

**2007 English for Speakers of
Other Languages (ESOL)
for the
2008-2009 Florida State Adoption
of Instructional Materials**



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Florida Department of Education

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Florida Perspective

Florida's A++ Plan for Education and Highest Quality Instructional Materials

The fundamental premise at the core of the state's education policy is unequivocal: every child can learn and no child should be left behind. The goal of Florida's A++ Plan for Education is to raise student achievement to world-class levels by reaffirming high standards, developing assessments, and ensuring accountability. Florida's reform effort is based on a commitment to continuous quality improvement in every school across the state. As such, it calls for improvement teams in schools to articulate a fundamentally new direction for instruction and to re-examine the ways in which the day-to-day business of schools is conducted.

Instructional Materials submitted for adoption in the State of Florida are correlated to Florida's Sunshine State Standards to ensure alignment to the state's assessment and accountability measurements. The ultimate goal of Florida's Adoption Process is to provide the highest quality instructional materials to our teachers and students.

Florida's Continuous Improvement Model (FCIM)

Improving student achievement and ensuring that our children receive a quality education are the top priorities of the State of Florida. Our goal is that each student will gain a year's worth of knowledge in a year's time in a Florida public school and that no student will be left behind. It is the intent of The Department of Education to provide the necessary resources to our schools so that these priorities will become a reality. The publishing industry, our partner in education, plays a vital role in this effort. Research-based instructional materials that are correlated to Florida's Sunshine State Standards and to the strategies involved in continuous improvement are requested from the publishing industry.

The following steps of Florida Continuous Improvement Model (FCIM) are being implemented in Florida's schools to maintain a continual view of student progress throughout the year.

- Disaggregate Students' Performance Data
- Develop Instructional Focus Calendar based on highest needs of students
- Deliver focused Benchmark Lessons aligned to the Sunshine State Standards
- Administer Mini-Assessments of Focus Benchmarks
- Provide Tutorials for Non-Mastery Students
- Provide Enrichments for Mastery Students
- Maintain Core of Knowledge
- Monitor Instructional Delivery and Efficacy of Process

Data Disaggregation

Florida's schools disaggregate their student data by school, subject, classroom and individual student using a variety of available resources. Once the school has analyzed all available data and ranked FCAT-assessed benchmark performance from weakest to strongest, an Instructional Focus Calendar is developed targeting the weakest benchmarks.

Focused Benchmark Lessons

In order for our schools to effectively implement the Instructional Focus Calendar, staff must have available high quality Focus Benchmark Lessons and Activities to target instruction on the identified weak benchmarks. Publishers submitting programs for adoption consideration are encouraged to develop Focus Benchmark Lessons as part of a comprehensive instructional program. Publishers are strongly encouraged to provide Correlation Charts that reflect locations and/or page numbers where specific Focus Benchmark Lessons and Activities can be found.

Mini-Assessments

Mini-Assessments are aligned to the Focus Benchmark Lessons. Mini-Assessments of three to five questions provide immediate feedback on instruction. Ease of administration and use is essential. The Publisher's Correlation Charts should reflect locations and/or page numbers where specific Mini-Assessments can be found.

Tutorials

Publishers are encouraged to develop and include Tutorials for those students who show non-mastery of the Benchmarks based upon the Mini-Assessments. Research in quality instructional design clearly indicates that re-teaching methods must reflect differentiated approaches. If a student has not mastered content using prior delivery or teaching methods, then different strategies must be utilized. Publishers are encouraged to include research-based, effective and creative Tutorials for a variety of different learning styles and modalities. Again, each Publisher's Correlation Chart should reflect precise locations for access to Benchmark-based Tutorials.

Enrichments

Enrichment activities must be included for students who have mastered the benchmarks and require more challenging work. Just as Tutorials reflect an array of instructional strategies, Enrichments must address the needs of different learning styles and actively engage students in the learning process.

Maintenance

Maintenance activities, such as question(s) on a mini-assessment or connective lessons that loop back to previously taught Benchmarks, are critical in assuring that students retain information previously taught. Enrichment activities that include previously taught benchmarks may be a way that publishers can assist students with retaining what they have learned.

Required Correlations

An expectation of continuous improvement is that subject area focused lessons on FCAT-assessed benchmarks in reading and math will be integrated and taught across the curriculum as appropriate.

Therefore, publishers will want to correlate instructional materials for all subject-areas to the reading and math FCAT-assessed benchmarks as appropriate.

Professional Development

Teachers must be provided professional development opportunities when student tutorials are not effective. These opportunities are delivered via chat rooms, streaming video of mastered teachers, on-line professional development, or training from publisher consultants.

Priorities for Reading in the Content Area

All instructional material programs submitted for adoption consideration must provide evidence of integration with other areas of instruction by supporting the notion that students in grades K-2 are learning to read, and that students in grades 3-12 are reading to learn. Throughout each of these grade levels, instructional materials should include vocabulary development, cognitive reasoning, and reading acquisition. Additionally, reading is a complex process and highly utilized across all content area assignments. Therefore, all submissions must integrate and carefully scaffold reading and literacy instruction to directly align with the corresponding text within each lesson. Reading and writing instruction and assignments must align with all content area instruction. Writing must also be integrated across the curriculum.

The instructional materials must systematically include both content and processes for reading within each of the three instructional stages related to the text: the pre-reading, during reading, and post-reading stages of a lesson. In the pre-reading lesson, the instructional materials must provide word exercises and practice that directly align with those words that students will see in the subsequent text passages. To adequately prepare students for learning, reading, and comprehending content area vocabulary, the pre-reading exercises must carefully scaffold prior and new knowledge in at least each of the following:

- Structural analysis of content area words
- Morphological approach to vocabulary development
- Explicit and systematic instruction of content area vocabulary
- Content area word mapping
- Meaningful dialogue and writing with new content area vocabulary

Following the pre-reading stage of a lesson, the instructional materials must provide teacher guidance to intersperse questioning techniques and strategies that follow concepts throughout the text passages. Since research indicates that inappropriate or inadequate chunking of text hinders student reading comprehension, the manner in which a teacher interacts with both the student and text during the reading process to construct meaning is extremely important. Therefore, the proposal must include such research-based practices as reciprocal teaching and questioning-the-author to effectively assist the teacher in dialogue that precipitates student construction of meaning.

By the conclusion of a content area lesson, students have been introduced to new word pronunciations and meanings, and they have read these same words in context of the content area passage to construct meaning. As the teacher interacts with both the student and text in meaningful dialogue, what once was a new word begins to evolve into a concept. In order to further clarify and refine this newly developed knowledge, both the content and processes of the post-reading stage of the lesson must align with that of the previous two stages. Without limitation, the post-reading portion of the lesson must provide additional opportunities for students to use what has been introduced in the pre-reading and during text reading stages of the lesson. Post-reading exercises should include the following as appropriate:

- Graphic organizers such as Venn diagrams
- Semantic feature analysis
- Timeline projects
- Meaningful written responses to reading
- Ideas and available resources for extended reading
- Cooperative projects for further research and investigation
- Technology-based presentations

Development of specific literacy skills requires explicit and systematic instruction in vocabulary and cognitive skills. Since the rate of reading development varies significantly between students at all grade levels, all submissions must accommodate variance in students' independent and instructional reading levels with the inclusion of differentiated instruction as part of the instructional plan. Ample opportunities should be provided for student practice of integrating new with prior knowledge.

Explicit instruction includes successful modeling of the following reading and thinking skills:

- Listening skills (listening for meaning)
- Vocabulary
- Comprehension
- Questioning strategies and techniques for meaningful student-teacher dialogue with text
- Prediction
- Main idea
- Details
- Sequence
- Causal relationships
- Comparison
- Conclusions
- Reasoning strategies including deductive search strategies and use of reference materials
- Strategies for writing in response to reading
- Reading for information and pleasure

Brief, frequent practice activities and games must be provided through careful scaffolding to procure mastery of each of the processes and skills listed above. Activities must include alternatives for students with disparity in abilities and backgrounds, providing teachers with variation to teach all students the required skills and content. Practice opportunities must reinforce and develop the following student abilities:

- Reading of passages
- Building schemata
- Questioning techniques
- Predicting events/effects within text
- Locating evidence/details within a passage
- Clarifying
- Summarizing
- Comparing
- Inductive thinking
- Deductive thinking
- Analysis
- Abstracting
- Drawing conclusions

Universal Design for Curriculum Access

Because Florida will not have a separate call for special education students, publishers who submit material for consideration will be required to incorporate strategies, materials, activities, etc. that consider the special needs of these students. In providing for students with special needs, Florida evaluators will be guided by the research reported in the document *Universal Design for Curriculum Access*. The following Web sites can be accessed for detailed information on this research:

<http://www.trace.wisc.edu/>
<http://www.cast.org>

Although Florida is not having a separate call for Exceptional Student Education (ESE), that is not to say that all materials will be equally suitable for all children. Florida's State Adoption Committees may, as always, identify some submissions as "especially suitable" for a particular group of students. Some groups may be reading below grade level or above grade level, may include reluctant readers or students with disabilities. Committee comments appear with adopted titles in the Florida Catalog of Adopted Materials and serve as a guide for teachers and/or administrators in search of materials. Each State Adoption Committee has at least one member, though usually more than one, who is or has been a certified teacher of ESE students.

Accommodations and Modifications

The following summary of information from the Department of Education guide *Accommodations: Assisting Students with Disabilities* (2003) is of help in addressing the ways that materials may be developed or changed to meet the needs of students of varied abilities:

Accommodations are changes that can be made in HOW students learn. Accommodations are really “whatever it takes” to assure students with disabilities the opportunity to participate as fully as possible in the general curriculum and ultimately earn a diploma.

Accommodations:

- Do not lessen achievement expectations
- Are a wide range of techniques and support systems that help students with disabilities work around any limitations that result from their disability
Examples include Braille textbooks or books on tape
- May be needed by one student but frequently can benefit many or most students in a classroom
- Should be enabling, necessary, and used congruently for both instruction and assessment

Accommodations may be provided in five general areas:

- Instructional methods and materials
- Assignments and classroom assessments
- Time demands and scheduling
- Learning environment
- Use of special communication systems

Specific suggestions for accommodations in instructional materials and methods based on area of need are found in Chapter 3: What Can You Change.

