



Florida Perspective

There can be no doubt that computer technology has earned a permanent place in our society. The Florida Department of Education recognizes the importance of preparing Florida students to incorporate that technology in to both their learning and their life skills. With that philosophy in mind, the Florida Instructional Materials Adoption made its first call for K-5 Computer Education materials in 1991 and again in 1994. It was only in the latest adoption of 1999 that Florida received a program bid and successfully awarded a contract.

Since that time, the federal government has released *the Enhancing Education Through Technology Act (E2T2) - Title II, Part D of No Child Left Behind*. One of the goals of E2T2 is that all students will be technologically literate by the end of the eighth grade. Also since the last adoption, the technology capacity of schools and the use of technology as a teaching tool has greatly increased. It is because of these new developments that Florida announces an interim call for K-5 Computer Education instructional materials.

Publisher Submissions For Florida's 2004 K- 5 Computer Education Adoption

K-5 Submissions

To be acceptable for consideration, a K-5 Computer Education program must cover all six grade levels. The Florida Department of Education encourages submissions of tool-based instructional software, whether web-based or CD-Rom, that put the students in control of their learning. All submissions should include performance-based assessment.

Publisher submissions must address the developmental readiness of the learner and include age appropriate text and skills that focus on the content and skills outlined in the International Society for Technology in Education's *National Educational Technology Standards for Students (ISTE NETS-S)*. Those standards can be found in appendix A of this document. Submissions must include instructional activities that integrate content and skills into other areas of the curriculum, and align, wherever feasible, with Florida's Sunshine State Standards, Benchmarks, and Grade Level Expectations. These can be accessed at www.firn.edu/doe/curric/prek12/frame2.htm

Reading in the Content Areas

The curriculum must provide explicit and systematic instruction, exploration, assessment, and remedial support. Programs must focus on interdisciplinary content and skills for all students and integrate scientifically based reading research as outlined *No Child Left Behind* legislation. (Please reference the document *Put Reading First: The Research Building Blocks for Teaching Children to Read.*) Florida's **5+3+ii+iii** reading formula, directly aligned to the reading research, is made a part of this document as Appendix

Programs must integrate with other areas of instruction by supporting the notion that students in grades K-2 are learning to read and in grades 3-12 students are reading to learn. Throughout each of these grade levels, student vocabulary development, cognitive reasoning, and reading acquisition are not yet fully developed. Additionally, reading is a complex process and highly utilized in content area assignments. Therefore, all submissions must integrate and carefully scaffold reading and literacy instruction. Both reading and writing instruction and assignments must interface with other content areas. Just as reading is a tool for learning and evaluation, writing must also be integrated into any program submission, as must mathematics, science, social studies, music, and the arts.



Florida Addresses the Curriculum Needs of All Learners

Because Florida is committed to the educational needs of all children, publishers and companies who submit K-5 Computer Education programs for consideration will be required to incorporate strategies, materials, activities, etc. that consider the special needs of students with exceptionalities. 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:

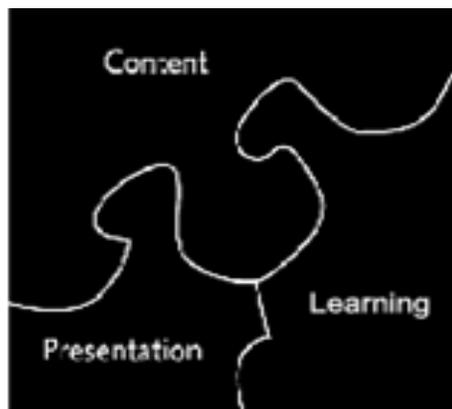
<http://www.trace.wisc.edu/>

<http://www.cast.org>

<http://www.darkwing.uoregon.edu/~ncite/>

Although Florida is not having a separate call for 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 those with specific processing difficulties.) Committee comments appear with adopted titles in the Florida Catalog of Adopted Materials and serve as a guide for teachers 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.

Major Priorities for Instructional Materials



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:

ALIGNMENT WITH CURRICULUM REQUIREMENTS
LEVEL OF TREATMENT OF CONTENT
EXPERTISE FOR CONTENT DEVELOPMENT
ACCURACY OF CONTENT
CURRENTNESS OF CONTENT
AUTHENTICITY OF CONTENT
MULTICULTURAL REPRESENTATION
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.

Correlations. Publishers are expected to provide correlation reports in the form provided by the Department of Education to show exactly where and to what extent (mentioned or in-depth) the instructional materials cover each required standard as outlined in Appendix A.

FLORIDA STATUTES

1006.34(2)(b)—KEY WORDS: educational purpose... performance standards... instructional objectives... curriculum frameworks

1006.38—KEY WORDS: written correlations... curricular objectives... performance standards

1006.31(4)—KEY WORDS: curricular objectives... performance standards

1006.31—KEY WORDS: independent investigation

1003.42—KEY WORDS: adopted standards

FLORIDA STATUTES

1006.31(4)(e)(e)—KEY WORDS: suited to the needs and comprehension of pupils at their respective grade levels

1006.34(2)(a)—KEY WORD: suitable

1006.34(2)(b)—KEY WORDS: the age of the children

1006.34(2)(b)—KEY WORDS: the degree to which the material would be supplemented or explained

Scope. The content must 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 must 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 must have no major omissions in the required content coverage, and be free of unrelated facts and information that would detract from achievement of Florida’s specified grade level expectations.

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

Objectives. Content must match the intended objectives in complexity and technicality.

Students. Content must be developmentally appropriate for the age and maturity level of the intended students. It must 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 must 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.

Authorship. The authors, consultants, and reviewers must have actually contributed to the development of the instructional materials and must 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 must reflect expert information for the subject, such as relevant data from research, court decisions, diaries, autobiographies, artifacts, or historical sites.

D. ACCURACY OF CONTENT

Content must be accurate in historical context and contemporary facts and concepts. Note: For the subject area of Social Studies, the information presented must be accurate in historical content, have multicultural representation and offer contemporary facts and concepts.

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

Representativeness. The selection of content must not misrepresent the domain of knowledge and events. It must include the generally accepted and prevalent truths, major concepts, standards, and models of the profession or discipline of the subject area.

