Transcript of Webinar

Navigating the Curriculum Adoption Process

1:03

Good morning, everyone, and thank you for joining us. We are going to get started in just a couple of minutes.

4:27

Good morning, everyone, and thank you for joining us for another of our monthly topical calls.

4:40

There we go. And today, we'll be discussing Navigating the Curriculum Adoption Process. We're going to be speaking about it specifically at the district level, but I did want to provide an overview in looking at the state adoption process, a very brief overview. Luckily, this has been shared with us by our friends at the Bureau of Standards and Instructional Support.

5:03

Kathy Seeds is the head of instructional materials. And she has been very helpful in this process. The Just Read Florida website will give you information about the standards and those things related to B.E.S.T. But for the instructional materials, if you go to the FL DOE website and go to academics, specifically to standards and instructional support. From there, you'll be able to find instructional materials, which will have a lot of this laid out if you have any additional questions about that.

5:52

So the typical timeline is November, they do the specifications and course call.

5:59

Then they advertise. Publishers have the intent to bid, the bid details go out. The materials are then, due to the department. In August, they do a call for reviewers. September, the review period begins.

6:15

Spring is the adoption report. In April, the contract period begins. Now, with the ELA adoption, bcause it came so quickly, right after the development of the Standards, that first part was compressed. But there's every indication that the end of that process is going to end att the normal time.

6:36

Then, the reviewers evaluate across four areas. Standards and Benchmark alignment. Content where they're looking at the content coverage, content of materials, authenticity and multicultural representation. And then presentation. That's that part, is it user friendly, can you find and understand the content based on the way it's presented by the publisher? And then learning. Does it promote the learning and learning outcomes that have been identified?

7:07

There's also a requirement that it include the universal design for learning principles, and that's something that stated out specifically within those specifications.

7:20

Once instructional materials are adopted, they are available on FLEM and Cpalms.

7:26

And this shows you the information where you can find it the spring before implementation starts. And implementation of at least some of the ELA standards is going to start in the next school year. So it'll be available this spring.

7:44

The evaluations will be posted for all adopted materials, and then the state adopted list will be posted, as well.

7:53

Within the ELA adoption, specifically, at the K five level, there's a requirement statutory requirement that, to build background knowledge and literacy skills, social studies, science, and arts have to be the topics, or have to be addressed, as topics within those materials.

8:12

And we know how important building background knowledge is. This, is to make sure that they're getting that basis for understanding. 50/50 split on informational texts from literary texts, within the reading strand there should be a balance.

8:32

This only applies to the reading strand. And there's some people who have expressed concern, that it apply to the foundational standards and it does not.

8:43

There would be no practical way, nor no beneficial purpose, in having like decodables follow this split.

8:52

Approximately a third of the sample booklist in ELA B.E.S.T. standards needs to be incorporated into the materials. Now, one thing that can be done in adjusting that one third is substitutions can be made.

9:10

Bringing in books from the civics booklist. The civics booklist that is part of the B.E.S.T. standards package.

9:19

Also, the benchmarks are not to be taught in isolation.

9:25

That's one of the cruxes or main foci of the B.E.S.T. standards, is the idea that language arts are integrated language arts. They need to be taught together, because they need to be able to be used by the student authentically.

9:49

So here's where we currently are, in terms of the ELA adoption.

9:55

All the reviewers have been signed up, which is lovely. I want to thank everyone who answered that call, because without reviewers, the process doesn't happen. So we, we have our full slate of reviewers, I know we sent out several calls through, just read Florida as well.

10:12

Cathy Seeds let me know this morning that they are at capacity, which is lovely.

10:17

There were 119 bids for K 12 materials, 14 publishers, and the reviews began in November.

10:27

Remember, the target to have the process completed is by early spring.

10:34

So bringing us then to the district process. When speaking with districts lately, we’ve had the opportunity with our introductory calls for our State racial literacy directors to really touch base with a lot of our districts and will continue to do so in the next few weeks.

10:54

There's a lot of concern about, with these new Standards, how can I make sure that our teachers and specialists are informed enough about the Standards to read with a critical eye, and to make sure that alignment is happening within those text? How can we be sure that this is doing the best job of teaching and providing materials for the best ELA standards?

11:25

Well, one thing is to go right to the source of the standards themselves. In looking at the introduction, and I've been very impressed, with how many districts have said that they're doing PD on the introduction specifically as well.

11:42

The introduction is, in many ways, a call to action. But it also sort of outlines those parts of the standards that are designed to bring about student literacy achievement, and how those can be made to work together.

12:01

The standards are emphasizing that literacy is achievable, and its content rich instruction.

