no lobbyist, the Executive Board agreed to go with Don's recommendation of Juhan Mixon.

A group of 4 members of the Legislative Committee attended FASA Days in

January and Juhan arranged for us to meet with Senator Wise, Representative Flores, House and Senate Staffers and the Governor's policy chairman. We approached Senator Wise and ask him to support a bill that would remove language that allowed only 50%-75% of

There were a number of close calls as the session went on that would have been disastrous from our standpoint...

funds to be collected after the 1st year of an adoption for lost or damaged books. He was in favor of supporting that bill. Juhan was able to get the House side

to put forth the same bill and bottom line, it passed. So now it is up to each district on how much to charge students for lost and damaged books after the first year of the adoption. This means that you can charge 100% of the cost of the book regardless of how many years the book has been in use. The reference for this bill is SB1248 and HB 833.

There were a number of close calls as the session went on that would have been disastrous from our standpoint, but we dodged those bullets thanks to the constant behind and in front of the scenes work by Juhan Mixon and his associates, Herb Stanley of FSBD, Lou Greco and other supporters of FADIMA.

FADIMA Conference

The 41st Annual FADIMA Conference will be held in Daytona Beach at the Daytona Beach Resort and Conference Center on Thursday and Friday, November 12th and 13th, 2009.

Participants may arrive on Wednesday, November 11th. We have a great room rate

of \$79 a night and this rate is good 3 days before and after the event.

C h e c k o u t : www.daytonabeachresort.com for more information.

Many of you may have Veteran's Day, Wednesday, November 11th off as a holi-

day, so plan on coming early and enjoying the pools, sauna, beach, ocean and nearby shopping.

Please check: <http://fadima.net> for more information

FADIMA 2008

by Herb Stanley

Editor's Note: At the 2008 FADIMA Annual Conference Herb Stanley of Florida School Book Depository shared with us the history of FADIMA. To the right is the text of his presentation.

Each of you in this room are bound together by a common bond-Instructional Materials. I choose to believe that education is the great hope for our society and these tools are an essential element of the instructional process. Next to the set of experiences the child brings to school and the teacher, instructional materials impact learning more than anything else. Each of you is involved in a great life's work providing the tools of education.

Instructional Materials today are comprehensive, learning-based, designed for individual needs, provides materials to fit most all learning styles, provides overwhelming support for teachers, makes classrooms come alive and certainly are great 21st century digital tools.

Some, perhaps most, high-level education policymakers do not understand the current nature of Instructional Materials. At a recent State Board of Education meeting Mr. Martinez, a board member, raised questions about the state's move toward digital learning, and the people speaking for the Department of Education (not Charlie Carraway and her staff) missed a golden opportunity to explain to the Board of Education that digital materials exist today and permeate our state program.

The State of Florida has the best state-wide Instructional Materials program in the United States.

The students of Florida have:

- More Instructional Materials
- Higher quality Instructional Materials
- At a lower cost
- With more service
- With more teacher inservice training
- And more flexibility
- Than any other state in the Union.

Why? Because of FADIMA – It's members collectively and individually, great DOE leadership and great publisher involvement and support.

It is true Florida schools are facing an economic shortfall of historic proportions. The gloom and doom that surrounds each of you in this room is unprecedented. Let me give you hope. Let me give you a historical perspective of nearly 43 years.

FADIMA has been a continuous leader for Florida's students since the early 1960's. In the late 50's, the FEA meeting included all educators from the teacher to what was then called the State Superintendent. The DOE textbook director, Mr. Finn



Groover was the first one I knew, would gather the attending textbook managers for lunch one day of the meeting. That was the beginning of FADIMA. In the early 1960's you expressed a desire to have a 1-day meeting which essentially was a DOE sponsored meeting. Then in 1967 you formed your own group, the Textbook Manager's Association, held a 2-day meeting and elected your first President, Mr. T.H. McCrory (Martha, we believe that he came from Alachua County). Then, in 1974 when the state changed the law to an Instructional Materials program rather than a textbook program, you changed your name to the exotic FADIMA. (I think the three day meeting started in the 1980's).

Critics of state adoption like to talk about the old fashioned approach to Instructional Materials, but FADIMA and the DOE have lead Florida forward to the most advanced state adoption program in the country.

When the first Foreign Language audiotapes came out, actually they were records, not tapes, you advocated for flexibility to purchase this

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new essential part of the program.