Modifications, on the other hand, are changes that can be made to WHAT students are expected to learn. They are used primarily for students who cannot meet the Sunshine State Standards for their grade level and require a modified curriculum. Modifications change the goals and expectations for students.

Modifications may include:

- Partial completion of program or course requirements
- Curriculum expectations below age or grade level
- Alternate assessment criteria
- Alternate curricular goals

Florida's Vision for English for Speakers of Other Languages (ESOL)

The English language learner (ELL) population in Florida continues to grow at an approximate annual rate of 11%; Florida is currently the fourth largest state in the number of English language learners (ELLs) in the nation. While Florida is the home of the oldest Spanish-to-English bilingual school in the nation, since the 1990's the diversity of the students has increased dramatically, due to immigration and other demographic trends. As of the 2006-07 school year, there were more than one half million (252,428) current ELLs in grades K-12, speaking 286 different languages and representing 298 different countries. For two consecutive years, ELLs have had the highest learning gains of the lowest 25% in reading with 68% learning gains in 2005 and 70% learning gains in 2006.

The focus of Florida's English for Speakers of Other Languages (ESOL) educators is on ensuring that ELLs, regardless of their heritage language are provided with instructional services that fully prepare them to achieve the challenging academic standards required of all students. The mission of the ESOL program in Florida is: to prepare successful biliterate and bicultural ELLs as contributing members of a global society; to provide instruction that does not penalize students academically because of their inability to understand, speak, read, or write in English; and to ensure that ELLs have access to an academic content in language arts that is equal in scope, sequence, breadth and depth to the curricular offerings available to students whose first language is English. Therefore, in Florida, the language arts instruction provided to English language learners must be based on the same language arts academic content and curricular offerings as those available to English speaking students.

However, making comparable language arts instruction available to ELLs is not sufficient. The language arts curriculum content must be made comprehensible to ELLs whose first language is not English and whose English literacy skills must be developed and maintained. This may be attained by utilizing instructional strategies and approaches that facilitate the development and maintenance of English language proficiency and literacy. These strategies must be fully integrated with the instructional materials; they also must be based on pedagogically-sound, research-based language arts and second-language acquisition concepts that have been solidly tested and proven by practice in the field.

Florida's ESOL Educators Envision:

1. Quality instruction that builds upon skills ELLs may have acquired in their heritage languages, develop English proficiency and literacy skills, and enrich and maintain them by continually promoting high academic standards in all English language arts instruction. This will be accomplished when:
 - ELLs are treated as individuals with their own needs and interests.
 - ELLs are provided with opportunities to participate in communicative and reflective use of language and educators are sensitive to the ELLs' first language and culture.
 - ELLs are exposed to English language and literacy through a wide range of challenging, high level thinking activities.

- the results of language proficiency and academic assessment are used to develop individual student instructional plans.
 - learning always occurs in a meaningful context.
2. The integration of ESOL instructional strategies with the instructional requirements and academic content of English Language Arts. This will be accomplished when:
- Language arts through ESOL textbooks and materials reflect the incorporation of English language arts high academic standards, and specifically, the Florida K-12 Reading and Language Arts Sunshine State Standards.
 - Language arts through ESOL textbooks and materials identify, explain and demonstrate instructional strategies and approaches that are completely integrated with the curriculum, and that are based on pedagogically-sound, research-based language arts and second language acquisition concepts solidly tested and proven by practice in the field.
 - The purpose of the strategies and approaches exemplified in the instructional materials is to facilitate the comprehension of the academic content of the instructional materials, and to promote and maintain English language proficiency and literacy for the target ELLs.
3. Emphases and outcomes in the ESOL programs of each Florida school. This will be accomplished when:
- Language arts through ESOL instructional materials promote the use of effective, research-based ESOL strategies that facilitate academic content comprehension and English language proficiency and literacy for ELLs.
 - Language arts through ESOL instructional materials are learner-centered and include performance-based, real life language development and maintenance activities.
4. Instructional focus on reading. This will be accomplished by acknowledging that:
- Researchers, teachers, school administrators and other educators all agree that English language learners present distinctive learning challenges. ELLs are not only second language learners who are still mastering proficiency in listening, speaking, reading and writing in English, but they are also simultaneously developing the academic English necessary to be successful in core content areas.
- and by providing:
- Resources for assisting teachers in understanding the role the language development in the ELL's first language (L₁) and literacy proficiency have in the acquisition of the ELL's second language (L₂, i.e. English) and reading proficiency.
 - Differentiated instruction which illustrates how to enhance and remediate ELLs' reading proficiency, including instruction that targets the language proficiency levels of ELLs.
 - Explicit instruction in synthetic phonics, with emphasis on fluency.

- Specific resources for teachers and activities that address the most frequent reading difficulties for ELLs: fluency, vocabulary and comprehension.
 - Activities designed to assist ELLs in comprehending and analyzing complex and challenging narrative and expository text.
 - Resources and structured activities which provide ELLs with opportunities to engage in academic discourse.
 - Resources designed to assist teachers in providing ELLs with meaningful independent reading opportunities (structured and purposeful and effective reader to text matching).
 - Activities designed to assist teachers in addressing the word-reading difficulties often experienced by ELLs.
 - Use of graphic organizers designed to assist students in determining the relationship between words and concepts previously read.
 - Activities which go beyond decoding a word, which is often insufficient for ELLs to access the meaning of words.
 - Activities that provide for explicit and intensive instruction in phonological awareness and phonics designed to build decoding skills.
 - Activities which assist ELLs in applying knowledge of cognates in understanding new academic terms.
 - Activities that build fluency, including reading with a mentor-reader, tape-recorded reading or reading performances.
5. Effective instructional design for a comprehensive program which addresses instruction for ELLs that includes:
- Resources for assisting teachers in understanding the importance of language development and the sound structure of language to the acquisition and mastery of reading, writing, speaking and understanding English.
 - Precise and systematic instruction that makes the structure of the English language very apparent.
 - Specifically designed scope and sequence in order to preclude confusion on the part of ELLs.
 - Classroom assessment methods and tools for consistent and periodic progress that may be measured according to pre-determined criteria based on the goals and objectives for each lesson, including tools for students' self-evaluation.
 - Scaffolding use of strategies, skills and concepts.
 - Methods and strategies for making the relationships between concepts explicit.
 - Use of visuals and manipulatives to teach the structure of the English language.
 - Activities which encourage elaborate and extensive student oral and written responses.
 - Ample use of visuals and methods, including use of gestures and facial expressions for teaching vocabulary.

- Activities which focus on teaching the five types of vocabulary (listening, speaking, reading, writing and sight) and the tiers of vocabulary (basic/common, low frequency words, and least common words).
- Use of accommodations in classroom assessment and progress monitoring that address basic linguistic needs of ELLs.
- Activities designed to assist ELLs in developing sophisticated vocabulary knowledge.
- Strategies and methods for teachers' use in discriminating between lack of English proficiency from lack of content knowledge of reading/language arts.
- Methods for combining oral preview of text with sheltered instructional techniques.
- Resources to assist teachers in building background knowledge, not just activating prior knowledge.
- Extensive use of illustrations, drawings, pictures, photographs, charts, graphs, story maps, word banks to provide ELLs with visual tools to comprehend, organize and process new text, vocabulary, etc.
- Activities which allow ELLs practice in using linguistic skills to infer meaning from oral and written language; to determine meaning and information from text; and to recognize the conventions of various genres.
- Activities to address the language transfer difficulties ELLs experience: problem English sounds.
- Activities designed to provide ELLs with frequent practice in reading, speaking and writing to facilitate the language transfer process.
- Methods and resources for teachers to illustrate and instruct ELLs on the structure of English, such as prefixes, suffixes, and compound words in English, including activities designed to assist ELLs in understanding idioms, figurative language, homophones, synonyms, antonyms, and contractions.

The matrix provided on the next page identifies the programs and instructional models for English language learners in Florida public schools and should be considered when developing and submitting instructional materials for this adoption.

MATRIX OF FLORIDA’S PROGRAMS AND INSTRUCTIONAL MODELS FOR ENGLISH LANGUAGE LEARNERS (ELLs)

Program ¹	Instructional Focus	Grade Level
REQUIRED		
English for Speakers of Other Languages (ESOL)	Use of ESOL instructional strategies to make instruction comprehensible.	Kindergarten – 12 th Grade
OPTIONAL (In addition to ESOL)		
Home Language/Bilingual Education	Use of home/native language instructional strategies to make instruction comprehensible	Kindergarten – 12 th Grade
Newcomer <i>(Specific equal access provisions are Required with this program)</i>	Use of either ESOL or home/native language instruction to make instruction comprehensible	Primarily in Grades 6 th to 12 th <i>(May be implemented in Grades 1 – 5 based on student needs)</i>

Instructional Model/Approach ²	Academic Content	Language of Instruction	Student Composition
1. Sheltered – English	English/Language Arts: Listening, Speaking, Reading & Writing ³	English	Only students classified as English language learners
2. Sheltered – Core/Basic Subject Areas	Mathematics, Science, Social Studies, Computer Literacy	English	Only students classified as English language learners
3. Mainstream/Inclusion – English	English/Language Arts: Listening, Speaking, Reading & Writing ³	English	Students classified as English language learners and fluent English-speakers ⁵
4. Mainstream/Inclusion - Core/Basic Subject Areas	Mathematics, Science, Social Studies, Computer Literacy	English	Students classified as English language learners and fluent English-speakers ⁵
5. One-Way Developmental Bilingual Education	English/Language Arts: Listening, Speaking, Reading & Writing, AND Mathematics, Science, Social Studies, Computer Literacy	English and Another Language [Native language of ELLs enrolled in program]	Only students classified as English language learners
6. Dual Language (Two-way Developmental Bilingual Education)	English/Language Arts: Listening, Speaking, Reading & Writing, AND Mathematics, Science, Social Studies, Computer Literacy	English and Another Language ⁴	Students classified as English language learners and fluent English-speakers ⁵

¹ Denotes program approved by FDOE, regardless of instructional model/approach: ESOL is required; other programs may also be delivered, based on student need.

² More than one model/approach may be implemented at any given school.