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

FLORIDA STATUTES

**1006.38—KEY WORDS:
free from all errors**

**1006.31(4)(e)(e)—KEY
WORDS: accurate,
objective**

FLORIDA STATUTES

1006.37(1)(e)—KEY WORD: current

1006.38—KEY WORD: up-to-date

FLORIDA STATUTES

1006.31(e)—KEY WORDS: suited to the needs and comprehension of pupils

1006.31(4)(b)—KEY WORDS: humankind’s place in ecological systems... conservation... dangerous substances

1003.42—KEY WORDS: civil government... functions and interrelationships

1003.42—KEY WORDS: effects... upon the human body and mind

1006.31(4)(b)—KEY WORDS: conservation of natural resources

E. CURRENTNESS OF CONTENT

Content must be up-to-date for the academic discipline and the context in which the content is presented.

Dates or editions. Copyright dates for photographs and other materials and editions must reflect currentness of content. Copyright dates and editions serve as indicators about currentness. However, neither the copyright date nor the edition guarantees currentness. In fact, second or third editions may or may not reflect more up-to-date information than first editions.

Informed examination of the text, narrative, and visuals contained in the materials must reveal the currentness of the materials.

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

- Sometimes context must 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 must be historical. For example, illustrations and photographs of historical events must reflect the historical time period.
- Sometimes context must be both current and historical. For example, historic images alongside modern ones would convey changes in styles over time.

F. AUTHENTICITY

Content must include problem-centered connections to life in a context that is meaningful to students.

Life connections. Instructional materials must include connections to the student’s life situations in order to make the content more meaningful. Students might be expected to deal

with time constraints, consider risks and trade-off in decision-making, and work with teams. Connections may be made to situations of daily home life, careers, vocation, community events and services, and leisure or recreation. Connections may include hopes and dreams, choices and activities.

Interdisciplinary treatment. Instructional materials also must include interdisciplinary connections in order to make content more meaningful. Examples of situations that connect a variety of subject areas include building projects, playing sports, finding information or objects, balancing budgets, creating products, and researching information. In addition to subject area connections, instructional materials must 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 use collateral learning from other disciplines rather than isolated 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

Multicultural fairness. 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.

1003.42—KEY WORDS:
contributions of African
Americans...Hispanic
contributions...
women’s contributions

1006.31(4)(a) and
1006.341.—KEY WORDS:
address the broad
racial, ethnic,
socioeconomic, and
cultural diversity of the
student population

Through balanced representation of cultures and groups in multiple settings, occupations, careers, and lifestyles, the materials must support equal opportunity without regard for age, color, gender, disability, national origin, race, or religion.

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 and heritage.

Multicultural advocacy. The understanding and appreciation of multiple cultures extends beyond fair representation. It involves embracing a multicultural 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 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 must reflect both multicultural 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.

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 must 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, Bureau of Curriculum, Instruction, and Assessment.*

FLORIDA STATUTES

1003.42—KEY WORDS:
to be a responsible and respectful person

1003.42—KEY WORDS:
kindness to animals

1006.31(4)(c)—KEY WORDS:
humane treatment of people and animals

1006.34(2)(b)—KEY WORDS:
age of the children

1006.34(2)(b)—KEY WORD:
pornography



Presentation

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

COMPREHENSIVENESS OF STUDENT AND TEACHER RESOURCES
ALIGNMENT OF INSTRUCTIONAL COMPONENTS
ORGANIZATION OF INSTRUCTIONAL MATERIALS
READABILITY OF INSTRUCTIONAL MATERIALS
PACING OF CONTENT
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

FLORIDA STATUTES

1006.34(2)(a)—KEY

WORDS:

suitable, usable

1006.34(2)(b)—KEY

WORDS:

the degree to which the material would be supplemented or explained

Materials must 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.

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 different options and 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 must 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 short 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, etc., so that the teacher has to use only one guide. Publishers may make available inservice training, workshops, or consulting services to support teachers in implementing the new programs. However, teachers and administrators tend to favor materials that do not require extensive training.

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

(1) **Components and materials that 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 media and electronic programs work effectively.

(2) **Materials to 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, and other extension activities; suggestions for integrating themes across the subject area or course curriculum and forming connections to other disciplines; suggestions for parental and community involvement; cultural highlights to explain and expand on the materials.

(3) **Suggestions 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, manipulatives, 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 on how to implement and evaluate instruction:** Examples include answers to work assignments, practice activities, and tests; possible outcomes of projects or research; suggestions for using learning tasks for classroom assessment; guidelines for alternative assessments,

such as sample checklists, peer or performance assessments, portfolios, or projects.

(5) **Resources to use in classroom activities:** Examples include copy masters to use for displays or photocopies; bibliographies or lists of resources and references, including network resources; classroom management strategies and documentation on the manageability of the entire instructional program; in-service workshop 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.

All components of an instructional package—teacher’s edition and materials, student’s edition and materials, workbook, supplementary materials, and others—must be integrated and interdependent and must correspond with each other. For example, master copies of handouts in a teacher’s edition must 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.

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; menu or map of content; directions on how to locate information or complete assignments; an index for quick reference; goals and/or

FLORIDA STATUTE

1006.29(4)—KEY

WORDS:

instructional materials... major tool...instruction of a subject or course

FLORIDA STATUTES

1006.34(2)(a)—KEY

WORD:
usable

1066.34(2)(b)—KEY

WORD:
degree to which the material would be supplemented and explained

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. Other at-a-glance features signal the organization of content, such as 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 must 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.

FLORIDA STATUTES

1006.31(e)—KEY WORDS:
suited to the needs and
comprehension of
pupils at their
respective grade levels

**1006.34(2)(a)—KEY
WORDS:** suitable,
usable, desirable

**1006.34(2)(b)—KEY
WORDS:** the age of the
children

D. READABILITY OF INSTRUCTIONAL MATERIALS

Narrative and visuals must engage students in reading or listening as well as in understanding of the content at a level appropriate to the students' abilities.