12:09

Um, very often in the past, because of feeling that ELA was a vehicle for other content areas, and ELA has a very rich content itself. And that's something that our standards are designed around.

12:24

And so any instructional material that would be successful in getting those standards across, should be emphasizing that content. Explicit systematic phonics instruction is the foundation of literacy. You're looking for programs that have that strong foundational base.

12:42

Decoding and fluency are essential to creating proficient readers.

12:47

Those foundational skills not only need to be present, but they need to be interwoven into the instruction as a whole instead of set apart. Students need to see how what they're learning is relating to the full process and not merely learning a discrete set of skills that they don't then see the connection to. Again, the emphasis on relevant background knowledge.

13:19

I know a lot of that is statutory.

13:22

But it's also based on the science that background knowledge is going to help students fill in a lot of those gaps of understanding.

13:33

The benchmarks, clarifications and appendices we'll touch on this more later, are used together.

13:39

These are all resources within the standards and you can't look at the benchmark alone and get the full sense of the benchmark without looking at the clarifications that go with it.

13:51

Then, reading and writing standards are intertwined.

13:56

In the accompanying text, that sample booklist, those are meant to act as mentor text, as well. They're, they're a rich source of reading. They're also mentor texts to help students improve their own writing.

14:13

So, I’m getting informed about the standards. I need to look at the benchmarks and clarifications.

14:21

For example, this benchmark is compare two or more themes and their development through our literary text.

14:26

That's a very straightforward benchmark, but that clarification lets me know that any material that I use, or when I'm doing instruction, I’m not expressing theme as one word.

14:42

I'm not saying love, or ego, or grade, or pride. Those are more motifs or topics. When I'm expressing a theme, that's a complete thought.

14:55

And that needs to be important for students to understand. The difference between a topic or a motif and a theme. But it's also something that needs to be reinforced by your instructional materials.

15:08

Similarly, where it talks here about theme, the second clarification, is saying that students should continue to work with the concept of universal themes. Well, universal themes aren't mentioned specifically in the benchmark. But in sixth grade, students are introduced to them with the understanding that by ninth grade they're going to hit mastery.

15:32

If your instructional material isn’t incorporating the important nuances are even sort of, hey, this is coming up within the clarifications, and they’re not going to fully have your teachers in a position to help the students reach those mastery outcomes.

16:00

Then the appendices. Within the appendices, where a particular concept is addressed or described, the appendices actually says, for the purposes of these standards, this is what that the concept is. This is how we're defining it.

16:23

These are examples of it.

16:26

These are things that shouldn't be counted as examples. There’s so much clarification that's happening within the appendices. Again, if your instructional materials aren't including that information, you're not getting the full picture of what's required by the standards.

16:48

And the glossary. The glossary is super important.

16:53

And a lot of the reason we had the glossary and chose to include it, was in response to what we were saying in previous instructional materials. Where it, it very much mattered what materials you were looking at as to how certain terms within the standards were being defined.

17:13

I know on our last set of standards, there is a lot of confusion about point of view. Oh, and this particular set of standards, we've tried to make clear what exactly is meant by point of view.

17:28

Let me make a marked distinction between point of view and perspective.

17:32

Similarly, when we're having our task demands within the benchmarks, one thing that we're focusing on is making it clear to our instructors, to our teachers what the student is being required to do.

17:51

If we say evaluate, we're telling you what evaluate means for the purposes of the standards.

17:57

If we're asking the student to explain, we're letting you know what that means, because there shouldn't be ambiguity when it comes down to exactly the way in which students are able to express mastery.

18:12

And again, you would want your instructional material to use these terms consistently with the way in which they're defined in the glossary and in the standards at large.

18:30

So I've gone and looked through what's available.

18:35

Gone to the standard, sort of made sure that I have an understanding of what I should be saying.

18:45

That brings us to what does it look like when I see it in the instructional materials? Consistent vocabulary throughout. OK, if you notice . that we have very few, what we call, one offs within the standards, in terms of task language, if we had students doing something, we tried to put that as plainly and as consistently as possible.

19:14

So we have identify, we have explained, we have analyzed, we have evaluate. Those means something.

19:22

They mean something consistently.

19:24

So if you're looking at instructional materials, and they're not using the same vocabulary that we are, or they're using some of the same vocabulary, and they're switching it up with words that may or may not be synonymous, that's something to be wary of. Because you want to make sure that those mastery standards are being expressed correctly. But also that students are being asked to do what the benchmark is having them do.

19:54

There's a difference between identifying and explaining.

19:58

And between identifying and describing. Very often in certain materials, those terms are used interchangeably, which I know is frustrating for the teacher, but it is also very frustrating for the student who has a moving target that they're not able to meet. Because they don't know what the words mean.