³ Instruction must be aligned to areas of knowledge, standards, and benchmarks of the revised Reading and Language Arts Sunshine State Standards. Areas of knowledge are Reading Process, Literary Analysis, Writing Process, Writing Applications, Communication & Information and Media Literacy.

⁴ Language of instruction may or may not be the native language of ELLs.

⁵ Fluent English-speakers includes former ELLs and native English speakers.

Publisher Submissions for Florida's 2008 English for Speakers of Other Languages

Florida will accept for consideration ESOL (Reading and Language Arts through ESOL) materials configured as follows:

BASIC EDUCATION, GRADES K-5:

ESOL, Grades K-5

5010010 ESOL E English for Speakers of Other Languages (ESOL)

Submissions will be accepted for a K-5 sequential ESOL Reading and Language Arts series. **Individual grade level submissions are not acceptable.**

BASIC EDUCATION, GRADES 6 -8 M/J Language Arts through ESOL

1002000 M/J LANG ARTS 1 ESOL Language Arts 1 Through ESOL

1002010 M/J LANG ARTS 2 ESOL Language Arts 2 Through ESOL

1002020 M/J LANG ARTS 3 ESOL Language Arts 3 Through ESOL

Submissions will be accepted for a 6-8 sequential ESOL Reading and Language Arts/Composition series. **Individual grade level submissions are not acceptable.**

BASIC EDUCATION, Grades 9 -12 English through ESOL

1002300 ENG 1 THROUGH ESOL English 1 through ESOL

1002310 ENG 2 THROUGH ESOL English 2 through ESOL

1002320 ENG 3 THROUGH ESOL English 3 through ESOL

1002520 ENG 4 THROUGH ESOL English 4 through ESOL

Submissions will be accepted for a 9-12 sequential ESOL Reading and Language Arts/Composition series. **Individual grade level submissions are not acceptable.**

BASIC EDUCATION, Grades 6 -12 - Electives

The reading and language arts through ESOL elective courses at the secondary level included in this call for instructional materials are:

Middle/Junior

1002180 M/J DEVELOPMENTAL LANGUAGE ARTS THROUGH ESOL

High School

1002380 DEVELOPMENTAL LANGUAGE ARTS THROUGH ESOL

These courses may repeat at each grade level based on students' need for additional supplementary instruction. Florida is particularly interested in materials for these courses which address all language domains, but provide a focus on reading.

General Description for Publishers' Submissions

To be acceptable for consideration, materials should incorporate the following instructional aspects and include a balance among reading, writing, listening, and speaking processes in the use of the English language. A balanced English language arts through ESOL curriculum offers ELLs opportunities to develop literacy in English at the same time that they acquire English language proficiency.

Elementary and secondary Language Arts through ESOL instruction enables students whose first language is not English and who have limited English proficiency, or alternatively, are English language learners to acquire proficiency and literacy in English through linguistic, communicative, and cultural approaches through the learning of the English language.

In order to assist ELLs to become strategic English language users, Florida requires a K-12 Reading and Language Arts Through ESOL Program that integrates language arts using a variety of reading, writing, listening, viewing and speaking opportunities and strategies. Also, at all grade levels, the program should include a language rich environment, independent writing activities within the writing workshop community, multiple and authentic forms of assessment, and time for response and reflection. Such a program should:

- 1) begin at the student's instructional and language proficiency level and continue to bring the ELLs forward step by step;
- 2) build and draw upon background knowledge and experience of the ELLs as a base for oral English language development, writing fluency and reading comprehension;
- 3) give students ample time to read and write in class;
- 4) model and teach ELLs to use specific reading and writing strategies that are appropriate to the targeted language proficiency in incremental stages; and
- 5) utilize content subject area infusion in all aspects of the materials as an added value to the content and as an additional tool to increase comprehensibility.

Additionally, submitted K-12 Language Arts through ESOL materials should provide authentic learning experiences that are composed of purpose, choice, audience, resources and relevance. Authentic reading and writing activities must serve the same purposes of communication as reading and writing beyond the classroom. Such experiences should promote student engagement and increase the likelihood of student comprehension, and thus, student learning. From a literacy perspective, authentic language arts learning should involve reading and writing about connected text in order to motivate students to read and write extensively, a necessary ingredient for students to become proficient, successful users of the English language.

Specifically, the K-5 Reading and Language Arts through ESOL materials should require students to read and write often, at the appropriate developmental and proficiency level, for such specific purposes that require cognitive skills as problem solving, planning, decision-making, and assessing. Because multiple forms of knowledge exist, as do multiple intelligences, learning for ELLs should be active, hands-on and experiential, and students should be allowed to learn in their own ways, and at their own rates. Listening and speaking opportunities should occur in

every lesson, but within meaningful contexts, and activities should be focused in utilizing second language acquisition strategies that are appropriate to ELLs' proficiency, grade and developmental levels.

Submitted K-12 Reading and Language Arts through ESOL materials should enable students to experience the English language in such a way that they:

- learn to value reading, writing, speaking, listening, and viewing as useful and enjoyable tools;
- become confident in their ability to read, write, speak, listen, and view;
- learn to use the English language both as a form of communication and as a vehicle for learning;
- use reading, writing, speaking, listening, and viewing as interdependent activities;
- construct, comprehend, and communicate meaning through language; and
- use available resources, including technology, to perform authentic communication tasks.

To achieve these goals, the following school and class-level emphasis should be included in any submission:

- authentic application and integration of reading, writing, listening, speaking, and viewing in the classroom;
- interdisciplinary collaboration;
- classroom management through workshops, independent student inquiry, and cooperative learning;
- teacher as facilitator, writer, and reader;
- use of performance and other assessments and student monitoring of own growth in English language;
- study of authentic literary texts (including fragments as well as complete texts), both student and professionally written, which connect with the ELLs' daily lives; their linguistic, cultural and socioeconomic backgrounds, and which invite personal responses from them;
- extension of the literary canon to include contemporary and multicultural literature well-balanced with non-fiction, including technical reading and writing experiences involving a plethora of formats and topics;
- the use of English (spoken and written) for different purposes: explaining, describing, persuading, and narrating;
- ELLs engage in conversation to express feelings and ideas and exchange opinions;
- activities that facilitate the presentation of information and ideas to an audience of listeners and readers; and
- participation of ELLs in activities conducted in English that are based on concepts taught in other content subject area classes.

ALL submitted materials will be evaluated to determine the level to which they meet the program description.

The use of technology as an integrated tool of instruction is encouraged.

FLORIDA’S SUNSHINE STATE STANDARDS AND ENGLISH LANGUAGE PROFICIENCY STANDARDS, AND THE NATIONAL TEACHERS OF ENGLISH TO SPEAKERS OF OTHER LANGUAGES (TESOL) STANDARDS

In March of 2006, TESOL, a global education association revised the Pre-K-12 English Language Proficiency (ELP) Standards. The revisions of the ELP standards address the following:

The five language proficiency standards include both social and academic uses of languages students must acquire to be successful in an academic setting and beyond and are as follows:

Standard 1: English language learners communicate for social, intercultural and instructional purposes within the school setting.

Standard 2: English language learners communicate information, ideas and concepts necessary for academic success in the area of language arts.

Standard 3: English language learners communicate information, ideas and concepts necessary for academic success in the area of mathematics.

Standard 4: English language learners communicate information, ideas and concepts necessary for academic success in the area of science.

Standard 5: English language learners communicate information, ideas and concepts necessary for academic success in the area of social studies.

Each of the five language proficiency standards is divided into the four language domains of listening, speaking, reading and writing. Florida’s revised English language proficiency standards for reading and language arts are correlated to Standards 1 &2 of the national TESOL standards.

Florida’s Sunshine Standards for Reading and Language Arts include six strands:

1. Reading Process
2. Literary Analysis
3. Writing Process
4. Writing Applications
5. Communication
6. Information and Media Literacy

Standards and benchmarks have been developed for each grade or grade cluster. The new Reading and Language Arts Sunshine State Standards and benchmarks for each grade level may be viewed at the following URL: <http://etc.usf.edu/flstandards/la/index.html>. In addition, this website also includes the revised ELP Standards (formerly known as ELP indicators) which are aligned to each benchmark and standard. A crosswalk is also available to assist educators in determining the correlation between the revised standards for Reading and Language Arts and the previous standards. The crosswalk may be accessed at the following URL: <http://etc.usf.edu/flstandards/la/crosswalk/index.html>.

As outlined in the 2001 reauthorization of the Elementary and Secondary Act, the No Child Left Behind Act, states are required to annually assess the progress English language learners are making towards the mastering of the English language. Florida has implemented the

Comprehensive English Language Learning Assessment (CELLA) as the statewide annual assessment to measure progress. CELLA measures how well students who are English Language Learners (ELLs) are gaining the English language skills they need to be successful in school. CELLA has four test levels: Level A (Grades K - 2); Level B (Grades 3 - 5); Level C (Grades 6 – 8), and Level D (grades 9 – 12), and assesses students’ proficiency in Listening, Speaking, Reading, and Writing. The results of the tests will be reported in terms of four proficiency levels: Beginning, Intermediate, Advanced and Proficient.

The following policy level English language performance level descriptors were developed for the 2006 CELLA standard setting process. While the policy level descriptors are the same across the grade clusters and individual language domains, they are intended as a starting point from which content specific descriptions for each grade level and language domain are added.