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, which 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
- 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

FLORIDA STATUTES

1006.31(e)—KEY WORDS: suited to the needs and comprehension of pupils at their respective grade levels

1006.34(2)(a)—KEY WORD: suitable

1006.34(2)(b)—KEY WORDS: the age of the children

FLORIDA STATUTES

1006.29(4)—KEY WORDS: instructional materials... major tool...instruction

1006.38(3)(a)—KEY WORDS: specifications of the physical characteristics

1006.34(2)(a)—KEY WORDS: suitable, usable, desirable

1006.34(2)(b)—KEY WORDS: the age of the children

1006.34(2)(b)—KEY WORDS: the degree to which the material would be supplemented or explained

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. Note: Work required of students in advanced, honors, and advanced placement level courses must be observably more comprehensive and at a higher level than the work required of students in regular classes.

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

Warranty. The actual physical and technical qualities of materials must 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 must 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 must work properly and run without error. Electronic media for student use must be encoded to prevent accidental or intentional erasure or modification. As with textbooks, electronic media must allow students to easily access and interact with them without extensive supervision or special assistance.

The physical and technical qualities of materials must 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. Sometimes, a publisher provides training, inservice, or consultation to help in effective use of the materials.

Durability. Students and teachers must be able to have materials that will be durable under conditions of expected use. For example, boxes, books, or other materials must not fall apart after normal classroom use. The packaging and form of materials must 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

1006.38(5)—KEY WORDS:
not
to exceed the lowest
price

1006.38(6)(7)(8)(9)—KEY
WORDS:
reduce
automatically...free of
charge...equal in
quality...supplementary
... fair use

Cost. *Florida's Department of Education Commissioner 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 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, Bureau of Curriculum, Instruction, and Assessment.



Learning

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

MOTIVATIONAL STRATEGIES
TEACHING A FEW "BIG IDEAS"
EXPLICIT INSTRUCTION
GUIDANCE AND SUPPORT
ACTIVE PARTICIPATION
TARGETED INSTRUCTIONAL STRATEGIES
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.

FLORIDA STATUTES

1006.31(e)—KEY WORDS: suited to the needs and comprehension of pupils at their respective grade levels

1006.34(2)(a)—KEY WORDS: suitable, usable, desirable

1006.34(2)(b)—KEY WORDS: the age of the children

1006.38(4)—KEY WORDS: diagnostic, criterion-referenced

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

- positive expectations for success
- novel tasks or other approaches to arouse 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, puzzles, 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 must 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 must have an appearance generally considered attractive to the intended students.

B. TEACHING A FEW “BIG IDEAS”

Instructional materials must thoroughly teach a few important ideas, concepts, or themes.

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.

Clarity of directions and explanations. To support success in learning, instructional materials must 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 processes 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 must avoid terms and phrases with ambiguous meanings, confusing directions or descriptions, and inadequate explanations.

FLORIDA STATUTES

1006.31(e)—KEY WORDS: suited to the needs and comprehension of pupils at their respective grade levels

1006.34(2)(a)—KEY WORDS: suitable, usable

1006.34(2)(b)—KEY WORDS: educational purpose

FLORIDA STATUTES

1006.31(e)—KEY WORDS: suited to the needs and comprehension of pupils at their respective grade levels

1006.34(2)(a)—KEY WORDS: suitable, usable

1006.34(2)(b)—KEY WORDS: educational purpose

D. GUIDANCE AND SUPPORT

FLORIDA STATUTES

1006.31(e)—KEY WORDS: suited to the needs and comprehension of pupils at their respective grade levels

1006.34(2)(a)—KEY WORDS: suitable, usable, desirable

Instructional materials must include guidance and support to help students safely and successfully become more independent learners and thinkers.

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 must 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 overgeneralize 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 multiple intelligences of students, such as:
 - (1) linguistic-verbal
 - (2) logical-mathematical
 - (3) musical
 - (4) spatial
 - (5) bodily-kinesthetic
 - (6) interpersonal
 - (7) intrapersonal

Note: The subject area of Social Studies, the following forms of guidance and support are particularly important:

- Multiple opportunities for responding to critical thinking and problem solving appropriate to the discipline;
- Thematic networks of knowledge;
- Incorporation of authentic activities and assessments;
- Cross-disciplinary boundaries; and
- Research activities that will help students become information literate.

FLORIDA STATUTES

1006.31(e)—KEY WORDS: suited to the needs and comprehension of pupils at their respective grade levels

1006.34(2)(a)—KEY WORDS: suitable, usable, desirable

FLORIDA STATUTES

1006.31(e)—KEY WORDS: suited to the needs and comprehension of pupils at their respective grade levels

1006.34(2)(a)—KEY WORDS: suitable, usable, desirable

1006.34(2)(b)—KEY WORDS: the age of the children

1003.42 KEY WORDS: approved methods of instruction

E. ACTIVE PARTICIPATION OF STUDENTS

Instructional materials must engage the physical and mental activity of students during the learning process.

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

Student responses. Assignments must 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 must include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements.

Alignment. Research has documented the strategies that effectively teach different types of learning outcomes. The learning strategies included in instructional materials must 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 must strategies be aligned, but they also must 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 others.

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

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

Effective Teaching Strategies

- **To teach *Attitudes*—for example, learning the benefits of reading**

- Explain and show consequences of choices, actions, or behaviors.
 - Provide relevant human or social models that portray the desired choices, actions, or behaviors
- **To teach *Cognitive Strategies* (learning how to learn) – for example, self-monitoring and reflecting upon the effectiveness of the reading process selected and used**
 - Encourage or teach (a) organizing and summarizing information; (b) self-questioning, self-reflection, and self-evaluation; and (c) reference skills.
 - Encourage or teach when and how to use these different skills.
 - **To teach *Comprehension/Understanding* – for example, comprehending and understanding information in a reading selection**
 - Outline, explain, or visually show what will be learned in a simple form.
 - Explain with concrete examples, metaphors, questions, or visual representations.
 - Require students to relate new to previously learned information.
 - Require students to paraphrase or summarize new information.
 - Require students to construct a visual representation of main ideas (map, table, diagram, etc.).
 - Give students opportunities to add details, explanations, or examples to basic information.
 - Require application of knowledge or information.
 - **To teach *Concepts* – for example, learning the concepts of figurative language, metaphors, and similes**
 - Provide clear definition of each concept.
 - Point out important and unimportant features or ideas.
 - Point out examples and non-examples of the concept, showing similarities and differences.
 - Include practice in classifying concepts.
 - Include a wide range of examples in progressive presentation of more complex examples.