20:17

I know too often we've had students that we know, know the content. We've seen them express the content.

20:25

And when it gets to certain assessments they can't express their mastery, because they don't understand what they're being asked to do. Using consistent vocabulary, and having it be consistent to what's in the B.E.S.T. standards will make sure that there's as little room for gaps of understanding as possible.

20:50

Then the reading and writing connection. Reading and writing are reciprocal processes of each other. And we, we took great pains to make sure that as students are learning in reading, they are learning how to produce the same things in writing.

21:10

So that those reading text or mentor writing texts, there should be very little error between the two.

21:18

And, if you're seeing within your instructional materials, first we read, now, we write, without a direct connection between those things, without honoring what they've seen within their reading, and then being asked to duplicate it, or expand upon it, in their writing, then they're not going to get as much out of it.

21:43

None of us respond well to things that feel arbitrary.

21:47

If you're not expressly showing connections that very clearly exist, it's not going to be as meaningful for the student, and it's going to seem like discrete skills. And that mastery becomes harder to get to.

22:03

So, look for those materials that are stressing that reading and writing connection and that are making active use of all of the texts that students are reading.

22:18

Then I know that you've heard so much about this, and we will continue to go on about this.

22:25

In the new year we’ll have specific PD tied to stacking. But even before we get into the idea of stacking, standards need to be taught together and not in isolation.

22:38

So, if you're looking at instructional materials that goes, benchmark, benchmark, and they’re not weaving those in together, and they're not going across strands, giving students the ability to weave in their vocabulary, to weave in those things that they're using to communicate what they've learned about reading, or similarly, if they're not being able to, um, if they're doing communication tasks and not able to add to that to their reading and have the connection between those three strands, plus the foundational fourth strand, that's not, again, going to be as meaningful and you're not getting that integrative umpf.

23:34

Students need to see that connection.

23:38

And they also need to get that sense of when I do these things well together, I can go further in terms of comprehension and meaning.

23:50

OK, so, what you're seeing is a stack.

23:55

I wouldn't necessarily look for stacks within instructional materials.

24:00

I would look for standards being taught together.

24:10

Then, the ELA expectations. Now ELA expectations and is one of the new innovations within the standards.

24:20

And I know if you've seen any of our overviews or introductory talks about these, and throughout the standards process.

24:30

We've included the expectations for K 12, they’re overarching, and they, they should be embedded throughout all, instruction. Within the implementation guide that we'll be putting out in spring, we show ways in which those can be scaffolded and how they are appropriated at different grade levels, or how they can be used appropriately at different grade levels. They are always appropriate.

25:01

Within your instructional materials, you should be seeing in every lesson, in every material, these embedded ELA expectations, particularly 1.1.

25:17

I can think of no instance, in which, in achieving a learning outcome, students shouldn't be expected to cite evidence to explain and justify their reasoning.

25:29

Now, what's that citation looks like, differs widely from kindergarten through 12th. But the idea of saying, I think this, because I know this, because I wrote this, because of this, that I found here, being able to do that is one of those sort of ground level skills that students should be doing.

25:59

Similarly, as students get further in their primary education, making those inferences to support comprehension that should be woven in as often as possible.

26:14

Then, the other ones as well using appropriate collaborative techniques and active listening skills. These are so important.

26:25

And they're part of not only the assessment piece, certainly, but they're part of the process throughout the learning that students are doing.

26:35

These are things that they should be able to do at every step of the introductory step, as they're working towards mastery in review, as they're synthesizing additional skills and reviewing it again.

26:50

Um, if your instructional materials aren't including those throughout, one, they're sort of missing the point of that full integration.

27:02

And that's going to leave it to your teachers to have to make sure that those ELA expectations are found throughout their instruction.

27:24

And then, support.

27:30

Within support, I'd like to, again, I keep going on about this because we're so happy and proud.

27:38

We have 21 state regional literacy directions that are serving as support throughout the state.

27:45

And each State Regional Literacy Director has access to the training that's created for the state reviewers. Those directors can provide it within their region. And I know many of them have already started.

27:59

And as we're doing our introductory calls, if you have questions about this training and want additional information, I would certainly reach out to your state regional literacy directors.

28:14

They have a training, and they can either be used together or separately. Altogether, they take roughly an hour.

28:22

One is on the science of reading, and the other is about looking for that alignment to the B.E.S.T. ELA standards.

28:30

So, the state regional literacy directors have received training on what instructional materials would looks like, what things need to be included, and what that would look like within those same materials.

28:51

I highly advise reaching out to them. Feel free to reach out to us as well.

28:56

I know that there, I think I only have one region, who, their literacy director is not yet onboard and she's very nearly through the process and will be reaching out to her districts shortly. But I would take advantage of the support that's there.