LISTENING: GRADES K - 12

Beginning

Performance at this level indicates that the ELL has very limited ability to understand spoken English that is used in either social or academic settings. ELLs at this grade and proficiency level. *[Grade level and domain content to be added]*

Intermediate

Performance at this level indicates that the ELL has the ability to understand spoken English to meet basic communication needs in school and to understand English heard in common academic settings. ELLs at this grade and proficiency level. *[Grade level and domain content to be added]*

Advanced

Performance at this level indicates that the ELL has the ability, with minimal support, to understand spoken English that is used in most social settings and used for providing appropriate grade level academic instruction in English. ELLs at this grade and proficiency level. *[Grade level and domain content to be added]*

Proficient

Performance at this level indicates that the ELL student has the ability to fully understand spoken English used in social settings and to fully understand on grade level academic language. ELLs at this grade and proficiency level. *[Grade level and domain content to be added]*

SPEAKING: GRADES K - 12

Beginning

Performance at this level indicates that the ELL has very limited ability to communicate orally in English either in social or academic settings. ELLs at this grade and proficiency level. *[Grade level and domain content to be added]*

Intermediate

Performance at this level indicates that the ELL has the ability to use spoken English to meet basic communication needs in school and to use spoken English in common academic settings. ELLs at this grade and proficiency level. *[Grade level and domain content to be added]*

Advanced

Performance at this level indicates that the ELL has the ability, with minimal support to use spoken English in most social settings and to demonstrate use of grade-level spoken English in academic settings. ELLs at this grade and proficiency level. *[Grade level and domain content to be added]*

Proficient

Performance at this level indicates that the ELL has the ability to use spoken English in social settings and to use spoken English to demonstrate use of grade level academic English. ELLs at this grade and proficiency level. *[Grade level and domain content to be added]*

READING: GRADES K - 1

Beginning

Performance at this level indicates that the ELL has very limited ability to use the English language to construct meaning from letters and/or words written in English or to demonstrate understanding of concepts of print in English. ELLs at this grade and proficiency level. *[Grade level and domain content to be added]*

Intermediate

Performance at this level indicates that the ELL has some ability to use the English language to construct meaning from letters and words written in English; to demonstrate understanding of concepts of print in English, or to use the English language for building the foundation for reading skills. ELLs at this grade and proficiency level. *[Grade level and domain content to be added]*

Advanced

Performance at this level indicates that the ELL has the ability, with minimal support, to use the English language to construct meaning from letters and words written in English; to demonstrate understanding of concepts of print in English, and has ability to use the English language for building the foundation for reading skills. ELLs at this grade and proficiency level. *[Grade level and domain content to be added]*

Proficient

Performance at this level indicates that the ELL has the ability to use the English language to construct meaning from letters and words written in English; to demonstrate understanding of concepts of print in English, and to use the English language for building the foundation for reading skills. ELLs at this grade and proficiency level. *[Grade level and domain content to be added]*

READING: GRADES 2 - 12

Beginning

Performance at this level indicates that the ELL has very limited vocabulary or ability to read and understand English text used either in social or academic contexts. ELLs at this grade and proficiency level. . . . *[Grade level and domain content to be added]*

Intermediate

Performance at this level indicates that the ELL has some vocabulary and ability to read and understand simple, high frequency English text used in common social contexts and standard academic contexts. ELLs at this grade and proficiency level. . . . *[Grade level and domain content to be added]*

Advanced

Performance at this level indicates that the ELL understands grade level vocabulary and has the ability, with minimal support, to read and understand English text used in common social contexts and in grade level academic contexts. ELLs at this grade and proficiency level. . . . *[Grade level and domain content to be added]*

Proficient

Performance at this level indicates that the ELL understands grade level vocabulary and has the ability to read and understand English text used in social contexts and in grade level academic contexts. ELLs at this grade and proficiency level. . . . *[Grade level and domain content to be added]*

WRITING: GRADES K - 1

Beginning

Performance at this level indicates that the ELL has very limited ability to write in English and/or to demonstrate knowledge of English print conventions. ELLs at this grade and proficiency level. . . . *[Grade level and domain content to be added]*

Intermediate

Performance at this level indicates that the ELL has some ability to write in English or to demonstrate knowledge of English print conventions and to use the English language for building the foundation for writing skills. ELLs at this grade and proficiency level. . . . *[Grade level and domain content to be added]*

Advanced

Performance at this level indicates that the ELL has the ability, with minimal support, to write in English; to demonstrate knowledge of English print conventions, and to use the English language to communicate in writing. ELLs at this grade and proficiency level. . . . *[Grade level and domain content to be added]*

Proficient

Performance at this level indicates that the ELL has the ability to write in English; to demonstrate knowledge of English print conventions, and to use the English language to communicate in writing. ELLs at this grade and proficiency level. . . . *[Grade level and domain content to be added]*

WRITING: GRADES 2 - 12**Beginning**

Performance at this level indicates that the ELL has very limited knowledge of English language structures and does not demonstrate the ability to write in English at grade level. ELLs at this grade and proficiency level. . . . *[Grade level and domain content to be added]*

Intermediate

Performance at this level indicates that the ELL has some knowledge of English language structures and demonstrates some ability, with appropriate support, to write in English at grade level. ELLs at this grade and proficiency level. . . . *[Grade level and domain content to be added]*

Advanced

Performance at this level indicates that the ELL has sufficient knowledge of English language structures to demonstrate the ability, with minimal support, to write in English at grade level. ELLs at this grade and proficiency level. . . . *[Grade level and domain content to be added]*

Proficient

Performance at this level indicates that the ELL has the necessary knowledge of English language structures to write in English at grade level. ELLs at this grade and proficiency level. . . . *[Grade level and domain content to be added]*

Materials submitted for this adoption must provide a correlation to the revised Reading and Language Arts Sunshine State Standards and the English Language Proficiency Standards for each language proficiency level: beginning, intermediate and advanced, and must address how materials may be used at each level of proficiency. Any diagnostic and classroom assessment must also include measures for each proficiency level based on the policy level descriptors described herein.

Major Priorities for Instructional Materials

Content, Presentation, Learning

The priorities as described in this specification document were developed from research findings about what makes instructional materials effective. These priorities have undergone review by individuals who have served on state and district committees, by curriculum specialists, by instructional designers, by evaluation specialists, and by administrators of the statewide adoption system.

Instructional materials must be effective in three major priority areas: content, presentation, and learning. The following sections describe essential features for each of these priority areas. These features generally apply to all formats of instructional materials, whether print or other media/multiple media formats.

Content

Some features of content coverage have received progressively more attention over the past decade. These features include:

A. ALIGNMENT WITH CURRICULUM REQUIREMENTS
B. LEVEL OF TREATMENT OF CONTENT
C. EXPERTISE FOR CONTENT DEVELOPMENT
D. ACCURACY OF CONTENT
E. CURRENTNESS OF CONTENT
F. AUTHENTICITY OF CONTENT
G. MULTICULTURAL REPRESENTATION
H. HUMANITY AND COMPASSION

The following sections describe the content features expected for each of these priority areas.

A. ALIGNMENT WITH CURRICULUM REQUIREMENTS

Content must align with the state’s standards for the subject, grade level, and learning outcomes. See Florida Statutes 1006.34(2)(b); 1006.38; 1006.31; 1006.42

Correlations. Publishers are expected to provide correlation reports in the provided form to show exactly where and to what extent (mentioned or in-depth) the instructional materials cover each required student performance standard within the Reading and Language Arts Sunshine State Standards; the English Language Proficiency Standards, and Language Arts through ESOL Course Descriptions. Publishers will also want to correlate instructional materials of any subject-area to the reading FCAT-assessed benchmarks when appropriate and possible, and to the Proficiency Level Descriptors developed as part of the standard setting process for the Comprehensive English Language Learning Assessment (CELLA).

Scope. The content should address Florida’s required curriculum standards for the subject, grade level, and learning outcomes, including thinking and learning skills.

Completeness. The content of the major tool should be complete enough to stand on its own. To be useful for classroom instruction, instructional materials must be adaptable to the instructional goals and course outlines for individual school districts, as well as the state standards. Content should have no major omissions in the required content coverage. They may include concepts and topics that enrich and extend content but should be free of unrelated facts and information that would detract from achievement of Florida’s specified Curriculum Frameworks, Sunshine State Standards and English Language Proficiency Standards.

B. LEVEL OF TREATMENT OF CONTENT

The level of complexity or difficulty of content must be appropriate for the standards, student abilities and grade level, and time periods allowed for teaching.

See Florida Statutes 1006.31(4)(e); 1006.34(2)(a); 1006.34(2)(b)

Objectives. Content should be simple, complex, technical, or nontechnical enough for the intended objectives.

Students. Content should be developmentally appropriate for the age, maturity and English language proficiency level of the intended students. It should contain sufficient details for students to understand the significance of the information presented and to engage in reflection and discussion.

Time. The level of complexity or difficulty of content also should allow for its coverage during the time periods available for teaching the subject.

C. EXPERTISE FOR CONTENT DEVELOPMENT

Expertise in the content area and in education of the intended students must be reflected in the authors, reviewers, and sources that contributed to the development of the materials. See Florida Statutes 1006.38(15)

Authorship. The authors, consultants, and reviewers must have actually contributed to the development of the instructional materials and should have credentials that reflect expertise in the subject area, course, course category, grade level, pedagogy, education, teaching, or classroom instruction. Qualifications may include expertise in educational psychology or instructional design.

Sources. Primary and secondary sources should reflect expert information for the subject, such as relevant data from research journals, and other recognized scientific sources. The type of sources considered appropriate will vary with the particular subject area.

D. ACCURACY OF CONTENT

Content must be accurate in historical context and contemporary facts and concepts. See Florida Statutes 1006.38; 1006.31(4)(e)

Objectivity. Content that is included in the materials should accurately represent the domain of knowledge and events. It should be factual and objective. It should be free of mistakes, errors, inconsistencies, contradictions within itself, and biases of interpretation. It should be free of the biased selection of information. Materials should distinguish between facts and possible interpretations or opinions expressed about factual information. Visuals or other elements of instruction should contribute to the accuracy of text or narrative.

Representativeness. The selection of content should not misrepresent the domain of knowledge and events. It should include the generally accepted and prevalent theories, major concepts, laws, standards, and models used within the discipline of the subject area.

Correctness. Presentation of content should be free of typographical and visual errors. It should include correct grammar, spelling, linguistics, terminology, definitions, descriptions, visuals, graphs, sounds, videos, and all other components of the instructional materials.

E. CURRENTNESS OF CONTENT

Content must be up-to-date for the academic discipline and the context in which the content is presented. See Florida Statutes 1006.37(1)(e); 1006.38

Dates or editions. Copyright dates for photographs and other materials and editions should suggest sufficient currentness of content. Copyright dates and editions serve as indicators about currentness. However, neither the copyright date nor the edition guarantees currentness. Subsequent editions should reflect more up-to-date information than earlier editions.

Informed examination of the text, narrative, and visuals contained in the materials provides the most direct information about currentness of the materials.