- Emphasize relationships between concepts.
- **To teach *Creativity* – for example, exploring different types of reading selections and sources or creating an evaluation tool to identify the impact of mood or meaning**
 - 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 questions and problems with multiple answers.
 - Provide opportunities of ungraded, unevaluated creative performance and behavior.
- **To teach *Critical Thinking* – for example, differentiating fact from opinion or determining the validity of arguments**
 - 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, “buggy” algorithms, and predictions.
 - Provide practice in drawing inferences from observations and making predictions from limited information.
 - Explain and provide practice in recognizing factors that 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 judgments and how and why present judgments differ from previous ones.
- **To teach *Insight* – for example, comprehending the symbols in literary works**
 - Include inquiry and discovery activities.
 - Provide challenging thinking situations with concrete data to manipulate.

- Promote careful observation, analysis, description, and definition.
- **To teach *Metacognition* (learning how to think) – for example, rereading and self-correcting**
 - 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.
- **To teach *Motor Skills* – for example, writing legibly or using electronic tools proficiently**
 - Provide a mental and physical model of desired performance.
 - Describe steps in the performance.
 - Provide practice with kinesthetic and corrective feedback (coaching).
- **To teach *Multiple Intelligences* – for example, retelling vs. rewriting or learning certain rhythms**
 - 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.
- **To teach *Problem Solving* – for example, forming predictions, inferences, logical endings, or conclusions**
 - 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.
 - Include drill and practice to improve speed, consistency, and ease of using problem-solving steps.
- **To teach *Procedural Knowledge, Principles, and Rules* – for example, determining when and how to use alphabetical and numerical systems for organizing information**
 - Define context, problems, situations, or goals for which procedures are appropriate.
 - 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.

- **To teach *Scientific Inquiry* – for example, transferring information gathered and recorded into a formal presentation**
 - Explain process and methods of scientific inquiry.
 - Explain and provide examples of (a) typical solution procedures, (b) how to form hypotheses, (c) how to speculate, and (d) how to identify and interpret consequences.
 - Encourage independent thinking and avoidance of dead ends or simplistic answers.
 - Require students to explain experiences with inquiry activities and results of inquiry activities.
- **To teach *Thinking Skills* (also refer to critical thinking and metacognitive skills) – for example, comparing and contrasting ideas**
 - 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 persistence when answers are not apparent.
 - Provide practice in applying, transferring, and elaborating on thinking strategies.
 - Integrate metacognitive, critical, and creative-thinking skills.
- **To teach *Verbal Information, Knowledge, or Facts* – for example, new vocabulary or labels**
 - Provide a meaningful context to link new information and past and/or future 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.
- Include some overlearning and mastery through practice in rehearsal, recall, or restatement of information (refer to *comprehension*).
 - Point out parts, main ideas, pattern, or relationships within information or sets of facts.

G. TARGETED ASSESSMENT STRATEGIES

Instructional materials must include assessment strategies that are known to be successful in determining how well students have achieved the targeted learning outcomes.

Alignment. The assessment strategies must 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 must be complete enough to effectively assess the learner’s performance requirements required by the targeted learner outcomes. 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.

FLORIDA STATUTES

1006.31(e)—KEY WORDS: suited to the needs and comprehension of pupils at their respective grade levels

1006.34(2)(a)—KEY WORDS: suitable, usable, desirable

1006.34(2)(b)—KEY WORDS: the age of the children

1006.38(4)—KEY WORDS: diagnostic, criterion-referenced

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

- **To assess *Attitudes*:**
 - Provide various situations.
 - Require choices about behaviors.
- **To 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.
- **To 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.
- **To assess *Concepts*:**
 - Provide new examples and non-examples.
 - Require identification or classification into the correct categories.
- **To assess *Creativity*:**
 - Provide new problems to “turn upside down,” study, or resolve – these could be puzzles, dance performances, drama performances, or products to create.
 - Require products or solutions to fit within the particular functions and resources.
 - Provide situations requiring novel approaches.
- **To assess *Critical Thinking*:**

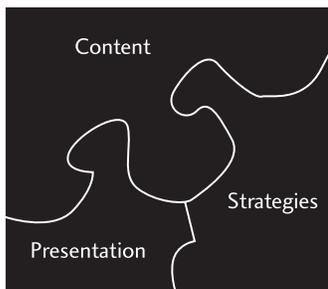
- Require students to evaluate information or results.
- Require the use of analysis and research.
- **To assess *Insight*:**
 - Provide situations for inquiry and discovery.
 - Provide situations for manipulation.
- **To assess *Metacognition* (learning how to think):**
 - Provide different situations or problems.
 - Require students to identify types of thinking strategies to analyze and evaluate their own thinking.
- **To 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.
- **To assess *Motor Skills*:**
 - Provide situations and resources for performance of the skill.
 - Include checklist for evaluation.
- **To 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.
- **To 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 ones to apply in different situations.
 - Provide situations that require students to demonstrate the correct use of procedures, principles, or rules with routine problems.
- **To assess *Scientific Inquiry*:**
 - Provide situations or problems that require speculation, inquiry, and hypothesis formation.
 - Provide research, hands-on activity, and conclusions.

- **To assess *Thinking Skills*** (also refer to critical thinking and metacognitive 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- v. closed-mindedness.
 - Require students to detect instances of responsible v. irresponsible and accurate v. 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.
- **To assess *Verbal Information, Knowledge, or Facts*:**
 - Require students to recall information.
 - Require students to restate 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, Bureau of Curriculum, Instruction, and Assessment.*

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. What follows is 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.



APPENDIX A

The following pages contain the National Educational Technology Standards and International Society for Technology Education Performance Indicators for Technology Literate Students. Publishers are required to correlate to these Standards and Indicators.

Technology Foundation Standards for Students

1. Basic operations and concepts

- Students demonstrate a sound understanding of the nature and operation of technology systems.
- Students are proficient in the use of technology.

2. Social, ethical, and human issues

- Students understand the ethical, cultural, and societal issues related to technology.
- Students practice responsible use of technology systems, information, and software.
- Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.