NOTE: MANY PEOPLE INCLUDING ME, THEN A SALES REPRESENTATIVE, THOUGHT FLEXIBILITY WAS BAD, NO MAYBE CATASTROPHIC, BUT IT HAS PROVEN TO BE ONE OF THE STRENGTHS OF THE PROGRAM. WHEN PEOPLE COMPLAIN ABOUT THE LIMITING STRUCTURE OF THE STATE LAW, FLEXIBILITY IS THE PRESSURE RELIEF THAT ASSURES PEOPLE THAT THERE IS ALWAYS ROOM IN THE STATE PROGRAM FOR QUALITY INSTRUCTIONAL MATERIALS.

In the 60's only textbooks could be purchased with state instructional Material categorical dollars. You requested and got the inclusion of Teacher Editions with reproduced student pages included on the state list. This eventually lead to including more student ancillary materials. At this time these were purchasable materials. In some states, believe it or not, even today the textbook or major tool is the only thing that can be purchased with categorical funds if that state still has categorical funds.

The re-write of the Instructional Materials law in 1974 was also met with some gloom and doom but it allowed for more district control of dollars and choice of material which kept the criticism of a state mandated program at a minimum.

FADIMA'S first defining moment was 1976/77 when the Legislature had cut the funding from \$12.2 million down to \$9.8 million, a 20% cut. Leaders of FADIMA got together to decide how to restore

funding and the FADIMA Cost Analysis was born. While it did not hurt that it was a Reading year and every daily and weekly Florida newspaper had an article about the shortage of textbooks, FADIMA defined the problem with the Cost Analysis and the next three years funding was increased 51%, 34% and 25%.

In the early 1990's and the early stages of the accountability reform movement, there was great emphasis on no state programs with districts being given the dollars and the accountability. I remember a year when Governor Lawton Chiles and Commissioner Betty Castor worked together to take the Instructional Materials Categorical dollars, put some additional money with it, and give all the money to the newly created school advisory committees who would then best decide the schools' needs. FADIMA lobbied hard to keep the categorical and prevailed.

FADIMA'S first defining moment was 1976/77 when the Legislature had cut the funding from \$12.2 million down to \$9.8 million...

Between Legislative sessions FADIMA beat Commissioner Castor's attempt to get her secretly appointed blue ribbon Classroom's First Committee to recommend doing away with the categorical. FADIMA not only got the committee to recommend keeping the categorical, but you also convinced the committee chairman, a young su-

perintendent named Frank Brogan, to change his mind and advocate for Instructional Materials. When he became Commissioner of Education, he used the Instructional Materials program to coordinate materials with the State Standards and State Testing.

During the 90's there were several scary, frightening years when either the Senate or the House budget had no funding for the Instructional Materials Categorical when each House initially passed its budget. Fortunately there were people who FADIMA convinced of the importance of Instructional Materials and made sure that Instructional Materials were fully funded.

Later, Governor Chiles became convinced that there was a need for adequate Instructional Materials funding. When he asked, "What is adequate funding?" he was directed to the FADIMA Cost Analysis and the golden age of Instructional Materials in Florida was born. (Please realize the Cost Analysis has been calculated for 32 straight years).

In addition to funding some of you were very influential in guiding Senator Anna Cowin's to improve her concept of fully implementing the core subjects in the first two years of an adoption. One of the strokes of genius was when Don Griesheimer having lived through a fight between Senator Cowin and then Representative Evelyn Lynn chose to be proactive and solve the problem by putting them both on an Instructional Materials Study Group along with FADIMA members and publisher representation. This re-

(Continued on page 5)

DOE Update

FADIMA members were well-served by Charlie ...

The latest from the DOE Instructional Materials Department finds us with a new director of Instructional Materials. Charlie Carraway, former director resigned in July to return to Wakulla County to teach English. The new director is Diane Vaccari who was in the department working with Charlie. It is expected that a replace-

ment will be named for Diane's position. Earlier in the year, Patty Ceci who was with the department took a position in the Social Studies department and her position was not filled.

FADIMA members were well-served by Charlie who kept us up to date on the latest happenings and who guided us well in matters of statute interpretation regarding

instructional materials. The state adoption process was smoothly run and maintained a fair and equal distinction for all participants. Charlie will be missed, but we wish her all the happiness and joy in her return to the classroom. We certainly look forward to continuing our relationship with Diane and working with her in her new capacity as Director of Instructional Materials.