Context. Text or narrative, visuals, photographs, and other features should reflect the time periods appropriate for the objectives and the intended learners.

- Sometimes context should be current. For example, a photograph used to show stages of human growth and development will be more relevant when the clothing, hairstyles, and activities reflect present-day styles.
- Sometimes context should be historical. For example, illustrations and photographs of historical events should reflect the historical time period.
- Sometimes context should be both current and historical. For example, historic images alongside modern ones would convey changes in styles over time.
- At all times the context should be relevant to the learner, to the Curriculum Frameworks, and to the concept presented.

F. AUTHENTICITY OF CONTENT

Content should include problem-centered connections to life in a context that is meaningful to students. See Florida Statutes 1006.31(e); 1006.31(4)(b); 1003.42

Life connections. Instructional materials should include connections to the student’s life situations in order to make the content meaningful. Students might be expected to deal with time constraints, consider risks and trade-offs in decision-making, and work with teams. Connections may be made to situations of daily home life, careers, vocation, community events and services, leisure or recreation and prior educational or social experiences, including those depicting life situations from multiple countries.

Interdisciplinary treatment. Instructional materials also should include interdisciplinary connections in order to make content meaningful. Examples of situations that connect a variety of subject areas include building projects, playing sports, retrieving information or objects, balancing budgets, creating products, and researching information. In addition to subject area connections, instructional materials should connect the course or course category to other disciplines.

Examples of approaches to interdisciplinary connections include:

- explanations and activities for using skills and knowledge from other academic disciplines
- assignments that require students to relate learning from other disciplines rather than to isolate knowledge or skills
- the focus on common themes across several subject areas (infusion, parallel, transdisciplinary, or multidisciplinary instruction)

G. MULTICULTURAL REPRESENTATION

Portrayal of gender, ethnicity, age, work situations, and various social groups must include multicultural fairness and advocacy. See Florida Statutes 1003.42; 1006.31(4)(a); 1006.341

Multicultural and Multilingual fairness. Through balanced representation of cultures, languages and groups in multiple settings, occupations, careers, and lifestyles, the materials should support equal opportunity without regard for age, color, gender, disability, national origin, native language, race, or religion. It is not the number of pages devoted to diversity, equity, or work roles, but the substance of what is stated and portrayed that matters most. For this reason, it can be misleading to count the number of pages or illustrations devoted to a social issue or group. It is more important to focus on the integration of social diversity throughout a set of instructional materials.

In addition to balanced representations, the portrayal of individuals and situations must exclude biases and stereotypes. These portrayals must promote an understanding and appreciation of the importance and contributions of diverse cultures, heritage and linguistic backgrounds.

Multicultural and Multilingual advocacy. The understanding and appreciation of multiple cultures and languages extends beyond fair representation. It involves embracing a multicultural/multilingual context, not just through pictures, but through information about ways to honor differences and deal with conflicts, promote a positive self-image for members of all groups, and provide for the development of healthy attitudes and values.

Effective treatment of multicultural and multilingual issues requires consideration of the age and ability levels of students and whether or not it is appropriate to include multicultural issues in the study of a particular topic, such as the memorization of a formula or equation. Overall, however, materials should reflect both multicultural and multilingual fairness and advocacy.

H. HUMANITY AND COMPASSION

Portrayal of the appropriate care and treatment of people and animals must include compassion, sympathy, and consideration of their needs and values and exclude hard-core pornography and inhumane treatment. See Florida Statutes 1003.42; 1006.31(4)(c); 1006.34(2)(b)

Inclusion of compassion. When providing examples in narrative or visuals, materials sometimes depict the care and treatment of people and animals. Generally, this means showing in some way a measure of compassion, sympathy, or consideration of their needs and feelings.

Exclusion of inhumanity. In the context of personal and family values, Florida expressly prohibits material containing *hard-core pornography*. In addition, although the definition of *inhumane treatment* can sometimes appear to be controversial, as in science research, there is general agreement that instructional materials should not advocate any form of inhumane treatment.

As with the evaluation of multicultural representation, it is important to consider the context of the subject and the age and abilities of the students.

REFERENCES FOR CONTENT FEATURES

*For a complete list of references and citations, please refer to **Destination: Florida Classrooms—Evaluator’s Handbook**, or request a list of references from the Department of Education, Office of Instructional Materials.*

Presentation

Features of presentation affect the practical usefulness of materials and the ease of finding and understanding content. These features include:

A. COMPREHENSIVENESS OF STUDENT AND TEACHER RESOURCES
B. ALIGNMENT OF INSTRUCTIONAL COMPONENTS
C. ORGANIZATION OF INSTRUCTIONAL MATERIALS
D. READABILITY OF INSTRUCTIONAL MATERIALS
E. PACING OF CONTENT
F. EASE OF USE OF MATERIALS

The following sections describe the presentation features expected for each of these areas.

A. COMPREHENSIVENESS OF STUDENT AND TEACHER RESOURCES

Resources must be complete enough to address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course. See Florida Statutes 1006.34(2)(a); 1006.34(2)(b)

Materials should contain support for students in completing instructional activities and assessments and for teachers in implementing all of the instructional elements. A variety of components can accomplish this purpose. Typically, materials will include test items, study guides, outlines and strategies for teaching, media supplements, learning activities, and projects.

The major components generally expected for student and teacher resources are listed below.

Student resources. Student materials typically include the major text or program with text or narration, visuals, assignments, and assessments. Formats may include print, audio, visual, computer, or other media like CDs, DVDs, PPTs, or software adaptable for Smart Boards. Effective instructional materials generally integrate the use of reference aids (e.g., index, glossary, maps, bibliography, graphic organizers, and pictures) with the topic being studied.

Items that guide students through materials might include clearly labeled materials, directions and explanations, and assignments with menus of choices.

Review and practice activities might include participation activities such as simulations, role-playing situations, investigations, and hands-on practice assignments. Review activities might include self-checks or quizzes. Formats might include worksheets, workbooks, journals, lab books, lab logs, charts, or maps. Feedback might be in the form of answer keys in student materials or in teacher materials.

Review works best as a logical extension of content, goals, objectives, and lessons, with increased similarity to real-life situations. Review activities should require students to recall or apply previously taught knowledge and skills. Frequent short reviews over time or space improve learning more than a concentrated review. Assignments and stages of small practice improve speed and accuracy.

Other components might include enrichment and remediation activities, additional resources, and tests and assessment tools either in the student materials or in the teacher's guide or edition.

Teacher resources. Teacher materials typically include a teacher's edition with the annotated student text and copies of supplementary written materials with answer keys, worksheets, tests, diagrams, non-consumables, as well as consumables, etc., so that the teacher has to use only one guide. In-service training, workshops, and consulting services should be made available by publishers to support teachers in implementing instructional materials. Professional development is essential to the success of any program, especially when a program contains non-traditional elements. Publishers should clearly indicate the recommended amount and types of professional development that they will provide, and they should work with districts and schools to ensure that teachers receive the support that they need. The materials for the teacher should support continued teacher learning.

Support, guidelines, resources, or features such as the ones described below should be available to help teachers effectively implement materials in classroom and school settings.

- (1) **Components and materials are easy to use:** Examples include clearance, license, or agreement for copying and use of materials; clear description and accurate directions for use of required equipment, facilities, resources, and environment; clearly labeled grade, lesson, content, and other information to identify components; correct specifications for making instructional media and electronic programs work effectively.
- (2) **Materials support lesson planning, teaching, and learning:** Examples include overview of components and objectives; background for lectures and discussions; technical terminology, and reinforcement and review strategies; scope and sequence chart for activities and planning; sample lesson plans; suggestions for individualized study, small-group and large-group presentations and discussions, school-to-work activities, field or laboratory experiences, safety procedures, and other extension activities; suggestions for integrating themes across the subject area or course curriculum and forming connections to other disciplines; and suggestions for parental and community involvement.

- (3) **Suggestions are provided for adapting instruction for varying needs:** Examples include alternative approaches to teaching, pacing, and options for varied delivery of instruction such as media, tools, equipment, and emerging technology; strategies for engaging all students, such as open-ended questions to stimulate thinking, journals, hands-on investigations, explorations, and multisensory approaches; suggestions for addressing common student difficulties or adapting to multiple learning styles; and alternative reteaching, enrichment, and remediation strategies.
- (4) **Guidelines and resources are provided on how to implement and evaluate instruction:** Examples include answers to work assignments, practice activities, and tests; sample projects or research results; suggestions for using learning tasks for classroom assessment; guidelines for alternative assessments, such as sample checklists, rubrics, peer or performance assessments, and portfolios.
- (5) **Resources are provided to use in classroom activities:** Examples include technology resources; lists of resources, weblinks, and references, reading strategies, materials to use for displays or photocopies, classroom management strategies and documentation on how to manage the entire instructional program; in-service workshops or consultation support from the publisher.

B. ALIGNMENT OF INSTRUCTIONAL COMPONENTS

All components of an instructional package must align with each other, as well as with the curriculum. See Florida Statutes 1006.29(4)

All components of an instructional package—teacher’s edition and materials, student’s edition and materials, workbook, all ancillary materials—must be integrated and interdependent and must correspond with each other. For example, support materials in the teacher’s edition should align with student activities or assignments. They must match in content and progression of instructional activities.

C. ORGANIZATION OF INSTRUCTIONAL MATERIALS

The structure and format of materials must have enough order and clarity to allow students and teachers to access content and explicitly identify ideas and sequences. See Florida Statutes 1006.34(2)(a); 1006.34(2)(b)

Providing an explicit and teachable structure can double the amount of information remembered. Clear organization allows students and teachers to discriminate important pieces of information through skimming, reading, or browsing.

Clear organization may be accomplished through a combination of features, but generally not through one feature alone.

Access to content. Some features help in searching and locating information, such as a table of contents; content scope and sequence; menu or map of content; directions on how to locate

information or complete assignments; an index for quick reference; goals and/or objectives, outlines, lists, or checklists for major sections; bibliographies and lists of resources; glossaries for quick access to major terms; introductions, key concepts and themes, visual cues, illustrations, labeled examples, and labeled reviews or summaries.