3. Technology productivity tools

- Students use technology tools to enhance learning, increase productivity, and promote creativity.
- Students use productivity tools to collaborate in constructing technology-enhanced models, prepare publications, and produce other creative works.

4. Technology communications tools

- Students use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.
- Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences.

5. Technology research tools

- Students use technology to locate, evaluate, and collect information from a variety of sources.
- Students use technology tools to process data and report results.

- Students evaluate and select new information resources and technological innovations based on the appropriateness for specific tasks.

6. Technology problem-solving and decision-making tools

- Students use technology resources for solving problems and making informed decisions.
- Students employ technology in the development of strategies for solving problems in the real world.

Performance Indicators

A major component of the NETS Project is the development of a general set of profiles describing technology-literate students at key developmental points in their pre-college education. These profiles reflect the underlying assumption that all students should have the opportunity to develop technology skills that support learning, personal productivity, decision making, and daily life. These profiles and associated standards provide a framework for preparing students to be lifelong learners who make informed decisions about the role of technology in their lives. The Profiles for Technology Literate Students provide performance indicators describing the technology competence students should exhibit upon completion of the following grade ranges:

The following profiles are indicators of achievement at certain stages in PreK-5 education. They assume that technology skills are developed by coordinated activities that support learning throughout a student's education. These skills are to be introduced, reinforced, and finally mastered, and thus, integrated into an individual's personal learning and social framework. They represent essential, realistic, and attainable goals for lifelong learning and a productive citizenry. The standards and performance indicators are based on input and feedback from educational technology experts as well as parents, teachers, and curriculum

experts. In addition, they reflect information collected from professional literature and local, state, and national documents.

NOTE: Numbers in parentheses following each performance indicator refer to the standards category to which the performance is linked. The categories are:

1. Basic operations and concepts
2. Social, ethical, and human issues
3. Technology productivity tools
4. Technology communications tools
5. Technology research tools
6. Technology problem-solving and decision-making tools

Prior to completion of Grade 2, students will:

1. Use input devices (e.g., mouse, keyboard, remote control) and output devices (e.g., monitor, printer) to successfully operate computers, VCRs, audiotapes, and other technologies. (1)
2. Use a variety of media and technology resources for directed and independent learning activities. (1, 3)
3. Communicate about technology using developmentally appropriate and accurate terminology. (1)
4. Use developmentally appropriate multimedia resources (e.g., interactive books, educational software, elementary multimedia encyclopedias) to support learning. (1)
5. Work cooperatively and collaboratively with peers, family members, and others when using technology in the classroom. (2)
6. Demonstrate positive social and ethical behaviors when using technology. (2)
7. Practice responsible use of technology systems and software. (2)

8. Create developmentally appropriate multimedia products with support from teachers, family members, or student partners. (3)
9. Use technology resources (e.g., puzzles, logical thinking programs, writing tools, digital cameras, drawing tools) for problem solving, communication, and illustration of thoughts, ideas, and stories. (3, 4, 5, 6)
10. Gather information and communicate with others using telecommunications, with support from teachers, family members, or student partners. (4)

Prior to completion of Grade 5, students will:

1. Use keyboards and other common input and output devices (including adaptive devices when necessary) efficiently and effectively. (1)
2. Discuss common uses of technology in daily life and the advantages and disadvantages those uses provide. (1, 2)
3. Discuss basic issues related to responsible use of technology and information and describe personal consequences of inappropriate use. (2)
4. Use general purpose productivity tools and peripherals to support personal productivity, remediate skill deficits, and facilitate learning throughout the curriculum. (3)
5. Use technology tools (e.g., multimedia authoring, presentation, Web tools, digital cameras, scanners) for individual and collaborative writing, communication, and publishing activities to create knowledge products for audiences inside and outside the classroom. (3, 4)
6. Use telecommunications efficiently to access remote information, communicate with others in support of direct and independent learning, and pursue personal interests. (4)
7. Use telecommunications and online resources (e.g., e-mail, online discussions, Web environments) to participate in collaborative problem-solving activities for the purpose of developing solutions or products for audiences inside and outside the classroom. (4, 5)

8. Use technology resources (e.g., calculators, data collection probes, videos, educational software) for problem solving, self-directed learning, and extended learning activities. (5, 6)
9. Determine which technology is useful and select the appropriate tool(s) and technology resources to address a variety of tasks and problems. (5, 6)
10. Evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources. (6)

Appendix B



Just Read, Florida!

We now know more than ever before about how to help virtually every child become a successful reader.

Learning First Alliance, 1998

Introduction

Just Read, Florida! is the comprehensive, coordinated reading initiative of Governor Jeb Bush, aimed at helping every student become a successful, independent reader. By Executive Order Number 01-260, on September 7, 2001, the Governor requested the Department of Education to provide information and make recommendations on a number of areas relating to reading instruction. This document presents the Department's recommendations.



General Findings

It is clear that there is a need for a more comprehensive statewide reading initiative. Florida student achievement data reflect the national picture showing that almost half of students in the United States are having serious reading difficulties. On the 2001 administration of the Florida Comprehensive Assessment Test (FCAT) in reading, 47% of fourth graders taking the test scored in the bottom two performance levels, which indicate performance below grade level. At the eighth grade, 57% scored in the bottom two levels, and, at high school, 62% of tenth graders taking the test scored in the bottom two levels.

Improving reading proficiency is continuous goal for Florida. A number of policies and initiatives are currently in place at the state, district, school, community and post-secondary levels aimed at improving literacy and reading achievement statewide. State-level reading policy is currently embodied in Florida statutes, State Board of Education rules and resolutions and Department of Education papers. A variety of other initiatives aimed at improving reading skills address funding, instructional materials, instructional technology, professional development and technical assistance.

Scientifically based reading research provides the foundation of both the federal Reading First program and Governor Bush's Just Read, Florida! initiative. As part of the No Child Left Behind Act, Reading First defines reading as a complex system of deriving meaning from print that requires skills and knowledge to understand how phonemes, or speech sounds, are connected to print, the ability to decode unfamiliar words, the ability to read fluently, sufficient background information and vocabulary to foster reading comprehension, the development of appropriate active strategies to construct meaning from print, and development and maintenance of a motivation to read. (Part B, Subpart 1, Reading First, of Title 1, of Public Law 107-110 (2001), pp. 204-205.)