Florida's New Mathematics Standards

The Final Report of the National Mathematics Advisory Panel released in May of 2008, suggests the way mathematics is taught in the United States needs to be changed to meet the critical needs for the 21st century global economy.

The state of Florida approved the Next

dards have increased the level of depth expected to be taught at each grade level in grades K-8. Rather than learning "a little bit" of "everything" each year, students are now expected to master a few important concepts (Big Ideas) specific to a grade level. Students will be expected to participate in more hands-on activities and assignments and use more manipulatives.

These new standards and course descriptions will significantly impact the way teachers in kindergarten through eighth grade approach teaching math concepts in our classrooms. Teacher awareness and professional development for these new standards have been developed and will be implemented

through the PROMiSE initiative (more information available at www.flpromise.org).

The Florida Next Generations Sunshine State Standards in Mathematics and mathematics state approved course descriptions can be accessed through the *Florida Standards* website (www.floridastandards.org/index.aspx).

These new standards and course descriptions will significantly impact the way teachers in kindergarten through eighth grade approach teaching math concepts in our classrooms.

Generation Sunshine State Standards in mathematics in September 2007, and the new mathematics course descriptions in February 2008. These new stan-

**John Miller,
Curriculum
Coordinator of
Secondary
Mathematics,
Polk County School
District**

FADIMA 2008

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sulted in one of the great Instructional Materials laws in our history. (The law also included the most far reaching definition of Instructional Materials of any state law at the time. It still serves Florida even though Instructional Materials have dramatically changed).

NOTE: Throughout Instructional Materials history when people like Governor Chiles, Commissioner/Lieutenant Governor Frank Brogan, Commissioner Castor, Senator Anna Cowin, Representative Ralph Arza, and many others who first opposed the Instructional Materials program take the time to listen to the story of what this program does to serve the needs of our students, they not only change their mind, but become great advocates.

With a strong program and a strong categorical, the publishing industry will respond to Florida's needs. Regardless of what happens, the publishing industry is not going to walk away from Florida. However, your choices of materials for your districts over the last decade have demonstrated that you want materials truly structured to meet the standards of Florida and the needs of your students, not just relabeling of existing content.

This year and next year will be rough, but do not give up hope. In your district, and as an asso-

ciation increase your advocacy for one of the essential ingredients of the Instructional process.

Yes. The funding for the categorical will be cut. There may even be some "hocus pocus" by putting the Categorical inside the FEFP (as a categorical), but the task for all of us is to convince the policymakers that this essential program with its exciting new materials should be kept intact.

As Florida goes through a reform of its standards, these are the tools that the teachers need to implement the new standards. Never, never, never hesitate to tell the Instructional Materials story.

Each of you in this room are bound together by a common bond-Instructional Materials. I choose to believe that education is the great hope for our society and these tools are an essential element of the instructional process. Next to the set of experiences the child brings to school and the teacher, instructional materials impact learning more than anything else. Each of you is involved in a great life's work providing the tools of education.

Essentially, Instructional Materials have been my life's work. Although I will work through the May FADIMA Cost Analysis, this will be my last FADIMA meeting in an official capacity. I thank each of you from all parts of the Instructional Materials family for the opportunity I have

had to know you as a friend and to serve together in this great Instructional Materials program.

**Never, never,
never hesitate to
tell the
Instructional
Materials story.**



THE SCHOOL DISTRICT OF PALM BEACH COUNTY
 INFORMATION TECHNOLOGY/CUSTOMER SUPPORT
Software Approval Request

This form must be completed prior to acquiring or upgrading the software regardless of method of acquisition (PO, P-card, direct pay, donation, grant, etc.) All software should support the District's Technology Plan (see www.palmbeach.k12.fl.us/techplan/) and if applicable, the School's Improvement Plan. Submit the completed form and any vendor proposals via email to SoftwareApproval@palmbeach.k12.fl.us. Also, fax the form signed by Principal/Director to 434-8665. You will be notified within 30 days after submission as to the decision. Refer to www.palmbeach.k12.fl.us/learning_tools/softapprove/ for additional information and a list of currently supported applications.

School or Department completes page 1. Ask vendor to complete and / or review pages 2 and 3 to assist the Software Approval Committee in the evaluation of the product.

The following to be completed by the requesting school or department.