Visible structure and format. At-a-glance features should signal the organization of content. The following features are desirable:

- chapter or unit titles and/or frames; headings and subheadings;
- typographic cues such as bold, italics or changes in size of type;
- divisions of content such as borders, boxes, circles, highlighting, visual signposts, icons, or color cues;
- diagrams, labels, and visuals placed near the related content; and numbering of pages and other components.

Objectives or a content outline may serve a similar purpose by introducing main ideas, providing guideposts to use in searching for key information, or serving as a checklist for self-assessment.

Certain types of brief narrative sections also contribute to clear organization. For example, the statement of a clear purpose with content organized around main ideas, principles, concepts, and logical relationships supports the unity and flow of information. Introductions also play a major role when they include anchoring ideas, a list of key points, or conceptual schemes such as metaphors. Summaries also can assist students in understanding the logical order of topics presented.

Logical organization. The pattern of organization of the content should be consistent and logical for the type of subject or topic. Patterns of organization may include comparison and contrast, time sequence, cause-effect or problem-solution-effect, concrete to abstract, introduction-review-extension (spiral structure), simple-to-complex, whole-part or part-whole, generalization-examples-review-practice, and conflict-inside view-structure.

D. READABILITY OF INSTRUCTIONAL MATERIALS

Narrative and visuals should engage students in reading or listening as well as in understanding of the content at a level appropriate to the students' abilities. See Florida Statutes 1006.31(e); 1006.34(2)(a); 1006.34(2)(b)

Language style. Language style and visual features can influence the readability of materials. Yet, a popular tool for assessing readability has been the use of a *readability formula* of one type or another. These formulas tend to focus only on a few *countable* characteristics of language style such as the length of words, sentences, and/or paragraphs.

Other features are more important in establishing the readability of instructional materials, such as

- organized, coherent text
- language and concepts familiar to the student
- language that clarifies, simplifies, and explains information

- transition words such as “yet,” “also,” “next,” “for example,” “moreover,” or “however”
- other phrases that create logical connections
- words with concrete and specific images
- active rather than passive voice
- varied sentence structures and avoid both choppy sentences and unnecessary words
- specific questions or directions to guide student attention to visuals or key information

Visual features. Visual features that improve readability include

- print that is dark and clear, with good contrast
- paper with clean-cut edges without glare, or computer screens without glare
- margins wide enough on a page or screen to allow easy viewing of the text
- chunking text (Sentence ends on same page as it begins.)
- visuals that are relevant, clear, vivid, and simple enough for students to understand
- quantity of visuals suitable for the intended students—both lower ability students and higher ability students tend to require more visuals
- unjustified text (ragged on the right) rather than justified (lined up on the right)
- visuals that contain information in a form different from the text
- graphs, charts, maps, and other visual representations integrated at their point of use
- colors, size of print, spacing, quantity, and type of visuals suitable for the abilities and needs of the intended students

E. PACING OF CONTENT

The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows students to perceive and understand it. See Florida Statutes 1006.31(e); 1006.34(2)(a); 1006.34(2)(b)

It is important that materials contain “bite-size” chunks or blocks of information. The chunks should not be so large, nor the pacing so fast, as to overwhelm students. Neither should the chunks be so small, nor the pacing so slow, as to bore them.

F. EASE OF USE OF MATERIALS

Both print and other media formats of instructional materials must be easy to use and replace and be durable enough for multiple uses over time. See Florida Statutes 1006.29(4); 1006.38(3)(a); 1006.34(2)(a); 1006.34(2)(b); 1006.38(5); 1006.38(6)(7)(8)(9)

Warranty. The actual physical and technical qualities of materials should match the description contained in the publisher’s warranty.

Use. Materials must be designed for practical use in the classroom and school environments. They must be easy to identify and store. Teachers and students must be able to access and use the materials. Some of the factors influencing their ease of use include number of components, size of components, packaging, quality of materials, equipment requirements, and cost to purchase or replace components.

The best choice about weight, size, and number of volumes depends on several factors, such as the organization of the content, how well separate volumes may fit time periods for instruction, and the ages of students. Technical production requirements, such as page limits or different types of bindings, may lead to multiple volumes.

Examples of classroom use include repeated copying of consumable materials and repeated use of other materials by students over time. Students should be able to easily use the materials and take home, in a convenient form, most of the material they need to learn for the course.

Technology-rich resources should work properly without the purchase of additional software and run without error. Electronic media for student use should be encoded to prevent accidental or intentional erasure or modification. As with textbooks, electronic media should allow students to easily access and interact with them without extensive supervision or special assistance.

The physical and technical qualities of materials should match with the resources of the schools. Materials such as videos, software, CD-ROMs, Internet sites, and transparencies may serve instructional purposes well, but have little value unless they can be implemented with the school's equipment. Publishers should include training, inservice, and consultation to help in effective use of the materials.

Durability. Students and teachers should be able to have materials that will be durable under conditions of expected use. For example, boxes, books, or other materials should not fall apart after normal classroom use. The packaging and form of materials should be flexible and durable enough for multiple uses over time. Durability includes considerations such as

- high-quality paper, ink, binding, and cover
- back, joints, body block, and individual pages
- worry-free technology that runs properly, with easy to hear, see, and control audio and visuals, and
- the publisher's guarantee for replacement conditions and agreements for reproduction needed to effectively use the materials

Cost. *Florida's Commissioner of Education will consider the impact of cost in making final decisions.* Cost, while not a direct factor in ease of use, influences the ease with which materials can be obtained or replaced. The impact of cost can be complex to estimate. It requires considering the number of materials available at no additional cost with the purchase of the major program or text, the cost over the adoption period of several years, and the number of ongoing free materials to support implementation. Attractive features such as higher quality paper and visuals and greater use of color may escalate cost, without enhancing learning effectiveness.

REFERENCES FOR PRESENTATION FEATURES

*For a complete list of references and citations, please refer to **Destination: Florida Classrooms—Evaluator’s Handbook**, or request a list of references from the Department of Education, Office of Instructional Materials.*

Learning

The following features have been found to promote learning and apply to most types of learning outcomes.

A. MOTIVATIONAL STRATEGIES
B. TEACHING A FEW “BIG IDEAS”
C. EXPLICIT INSTRUCTION
D. GUIDANCE AND SUPPORT
E. ACTIVE PARTICIPATION
F. TARGETED INSTRUCTIONAL STRATEGIES
G. TARGETED ASSESSMENT STRATEGIES

The following sections describe the learning features expected for each of these priority areas.

A. MOTIVATIONAL STRATEGIES

Instructional materials must include features to maintain learner motivation. See Florida Statutes 1006.31(e); 1006.34(2)(a)(b); 1006.38(4)

Expectations. Materials should positively influence the expectations of students. Examples include:

- positive expectations for success
- novel tasks or other approaches to stimulate intellectual curiosity
- meaningful tasks related to student interests, cultural backgrounds, and developmental levels
- activities with relevance to the student’s life
- thought-provoking challenges such as paradoxes, dilemmas, problems, controversies, and questioning of traditional ways of thinking
- challenges that are neither too difficult to achieve nor so easy that students become bored
- hands-on tasks in a concrete context, and images, sounds, analogies, metaphors, or humorous anecdotes

- variety, including the opportunity for students to ask their own questions, set their own goals, and make other choices during learning

Feedback. Materials should include informative and positive feedback on progress. Examples include:

- frequent checks on progress, including testing
- explanatory feedback with information about correctness of responses, how to avoid or correct common mistakes, and/or different approaches to use
- varied forms of assessments (self-assessment, peer assessment, and some learning tasks without formal assessments)

Appearance. Materials should have an appearance generally considered attractive to the intended students.

B. TEACHING A FEW “BIG IDEAS”

Instructional materials should thoroughly teach a few important ideas, concepts, or themes. See Florida Statutes 1006.31(e); 1006.34(2)(a)(b)

Focus. Thoroughly teaching a few big ideas provides focus for the learner’s attention. It provides an organizing framework for integrating new information.

Completeness. The thorough teaching of a few big ideas may focus on developing a deeper and more complete understanding of the major themes of a discipline, the content of the subject area, relationships to other disciplines, and the thinking and learning skills required for achieving the specified learning outcomes.

C. EXPLICIT INSTRUCTION

Instructional materials must contain clear statements of information and outcomes. See Florida Statutes 1006.31(e); 1006.34(2)(a)(b)

Clarity of directions and explanations. To support success in learning, instructional materials should include clear presentation and explanations of

- purposes, goals, and expected outcomes
- concepts, rules, information, and terms
- models, examples, questions, and feedback

For example, development of specific thinking skills requires an explicit statement of the particular *thinking skills* to be learned, along with the *strategies* or *steps to follow*. Explicit instruction for thinking skills might also involve showing *examples* of successful thinking contrasted with examples of poor thinking processes.

Similarly, the development of learning skills requires explicit directions about *when* and *how* to do activities such as notetaking, outlining, paraphrasing, abstracting and analyzing, summarizing, self-coaching, memory strategies, persistence, preview and questioning, reading and listening, reflecting, and reciting.

Exclusion of ambiguity. Instructional materials should avoid terms and phrases with ambiguous meanings, confusing directions or descriptions, and inadequate explanations.

D. GUIDANCE AND SUPPORT

Instructional materials must include guidance and support to help students safely and successfully become more independent learners and thinkers. See Florida Statutes 1006.31(e); 1006.34(2)(a)

Level. The type of guidance and support that helps students to become more independent learners and thinkers is sometimes referred to as *scaffolding*. Scaffolding is a solid structure of support that can be removed after a job has been completed. As students gain proficiency, support can diminish, and students can encounter more complex, life-centered problems. Information and activities should provide guidance and support at the level that is needed—no more and no less. Too much can squelch student interest, and too little can lead to failure.

Guidance and support can be accomplished by a combination of the following features:

- organized routines
- advance organizers or models such as
 - (1) condensed outlines or overviews
 - (2) simplified views of information
 - (3) visual representations of new information during initial instruction
 - (4) sample problems
 - (5) questions to focus on key ideas or important features
 - (6) examples of solved problems
 - (7) explanations of how the problems were solved
 - (8) examples of finished products or sample performances
 - (9) analogies, metaphors, or associations to compare one idea to another
- prompts or hints during initial practice
- step-by-step instructions
- immediate and corrective feedback on the accuracy of performance of each step or task, on how to learn from mistakes, and on how to reach the correct answer
- simulations with features for realistic practice
- opportunities for students to do research, and to organize and communicate results

Adaptability. Guidance and support must be adaptable to developmental differences and various learning styles. For example, young children tend to understand concepts in concrete terms and over-generalize new concepts. Some students need more time, some tend to be more impulsive

than reflective, some have trouble distinguishing relevant from irrelevant information, and some have better written than spoken language skills.