5+3+ii+iii

The essence of this research can be presented as the 5 + 3 + double i (ii) + triple i (iii) formula, consisting of 5 Components of Reading instruction, 3 Types of Assessment, Strategies for Initial Instruction and Immediate Intensive Intervention.

Five Components of Reading Instruction

- *phonemic awareness*
- *phonics*
- *fluency*
- *comprehension*
- *vocabulary*

Three Types of Assessments

- *screening for identification of students with problems*
- *diagnostic assessment to determine the specific nature of those problems*
- *progress monitoring to evaluate the effectiveness of instruction and provide guidance for revising instruction.*

Initial Instruction grounded in scientifically based reading research and aligned with the Sunshine State Standards for reading.

An Immediate Intensive Intervention process for students having difficulty, consisting of

- *identification of students with problems*
- *diagnosis of the nature of those problems*
- *prescription of instruction to remedy those problems through an Academic Improvement Plan*
- *provision of intensive instruction, grounded in scientifically based reading research, as prescribed in the Academic Improvement Plan*
- *ongoing progress monitoring and continuing support throughout students' educational careers.*

Even though they are addressed separately in this model, effective strategies for initial reading instruction are the same as those required for intensive intervention. Because students come to reading instruction with different degrees of readiness, teachers must use instructional assessments for either initial instruction or intervention to be effective. Initial instruction must include screening and progress monitoring to detect reading difficulties early, allowing for immediate intervention. At this point, the appropriate components and intensity of the intervention for the struggling reader can be determined through diagnosis. Progress monitoring is essential in both initial instruction and remediation to determine if instruction is successful or if another approach is needed. By using instructional assessments, teachers know if and when a student requires continuing initial instruction or immediate, intensive intervention.

The most recent report from the national Center for Education Statistics indicates that 38% of all fourth grade children have reading skills below the “Basic” Level. Children who read below the “Basic” Level do not have sufficient reading ability to successfully accomplish grade level assignments. One result of this high rate of reading difficulty among children in elementary school is a high rate of referral for special education services as a means to correct those difficulties learning to read, and “learning disabilities” is by far the largest category of children currently receiving special education services in schools. Not only is there a serious human cost in the extensive failure represented by high referral rates for reading difficulties, but there is also a system cost. It is substantially more difficult to bring children’s reading skills up to average levels once they have failed in learning to read for several years than it is to prevent the occurrence of the reading difficulties in the first place. Furthermore, current research suggests that appropriate attention to building early literacy skills

Ensuring that all students can read must become the highest priority of the K-20 education system. The ability to read all types of text,

including literary, academic and technical, is vital to success in every school subject. This priority must include providing every student who is having difficulties with the individualized assistance they need to remedy their difficulties. The K-20 system must not be distracted from this priority of doing whatever it takes to teach all students to read.

Once all Florida educators have developed the ability to teach all students to read proficiently—and scientifically based reading research gives us insight on how to do this—instruction can then be focused on other areas of the curriculum. Educators who understand the components of reading instruction, the use of assessments to identify and correct problems, effective strategies of initial instruction and use of immediate intensive intervention for struggling students will find it easier to achieve the goal of all students reading at grade level without being sidetracked by inappropriate instructional practices.



Leveraging Technology to Improve Reading Proficiency

Charge

The Florida Department of Education was requested to address and make recommendations regarding leveraging technology to improve reading proficiency

and integrating online professional development with existing and traditional training.

Findings

Review of the literature suggests that while it is clear that computers can motivate students to take more interest in and control of their learning, technology's potential for increasing students' achievement is not yet fully realized. Technology is too often used for low-order skills or as a single-approach solution to remediating students having difficulty reading. Teachers are often not trained well in use of technology.

Stakeholders reported considerable use of instructional technology in supplementing reading instruction, but there were some concerns expressed that some schools may be relying on technology-based programs as the primary tool for delivering reading instruction, especially intervention assistance for struggling students.

Recommendations for Technology

T.1 In addition to using technology to support reading instruction, it should also be used to manage data from instructional assessments to better inform instruction

T.2 Distance-learning professional development should be provided to enhance teachers' ability to use instructional strategies that are grounded in scientifically based reading research.

T.3 Department of Education should explore establishing pilot programs to increase access to a wide variety of identified appropriate web- or CD-ROM-based text, such as e-books and e-zines, for use by teachers and students.

T.4 The Department of Education should continue to coordinate the provision of assistance to school districts for developing long-range technology plans to include reading professional development.

Findings suggest that there are a number of resources for involving parents, volunteers and business supporters in helping children learn to read. However, coordinated information about and use of all these resources is not consistent. Stakeholders providing input in this area indicated training for parents and volunteers was an important need. Increased exposure to language by being read to and by having books of interest to children in the homes and classrooms are important.

The U.S. Department of Education has developed home reading activities for K-3 in English and Spanish. The Florida Partnership for Family Involvement in Education has cross-referenced these activities to the Sunshine State Standards.



Conclusion

Florida is committed to providing educational resources and opportunities for instruction that will improve the reading proficiency of every child. Recent research reveals a clearer understanding of how children learn to read and how successful reading programs work. Findings from research, coupled with state, district and school leadership and broad stakeholder support, will enable the *Just Read, Florida!* Initiative to move the state to take the necessary steps toward improving literacy through effective initial instruction, help for struggling students and continuing support in reading for every student throughout his or her educational career.

Our goal is to ensure that all children learn to read well. If we started we could ensure that virtually every healthy child born in the 21st would be reading well by age nine, and that every child now in elem school would graduate from high school a reader.

Learning First Alliance, 1998



References and Resources

Juel, C. (1994). *Learning to read and write in one elementary school*. New York: Springer-Verlag.

Learning First Alliance. (1998). *Every child reading: An action plan*. Washington, D.C.: Learning First Alliance.

Learning First Alliance. (2000). *Every child reading: A professional development guide*. Washington, D.C.: Learning First Alliance.

National Reading Panel. (2000). *Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction: Reports of the subgroups*. Bethesda, MD: National Institute of Child Health and Human Development.

National Research Council. (1998). *Preventing reading difficulties in young children*. National Academy Press: Washington, D.C.