SCHOOL OR DEPARTMENT		DATE OF REQUEST / /	REQUESTED BY	TELEPHONE OR PX
SOFTWARE TITLE				
AFFECTED GRADE LEVEL(S)	SUBJECT AREA(S)			
INSTRUCTIONAL/DEPARTMENT PURPOSE				
What goal from the District's Technology Plan and/or the School's Improvement Plan is addressed?				
VENDOR			VENDOR WEB SITE	
VENDOR MARKETING CONTACT	TELEPHONE	VENDOR TECHNICAL CONTACT	TELEPHONE	

Is this vendor District approved? Yes No Is this vendor on State contract? Yes No

Consider the following items when speaking with a vendor:

1. Can you provide a demonstration copy of the software? Yes No
2. Is this student software? Yes No
3. Where will the software be used? Lab Classroom # of Workstations _____
4. Is a dedicated file server required? Yes No
5. What RAM (memory) is required for: a. Workstation, 256k or _____ b. Server _____
6. What are the disk space requirements? a. Workstation _____ b. Server _____
7. What if any additional hardware is needed? a. Workstation _____ b. Server _____
8. Is a web version available? Yes No
 If web version is available, indicate web server location. School District Vendor
9. Is a database required? Yes No
 If a database is required, does it have an automated import function? Yes No
10. Has this software been used successfully in another K-12 school district? Yes No
 If Yes, where? _____

 SIGNATURE OF PRINCIPAL / DIRECTOR DATE

 PRINT NAME OF PRINCIPAL / DIRECTOR

Software Approval Request continued

SCHOOL OR DEPARTMENT	DATE OF REQUEST / /
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The following to be completed by the vendor and/ or District Software Approval Committee.

Does the District own comparable software? Yes No

If yes, write title and describe why the District would benefit from another similar product.

SOFTWARE SPECIFICATIONS

Check one appropriate statement only and complete information requested.

Software installation is standalone (specify workstation requirements)

Software installation is networked (specify server and workstation requirements)

Is software copied or installed? (explain)

Software is an ASP (Application Service Provider) (specify browser requirements)

Where does the data reside? District Vendor

Required plug-ins and programs _____

Indicate the versions that the software requires (if applicable):

Operating System	
Browser	
Flash	
Quicktime	
Java	
Active X	
Windows Media Player	
Shockwave Player	
.Net Framework	
Other:	

Screen resolution _____

Data security _____

Access outside District WAN _____

Technical assistance from home _____

Software Approval Request continued

SCHOOL OR DEPARTMENT	DATE OF REQUEST / /
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DATABASE CONSIDERATIONS Not applicable

Number of concurrent users _____ Maximum number of users _____

Ability to import/export student/class/teacher information Yes No

File Formats _____

Ability to import/export records Yes No

File Formats _____

Ability to update database periodically Yes No

Explain _____

Ability for teachers to manage their classes Yes No

Explain _____

Centralized reporting and management Yes No

Explain _____

SUPPORT

What technical support comes with the software?

What staff development comes with the software?

Is there a maintenance fee?

Cost of software upgrades:

SOFTWARE APPROVAL - to be completed by the District Software Approval Committee

Supported Not Supported Student data addendum required? Yes No

Comments

PRINT NAME

SIGNATURE

DATE



FADIMA MEMBERSHIP FORM



Florida Association of District Instructional Materials Administrators

Name _____

Address _____

City _____ State _____ Zip Code _____

Phone _____ Fax _____

Home Phone Number (not for publication) _____

E-Mail Address _____

District/Company _____

District/Company Address _____

New Member? Yes _____ No _____

Dues:

_____ I am enclosing my dues of \$25.00 for my membership through October 2010.

_____ I am a member of FASA, and I am enclosing my dues of \$25.00 for my membership through October 2010.

Type of Membership:

_____ Active Member – any person serving in a District or State position

_____ Associate Member – representatives of the publishing industry or depositories

_____ Retired Member – any prior member who has retired

Please return Membership Form and Dues to:

Vicki Comman, FADIMA TREASURER

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**Dedicated to Serving Florida's
Students**



**FADIMA 2009
Annual
Conference**

**November 12th–13th
Daytona Beach Resort and
Conference Center**

Room Rate: \$79.00 a night

**Reservations: (800) 654-6216
Please Reference FADIMA
Event**

More Info at:

www.daytonabeachresort.com

**We're on the web
at
<http://fadima.net/>**

The FADIMA Newsletter is a Semi-annual publication of the Florida Association of District Instructional Materials Administrators. The newsletter is published in January/February and July/August each year. Articles must be submitted by January 15th or July 15th. For more information please contact either Kathy Green or Burt Jordan.

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