Approaches for developmental differences and learning styles of students, include

- a variety of *activities* such as
 - (1) structured and unstructured activities
 - (2) independent and group work
 - (3) teacher-directed and discovery learning
 - (4) visual and narrative instruction
 - (5) hands-on activities
 - (6) open-ended activities
 - (7) practice without extrinsic rewards or grades
 - (8) simple, complex, concrete, and abstract examples
 - (9) variable pacing or visual breaks

- a variety of *modalities* for the various learning styles of students, such as
 - (1) linguistic-verbal
 - (2) logical-mathematical
 - (3) musical
 - (4) spatial
 - (5) bodily-kinesthetic
 - (6) interpersonal
 - (7) intrapersonal
 - (8) naturalist

E. ACTIVE PARTICIPATION OF STUDENTS

Instructional materials must engage the physical and mental activity of students during the learning process. See Florida Statutes 1006.31(e); 1006.34(2)(a)

Assignments. Instructional materials should include organized activities of periodic, frequent, short assignments that are logical extensions of content, goals, and objectives.

Student responses. Assignments should include questions and application activities during learning that give students opportunities to respond. Active participation of students can be accomplished in a variety of ways. For example, information and activities might require students to accomplish the types of activities listed below.

- respond orally or in writing
- create visual representations (charts, graphs, diagrams, and illustrations)
- generate products
- generate their own questions or examples
- think of new situations for applying or extending what they learn
- complete discovery activities

- add details to big ideas or concepts from prior knowledge
- form their own analogies and metaphors
- practice lesson-related tasks, procedures, behaviors, or skills
- choose from a variety of activities

F. TARGETED INSTRUCTIONAL STRATEGIES

Instructional materials should include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements. See Florida Statutes 1006.31(e); 1006.34(2)(a)(b); 1003.42

Alignment. Research has documented the strategies that effectively teach different types of learning outcomes. The learning strategies included in instructional materials should match the findings of research for the targeted learning outcomes. Different types of learning outcomes require different strategies. For example, a strategy for memorizing verbal information might be helpful, but it would not align with the strategies required for learning a concept or for learning how to solve a problem.

Completeness. Not only should strategies be aligned, but they also should be complete enough to effectively teach the targeted outcomes. For example, while the explanation of a problem-solving method or model would be appropriate, other strategies also would be necessary in order for students to learn how to resolve different types of problems.

Research summary. Researchers sometimes use different terms for some similar outcomes. For example, *thinking skills* and *metacognition* refer to some of the same types of skills. The following alphabetical list includes terms as they have appeared in research, even though some terms clearly overlap with each other.

- | | |
|-----------------------------------|--|
| • attitudes | • motor skills |
| • cognitive strategies | • multiple intelligences |
| • comprehension/
understanding | • problem solving |
| • concepts | • procedural knowledge,
principles, and rules |
| • creativity | • scientific inquiry |
| • critical thinking | • thinking skills |
| • insight | • verbal information,
knowledge, or facts |
| • metacognition | |

The following section summarizes the research findings for each of these types of learning outcomes.

Attitudes

- Explain and show consequences of choices, actions, or behaviors.
- Provide relevant human or social models that portray the desired choices, actions, or behaviors.
- ***Reading***
 - Provide appropriate reading strategies.
 - Link instruction to effective reading.
- ***Cognitive Strategies***
 - Monitor and reflect upon the effectiveness of the reading process used.
 - Encourage and/or teach (a) organizing and summarizing information; (b) self-questioning, self-reflection, and self-evaluation; (c) reference skills; and (d) when and how to use these different skills.
- ***Comprehension/Understanding***
 - Outline, explain, or visually show what will be read/learned in a simple form.
 - Explain with concrete examples, metaphors, questions, or visual representations.
 - Require students to relate new readings to previously learned information.
 - Require students to paraphrase or summarize new information as it is read.
 - Require students to construct a visual representation of main ideas (map, table, graphs, Venn diagram, etc.).
 - Give students opportunities to add details, explanations, or examples to basic information.
 - Require application of knowledge or information.
- ***Concepts***
 - Provide clear understanding of each concept.
 - Point out important features or ideas.
 - Point out examples of the concept, showing similarities and differences.
 - Include practice in organizing and classifying concepts.
 - Include a wide range of examples in a progressive presentation from simple to more complex examples.
 - Emphasize relationships between concepts.
- ***Creativity***
 - Provide examples of creativity.
 - Include models, metaphors, and analogies.
 - Encourage novel approaches to situations and problems.
 - Show and provide practice in turning a problem upside down or inside out or changing perceptions.
 - Encourage brainstorming.

- Include open -ended questions and problems.
- Provide opportunities of ungraded, unevaluated creative performance and behavior.
- ***Critical Thinking***
 - Create conflict or perplexity by using paradoxes, dilemmas, or other situations to challenge concepts, beliefs, ideas, and attitudes.
 - Focus on how to recognize and generate proof, logic, argument, and criteria for judgments.
 - Include practice in detecting mistakes, false analogies, relevant v. irrelevant issues, contradictions, discrepant events, and predictions.
 - Provide practice in drawing inferences from observations and making predictions from limited information.
 - Explain and provide practice in recognizing factors or biases that may influence choice and interpretations such as culture, experience, preferences, desires, interests, and passions, as well as systematic thinking.
 - Require students to explain how they form new conclusions and how and why present conclusions may differ from previous ones.
- ***Inquiry***
 - Emphasize technological design as inquiry and include discovery activities.
 - Provide opportunities for experimental design.
 - Provide opportunities for critical thinking.
 - Facilitate the collection, display, and interpretation of data.
 - Promote careful observation, analysis, description, and definition.
- ***Metacognition***
 - Explain different types of thinking strategies and when to use them.
 - Encourage self-evaluation and reflection.
 - Include questions to get students to wonder why they are doing what they are doing.
 - Guide students in how to do systematic inquiry, detect flaws in thinking, and adjust patterns of thinking.
- ***Technology***
 - Provide a mental and physical model of desired performance.
 - Describe steps in the performance.
 - Provide practice with kinesthetic and corrective feedback (coaching).
- ***Multiple Intelligences***
 - Verbal-linguistic dimension focuses on reasoning with language, rhythms, and inflections, such as determining meaning and order of words (stories, readings, humor, rhyme, and song).
 - Logical-mathematical dimension focuses on reasoning with patterns and strings of symbols (pattern blocks, activities to form numbers and letters).

- Musical dimension focuses on appreciation and production of musical pitch, melody, and tone.
 - Spatial dimension focuses on activities of perceiving and transforming perceptions.
 - Bodily kinesthetic dimension focuses on use and control of body and objects.
 - Interpersonal dimension focuses on sensing needs, thoughts, and feelings of others.
 - Intrapersonal dimension focuses on recognizing and responding to one's own needs, thoughts, and feelings.
- ***Problem Solving***
 - Assure student readiness by diagnosing and strengthening related concept, rule, and decision-making skills.
 - Provide broad problem-solving methods and models.
 - Include practice in solving different types of problems.
 - Begin with highly structured problems and then gradually move to less structured ones.
 - Use questions to guide thinking about problem components, goals, and issues.
 - Provide guidance in observing and gathering information, asking appropriate questions, and generating solutions.
 - Include practice in finding trouble, inequities, contradictions, or difficulties and in reframing problems.
 - ***Procedural Knowledge, Principles, and Rules***
 - Define context, problems, situations, or goals and appropriate procedures.
 - Explain reasons that procedures work for different types of situations.
 - Define procedures—procedures include rules, principles, and/or steps.
 - Provide vocabulary and concepts related to procedures.
 - Demonstrate step-by-step application of procedures.
 - Explain steps as they are applied.
 - Include practice in applying procedures.
 - ***Scientific Inquiry***
 - Explain process and methods of scientific inquiry.
 - Explain and provide examples of (a) hypotheses formation, (b) valid procedures, (c) isolating variables, (d) interpretation of data, and (e) reporting findings
 - Encourage independent thinking and avoidance of dead ends or simplistic answers.
 - Require students to explain, verify, challenge, and critique the results of their inquiry.
 - ***Thinking Skills***
 - Introduce different types of thinking strategies.
 - Explain context or conditions of applying different strategies.
 - Provide definitions, steps, and lists to use in strategies.
 - Include examples of different types of thinking strategies, including how to think with open-mindedness, responsibility, and accuracy.

- Emphasize persisting when answers are not apparent.
- Provide practice in applying, transferring, and elaborating on thinking strategies.
- Integrate metacognitive, critical, and creative-thinking skills.
- **Verbal Information, Knowledge, or Facts**
 - Provide a meaningful context to link new information and past knowledge.
 - Organize information into coherent groups or themes.
 - Use devices to improve memory such as mnemonic patterns, maps, charts, comparisons, groupings, highlighting of key words or first letters, visual images, and rhymes.
 - Identify main ideas, patterns, or relationships within information or sets of facts.

G. TARGETED ASSESSMENT STRATEGIES

Instructional materials should include assessment strategies that are known to be successful in determining how well students have achieved the targeted learning outcomes. See Florida Statutes 1006.31(e); 1006.34(2)(a)(b); 1006.38(4)

Alignment. The assessment strategies should match the learner performance requirements for the types of learning outcomes that have been targeted for the subject matter, course, or course category. Different strategies are appropriate for assessing different types of learning outcomes. For example, a strategy for testing the acquisition of verbal information would not match the requirements for testing whether or not a student has learned a concept or learned how to solve a problem.

The term “assessment,” as used in this section, refers to testing or other strategies that assess student progress as a result of learning activities. The results of such assessment provide information about where to strengthen instruction. But it is very important to ask the right questions. If the type of question matches the type of learning outcome, then students and teachers have relevant information about learning progress.