Part B, Subpart 1, Reading First, of Title 1, of the Elementary and Secondary Education Act of 1965, as amended.

Torgeson, J.K., Florida State University

Appendix C

Accommodations and Modifications Requirements

Accommodations and Modifications

The following summary of information from the Department of Education guide *Accommodations: Assisting Students with Disabilities* (1999) 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, to assure that students with disabilities can participate as fully as possible in the general curriculum.

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 also help other students in a classroom.
- “are made to the way students learn and how they are tested” (page 2).

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 (page 2)

“Modifications are changes that can be made to WHAT students are expected to learn” (page 48). 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 (page 48)

STATE COMMITTEE EVALUATION FORM

DIRECTIONS: Use this form along with the criteria in the instructional materials specifications to independently review each submission.

As part of your independent review for each of the criteria, rate and comment on how well the submission satisfies the requirements. Possible ratings are as follows: ■ THOROUGHLY, ■ HIGHLY, ■ ADEQUATELY, ■ MINIMALLY, or ■ NOT AT ALL.

At your state committee meeting, you will discuss your review and agree on the summary of RATINGS, COMMENTS, and the OVERALL EVALUATION for each submission. Your committee will then VOTE for or against adoption and will make suggestions for notations to include in the Florida Catalog of Instructional Materials. Your committee's decisions will appear on one Committee Consensus Questionnaire.

IDENTIFICATION OF SUBMISSION
Subject Area Committee
Course for Which Recommended
Name of Publisher
Title of Submission

CONTENT

A. ALIGNMENT WITH CURRICULUM REQUIREMENTS

Content aligns with the state's standards for the subject, grade level, and learning outcomes.

THOROUGHLY HIGHLY ADEQUATELY MINIMALLY NOT AT ALL

What COMMENTS, if any, do you have about the strengths or concerns for the following issues? (Please give specific examples with page numbers. Extra space for notations is provided on page 8.)

- ✓ CORRELATIONS _____
- ✓ SCOPE _____
- ✓ COMPLETENESS _____

B. LEVEL OF TREATMENT OF CONTENT

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

THOROUGHLY HIGHLY ADEQUATELY MINIMALLY NOT AT ALL

What COMMENTS, if any, do you have about the strengths or concerns for the following issues? (Please give specific examples with page numbers. Extra space for notations is provided on page 8.)

- ✓ OBJECTIVES _____
- ✓ STUDENTS _____
- ✓ TIME _____

C. EXPERTISE FOR CONTENT DEVELOPMENT

Expertise in the content area and in education of the intended students is reflected in the authors, reviewers, and sources that contributed to development of the materials.

THOROUGHLY HIGHLY ADEQUATELY MINIMALLY NOT AT ALL

What COMMENTS, if any, do you have about the strengths or concerns for the following issues? *(Please give specific examples with page numbers. Extra space for notations is provided on page 8.)*

✓ AUTHORSHIP _____

✓ SOURCES _____

D. ACCURACY OF CONTENT

Content is accurate in historical context and contemporary facts and concepts.

THOROUGHLY HIGHLY ADEQUATELY MINIMALLY NOT AT ALL

What COMMENTS, if any, do you have about the strengths or concerns for the following issues? *(Please give specific examples with page numbers. Extra space for notations is provided on page 8.)*

✓ OBJECTIVITY _____

✓ REPRESENTATIVENESS _____

✓ CORRECTNESS _____

E. CURRENTNESS OF CONTENT

Content is up-to-date for the academic discipline and the context in which the content is presented.

THOROUGHLY HIGHLY ADEQUATELY MINIMALLY NOT AT ALL

What COMMENTS, if any, do you have about the strengths or concerns for the following issues? *(Please give specific examples with page numbers. Extra space for notations is provided on page 8.)*

✓ DATES OR EDITIONS _____

✓ CONTEXT _____

✓ INFORMATION _____

F. AUTHENTICITY OF CONTENT

Content includes problem-centered connections to life in a context that is meaningful to students.

THOROUGHLY HIGHLY ADEQUATELY MINIMALLY NOT AT ALL

What COMMENTS, if any, do you have about the strengths or concerns for the following issues? *(Please give specific examples with page numbers. Extra space for notations is provided on page 8.)*

✓ LIFE CONNECTIONS _____

✓ INTERDISCIPLINARY TREATMENT _____

G. MULTICULTURAL REPRESENTATION

Portrayal of gender, ethnicity, age, work situations, and social groups includes multicultural fairness and advocacy.

- THOROUGHLY HIGHLY ADEQUATELY MINIMALLY NOT AT ALL

What COMMENTS, if any, do you have about the strengths or concerns for the following issues? *(Please give specific examples with page numbers. Extra space for notations is provided on page 8.)*

- ✓ MULTICULTURAL FAIRNESS _____
✓ MULTICULTURAL ADVOCACY _____

H. HUMANITY AND COMPASSION

Portrayal of the appropriate care and treatment of people and animals includes compassion, sympathy, and consideration of their needs and values and excludes hard-core pornography and inhumane treatment.

- THOROUGHLY HIGHLY ADEQUATELY MINIMALLY NOT AT ALL

What COMMENTS, if any, do you have about the strengths or concerns for the following issues? *(Please give specific examples with page numbers. Extra space for notations is provided on page 8.)*

- ✓ INCLUSION OF COMPASSION _____
✓ EXCLUSION OF INHUMANITY _____

SUMMARY ANALYSIS FOR CONTENT

In general, how well does the submission satisfy *CONTENT* requirements?

- THOROUGHLY HIGHLY ADEQUATELY MINIMALLY NOT AT ALL

 PRESENTATION

A. COMPREHENSIVENESS OF STUDENT AND TEACHER RESOURCES

Resources are complete enough to address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course.

- THOROUGHLY HIGHLY ADEQUATELY MINIMALLY NOT AT ALL

What COMMENTS, if any, do you have about the strengths or concerns for the following issues? *(Please give specific examples with page numbers. Extra space for notations is provided on page 8.)*

- ✓ STUDENT RESOURCES _____
✓ TEACHER RESOURCES _____

B. ALIGNMENT OF INSTRUCTIONAL COMPONENTS

All components of an instructional package align with each other, as well as with the curriculum.

- THOROUGHLY HIGHLY ADEQUATELY MINIMALLY NOT AT ALL

What COMMENTS, if any, do you have about the strengths or concerns for the following issue? *(Please give specific examples with page numbers. Extra space for notations is provided on page 8.)*

- ✓ ALIGNMENT _____

C. ORGANIZATION OF INSTRUCTIONAL MATERIALS

The structure and format of materials have enough order and clarity to allow students and teachers to access content and explicitly identify ideas and sequences.

- THOROUGHLY HIGHLY ADEQUATELY MINIMALLY NOT AT ALL

What COMMENTS, if any, do you have about the strengths or concerns for the following issues? *(Please give specific examples with page numbers. Extra space for notations is provided on page 8.)*

- ✓ ACCESS TO CONTENT _____
✓ VISIBLE STRUCTURE AND FORMAT _____
✓ LOGICAL ORGANIZATION _____

D. READABILITY OF INSTRUCTIONAL MATERIALS

Narrative and visuals will engage students in reading or listening as well as understanding of the content.

- THOROUGHLY HIGHLY ADEQUATELY MINIMALLY NOT AT ALL

What COMMENTS, if any, do you have about the strengths or concerns for the following issues? *(Please give specific examples with page numbers. Extra space for notations is provided on page 8.)*

- ✓ LANGUAGE STYLE _____
✓ VISUAL FEATURES _____

E. PACING OF CONTENT

The amount or content presented at one time or the pace at which it is presented is of a size or rate that allows students to perceive and understand it.

- THOROUGHLY HIGHLY ADEQUATELY MINIMALLY NOT AT ALL

What COMMENTS, if any, do you have about the strengths or concerns for the following issue? *(Please give specific examples with page numbers. Extra space for notations is provided on page 8.)*

- ✓ PACING _____

F. EASE OF USE OF MATERIALS

Both print and other media formats of instructional materials are easy to use and replace and are durable enough for multiple uses over time.

THOROUGHLY HIGHLY ADEQUATELY MINIMALLY NOT AT ALL

What COMMENTS, if any, do you have about the strengths or concerns for the following issues? *(Please give specific examples with page numbers. Extra space for notations is provided on page 8.)*

- ✓ WARRANTY _____
- ✓ USE _____
- ✓ DURABILITY _____

SUMMARY ANALYSIS FOR PRESENTATION

In general, how well does the submission satisfy *PRESENTATION* requirements?

THOROUGHLY HIGHLY ADEQUATELY MINIMALLY NOT AT ALL

LEARNING

A. MOTIVATIONAL STRATEGIES

Instructional materials include features to maintain learner motivation.

THOROUGHLY HIGHLY ADEQUATELY MINIMALLY NOT AT ALL

What COMMENTS, if any, do you have about the strengths or concerns for the following issues? *(Please give specific examples with page numbers. Extra space for notations is provided on page 8.)*

- ✓ EXPECTATIONS _____
- ✓ FEEDBACK _____
- ✓ APPEARANCE _____

B. TEACHING A FEW "BIG IDEAS"

Instructional materials thoroughly teach a few important ideas, concepts, or themes.

THOROUGHLY HIGHLY ADEQUATELY MINIMALLY NOT AT ALL

What COMMENTS, if any, do you have about the strengths or concerns for the following issues? *(Please give specific examples with page numbers. Extra space for notations is provided on page 8.)*

- ✓ FOCUS _____
- ✓ COMPLETENESS _____

C. EXPLICIT INSTRUCTION

Instructional materials contain clear statements of information and outcomes.

- THOROUGHLY HIGHLY ADEQUATELY MINIMALLY NOT AT ALL

What COMMENTS, if any, do you have about the strengths or concerns for the following issues? *(Please give specific examples with page numbers. Extra space for notations is provided on page 8.)*

- ✓ CLARITY OF DIRECTIONS AND EXPLANATIONS _____
✓ EXCLUSIONS OF AMBIGUITY _____
-

D. GUIDANCE AND SUPPORT

Instructional materials include guidance and support to help students safely and successfully become more independent learners and thinkers.

- THOROUGHLY HIGHLY ADEQUATELY MINIMALLY NOT AT ALL

What COMMENTS, if any, do you have about the strengths or concerns for the following issues? *(Please give specific examples with page numbers. Extra space for notations is provided on page 8.)*

- ✓ LEVEL _____
✓ ADAPTABILITY _____
-

E. ACTIVE PARTICIPATION OF STUDENTS

Instructional materials will engage the physical and mental activity of students during the learning process.

- THOROUGHLY HIGHLY ADEQUATELY MINIMALLY NOT AT ALL

What COMMENTS, if any, do you have about the strengths or concerns for the following issues? *(Please give specific examples with page numbers. Extra space for notations is provided on page 8.)*

- ✓ ASSIGNMENTS _____
✓ STUDENT RESPONSES _____
-

F. TARGETED INSTRUCTIONAL STRATEGIES

Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements.

- THOROUGHLY HIGHLY ADEQUATELY MINIMALLY NOT AT ALL

What COMMENTS, if any, do you have about the strengths or concerns for the following issues? *(Please give specific examples with page numbers. Extra space for notations is provided on page 8.)*

- ✓ ALIGNMENT _____
✓ COMPLETENESS _____
-

G. TARGETED ASSESSMENT STRATEGIES

Instructional materials include assessment strategies known to be successful in determining how well students have achieved learning outcomes targeted in the curriculum requirements.

THOROUGHLY HIGHLY ADEQUATELY MINIMALLY NOT AT ALL

What COMMENTS, if any, do you have about the strengths or concerns for the following issues? *(Please give specific examples with page numbers. Extra space for notations is provided on page 8.)*

✓ ALIGNMENT _____

✓ COMPLETENESS _____

SUMMARY ANALYSIS FOR LEARNING

In general, how well does the submission satisfy *LEARNING* requirements?

THOROUGHLY HIGHLY ADEQUATELY MINIMALLY NOT AT ALL

OVERALL EVALUATION

1. If given responsibility for teaching the course, would you choose these materials for classroom use?

YES NO

2. What notations do you think should be included in the Catalog?

Committee Member Signature

Date