Completeness. In addition to including assessment strategies that align with the performance requirements of the targeted learning outcomes, the strategies should be complete enough to effectively assess the learner’s performance with regard to the targeted outcome. For example, a test item that requires the student to state a rule does not assess whether or not the student knows how to *use* the rule.

Research summary. The research summary for effective assessment strategies for different types of learning outcomes follows the same alphabetical sequence as the previous section.

Effective Assessment Strategies

- **Assess Attitudes:**
 - Provide various situations.
 - Require choices about behaviors.

- **Assess *Cognitive Strategies*:**
 - Provide learning tasks.
 - Require students to choose good strategies for learning and/or to learn new materials without teacher guidance.
 - Require students to discuss and explain methods used for various learning tasks.
- **Assess *Comprehension/Understanding*:**
 - Provide topic.
 - Require summary or restatement of information.
 - Provide new context.
 - Require application of information.
 - Provide several statements using words different from the initial teaching.
 - Require identification of the correct meaning.
- **Assess *Concepts*:**
 - Provide new examples and non-examples.
 - Require identification or classification into the correct categories.
- **Assess *Creativity*:**
 - Provide new problems to “turn upside down,” study, or resolve—these could be performances, presentations, or products.
 - Require products or solutions to fit within the particular functions and resources.
 - Provide situations requiring novel approaches.
- **Assess *Critical Thinking*:**
 - Require students to evaluate information or results.
 - Require the use of analysis and research.
- **Assess *Insight*:**
 - Provide situations for inquiry and discovery.
 - Provide situations for manipulation.
- **Assess *Metacognition*:**
 - Provide different situations or problems.
 - Require students to identify types of thinking strategies to analyze and evaluate their own thinking.
- **Assess *Multiple Intelligences*:**
 - Provide situations in the modality that is targeted, e.g., verbal-linguistic, musical, or other modality.
 - Provide situations in several modalities, to allow choice
 - Require performance in the targeted or chosen modalities.

- **Assess *Motor Skills*:**
 - Provide situations and resources for performance of the skill.
 - Include checklist for evaluation.
- **Assess *Problem Solving*:**
 - Require students to choose types of problem-solving strategies for different situations.
 - Require solutions to structured and unstructured, simple and complex problems.
- **Assess *Procedural Knowledge, Principles, and Rules*:**
 - Provide situations that require students to recognize the correct use of procedures, principles, or rules with routine problems.
 - Require students to state procedures, principles, or rules.
 - Require students to choose which procedures, principles, or rules to apply in different situations.
 - Provide situations that require students to demonstrate the correct use of procedures, principles, or rules with routine problems.
- **Assess *Scientific Inquiry*:**
 - Provide situations or problems that require speculation, inquiry, and hypothesis formation.
 - Provide research, hands-on activities, and conclusions.
- **Assess *Thinking Skills*:**
 - Require students to summarize different types of thinking strategies.
 - Provide situations that require students to choose the best type of thinking strategy to use.
 - Require students to detect instances of open vs. closed-mindedness.
 - Require students to detect instances of responsible vs. irresponsible and accurate vs. inaccurate applications of thinking strategies.
 - Provide situations that require the student's persistence in order to discover or analyze information to obtain answers to specific questions.
 - Require students to apply specific thinking strategies to different real-world situations.
- **Assess *Verbal Information, Knowledge, or Facts*:**
 - Require students to recall information.
 - Require students to restate information
 - Require students to understand information.

REFERENCES FOR LEARNING FEATURES

For a complete list of references and citations, please refer to **Destination: Florida Classrooms—Evaluator’s Handbook**, or request a list of references from the Department of Education, Office of Instructional Materials.

Criteria for Evaluation

The instructional materials adoption process must be fair to all publishers who take the time and expense to submit their materials. Applying evaluation criteria consistently to each submission assures that the materials will be judged fairly.

Regardless of format or technology, effective materials have certain characteristics in common, and the basic issues, important for the evaluation of instructional materials, apply to all subject areas and all formats. These issues are addressed in Florida’s list of priorities and the criteria as detailed in the previous pages of this document. The first link provided below is to the evaluation instrument used by adoption committee members. Evaluators will use the criteria-based instrument to engage in systematic reflection of the processes they follow and decisions they make about the quality of materials submitted by publishers.

The extensive research base and review processes used to identify these criteria establish their validity as an integral part of Florida’s instructional materials adoption system. Applying these criteria consistently to each submission helps assure that the materials submitted by publishers will be judged fairly.

The State Instructional Materials Committees will complete a Committee Questionnaire for each submission at the adoption meetings. The Committee Questionnaire is a compilation of the criteria in the committee member evaluation instrument and serves as the official record of the State Instructional Materials Committee. The second link is to the Committee Questionnaire.

<http://www.firn.edu/doe/instmat/pdf/evaluation-form.pdf>

<http://www.firn.edu/doe/instmat/pdf/ccq.pdf>

REQUIREMENTS FOR BRAILLE TEXTBOOK PRODUCTION

INSTRUCTIONS FOR PREPARING COMPUTER DISKETTES AND CDs REQUIRED FOR AUTOMATED BRAILLE TEXTBOOK PRODUCTION

STATUTORY AUTHORIZATION

Chapter 1003.55(5), Florida Statutes, states that, "...any publisher of a textbook adopted pursuant to the state instructional materials adoption process shall furnish the Department of Education with a computer file in an electronic format specified by the Department at least 2 years in advance that is readily translatable to Braille and can be used for large print or speech access. Any textbook reproduced pursuant to the provisions of this subsection shall be purchased at a price equal to the price paid for the textbook as adopted. The Department of Education shall not reproduce textbooks obtained pursuant to this subsection in any manner that would generate revenues for the department from the use of such computer files or that would preclude the rightful payment of fees to the publisher for use of all or some portion of the textbook."

OBJECTIVE

Electronic text (etext) is needed to accelerate the production of textbooks in Braille and other accessible formats through the use of translation software. Some embedded publisher formatting commands help speed the conversion of English text to Braille or other accessible formats. Therefore, the objective of these instructions is to prompt publishers to provide textbook data in a format that will be useful to Braille and other accessible format producers while at the same time allowing each publisher the flexibility of using existing composition or typesetting systems. Publishers may produce etext files in one of three formats, as shown in the specifications below.

By April 1, 1998, publishers of adopted student textbooks for literary subjects must be able to provide the computer diskettes UPON REQUEST. Publishers shall provide nonliterary subjects when technology becomes available for the conversion of nonliterary materials to the appropriate format.

The requested computer diskettes shall be provided to the Florida Instructional Materials Center for the Visually Impaired (FIMC), 5002 North Lois Avenue, Tampa, Florida 33614; (813) 872-5281; in Florida WATS (800) 282-9193 or (813) 872-5284 (FAX). The center will contact each publisher of an adopted textbook and provide delivery instructions.

SPECIFICATIONS

FORMAT (Three Options):

- a. A full implementation of Standard Generalized Markup Language (SGML).
- b. XML-Extensible Markup Language
- c. ASCII – (Last Resort!)

2. OPERATING SYSTEM: Windows

3. DISKETTE SIZE: 3.5, CD, Zip100

4. DISKETTE CAPACITY: Double-sided/high density

5. DISKETTE LABELING:

- a. Sequential Number/ISBN
- b. Book Title
- c. File Name
- d. Name of Publisher
- e. Name of Typesetting Company/Contact Name
- f. Format Option and Version
- g. Copyright Date
- h. Wording such as: “All rights reserved. As described in Chapter 233.0561(5), Florida Statutes, no use may be made of these diskettes other than the creating of a Braille, Large Print, or Recorded version of the materials contained on this diskette for students with visual impairments in the State of Florida.”

6. REQUIRED CONTENTS:

- a. Title Page
- b. List of Consultants and Reviewers (if appropriate)
- c. Table of Contents
- d. All Textbook Chapters
- e. All Appendices
- f. All Glossaries
- g. Indices

7. FILE STRUCTURE: Each chapter of a textbook will be formatted as a separate file.

8. FILE LIST: A separate file listing the structure of the primary files must be provided. This file should be labeled DISKLIST TEXT. In addition, all special instructions (e.g., merging of materials kept in a separate file) should be noted in this file.

9. LOCATION OF SPECIAL DATA: Marginal notes, footnotes, captions, and other special items must be placed consistently within each text file.

10. CORRECTIONS AND CHANGES A conscientious effort should be made to update files to exactly duplicate the adopted printed version of the textbook (including corrections and changes). If this cannot be accomplished in a timely and cost effective manner, the publisher will coordinate with the FIMC Supervisor and provide to the Supervisor one set of marked tearsheets of all corrections and changes not included in the files.

Federal Requirements for the National Instructional Materials Accessibility Standard (NIMAS)

National Instructional Materials Accessibility Standard (NIMAS) guides the production and electronic distribution of digital versions of textbooks and other instructional materials so they can be more easily converted to accessible formats, including braille and text-to-speech. A National Instructional Materials Access Center (NIMAC) has been established to receive and catalog publishers' electronic files of print instructional materials in the NIMAS format.

These files will be used for the production of alternate formats as permitted under the law for students with print disabilities. Under these guidelines, “textbook” means the principal tool of instruction used in the classroom. It is a printed book or books that contain most, if not all, of the academic content a student needs to learn to meet the State or Local Education Agency’s curriculum requirements for that subject area. “Related core materials” are printed materials, other than textbooks, designed for use by students in the classroom in conjunction with a textbook and which, together with the textbook, are necessary to meet the curriculum requirements for the intended course. The materials should be directly related to the textbook and wherever possible they should be published by the publisher of the textbook. Related core materials do not include materials that are not written and published primarily for use by students in the classroom (e.g., trade books not bundled with the textbook, newspapers and reference works) nor ancillary or supplemental materials that are not necessary to meet the curriculum requirements for the intended course. For purposes of these definitions, the term “curriculum requirements for the intended course” refers to relevant curriculum standards and requirements as established by a state educational agency or local educational agency.

The details of the metadata elements required as part of the NIMAS File set will be found at <http://nimac.us/metadata.html>. Please note that some elements are required, while others are optional. Some fields also allow for multiple entries (e.g., subject terms).

Complete information concerning NIMAS and NIMAC can be found at <http://nimas.cast.org> and <http://www.nimac.us>. (IDEA-2004).