29:14

We're lucky enough to be able to have this on a state level, and I would certainly, I would certainly encourage you to make use of it.

29:27

So, a brief review, and then, of course, we'll go to questions.

29:33

Significant differences between the old standards and the B.E.S.T. Our theme has been moved down to second grade.

29:42

Rhetoric now starts at sixth grade, where before it didn't start until ninth.

29:48

So, not only do you have all of these middle school teachers who are not as familiar with rhetoric, perhaps? Because it hasn't been in their standards in about 15 years.

30:02

Those who were teaching rhetoric at the high school level, what they're responsible for teaching now is at a much different level than they had previously in teaching it. And we now have, as I showed you before, the benchmark and clarification those universal themes that are actually introduced in sixth grade and mastered by ninth grade.

30:27

The central idea is one central idea is what we call that now, throughout the grades, instead of switching from main idea to central idea, it's all central idea. And that first starts within second grade.

30:44

Then juxtaposition is now something that we've introduced in eleventh and archetypes will be introduced in eighth grade.

30:52

So as you're looking through, those are things I would make sure as a teacher, as a district, that I was familiar with them enough to know that in order to look over materials successfully, I should know what these things are.

31:13

I should be looking for them at these grade levels. And again, if it's introducing clarification, it needs to be addressed in that grade level.

31:25

So, in looking at my instructional materials, if I see the standards purposely combined, yes that's what I want to see. I do not want to see standards in isolation. I want to see the Florida's B.E.S.T. standards being used. Through K five, I want to see inclusion of the content area standards, as we discussed. This is a statutory requirement. I don't want to see common core or LAFS. I want to see consistent vocabulary used throughout. I don't want to see multiple terms, for the same concept that cause confusion.

32:02

Clarifications and appendix content should be included at the appropriate grade levels. And I want to avoid that mismatch, grade level content, where perhaps where it's moved and the instructional materials haven't recited that change to scope and sequence.

32:27

I want materials that are including the literary periods, 6 through 12, and including approximately a third of the books.

32:43

Any questions?

33:10

Give me just a moment.

33:15

I believe we're addressing that as we speak, we'll be reaching out to our lab schools to know which region they fall in and having those SRLDs reach out to you.

33:34

I will send out a copy of the presentation today.

33:38

We have a few other notifications that we need to send out, as well.

33:43

I've gotten several questions about third grade portfolio, so I have some guidance on that.

33:50

There have been questions about the extension to the reading endorsement within the um, emergency order. I'll be sending out information on that.

34:04

We have a new Deputy Director, Carey Sweet, and I'll be sending out information on that. And So, when I send that out this afternoon, I'll include this presentation.

34:30

There's a question regarding whether or not you should consider materials not on the approved list. Oh, definitely reach out to Kathy Seeds.

34:39

But there is a statute and rule that govern what percentage of materials need to come from the approved list.

And so, I would definitely check that out with her for specifics, but there is guidance on that. I believe that guidance is also on the Instructional Materials page.

35:09

The state approves, the state goes through and provides a list for adoption of those materials that met the specifications. So that's a list that they’ll put out and believe that typically comes out April ish.

35:34

The Implementation guide, the closest I can say is spring. We're in the process of getting it approved.

35:42

I, it is, I would say lengthy and comprehensive. I don't have an exact date. As we get closer, I will be able to share that with you.

35:58

Yes, the presentation will be.

36:02

Great.

36:03

Later on.

36:14

OK, Holly asked, for next year, 3 to 5 students will be assessed, according to LAFS?

36:23

What are our recommendations for instruction for next year for 3-5 students? Um, I can say that we have so far seen several models of how implementation is happening next year. I'd say I think it's 10. I would have to go back and count, but I think about 10 of our districts, so far have communicated to us, that they're doing a full implementation next year.

36:56

In talks with the people at their district level, they have said that if they go ahead and switch to the B.E.S.T. standards, they won't be missing out because, in most areas the B.E.S.T. standards, either go further than the grade level standard that they were previously responsible for. And in some ways it’s more in depth.

37:24

Aye.

37:26

Not giving recommendation one way or the other, because I think that that's up to the district. You know, the position that your district is in.

37:38

Certainly, better than I do. I will say that we're getting full support to all districts, including districts that are doing that K 12 option. I do think that it aids in vertical planning to have it happen all at once and it also avoids those third through fifth grade teachers, having to do full implementation of both ELA and math in the same year.

38:05

You can definitely reach out either to myself, Carey Sweet, or your SRLDs if you want to talk that through further.

38:19

Absolutely. I've been asked to clarify what it means that materials should include literary periods in grades 6 through 12.

38:28

So within the B.E.S.T. standards, you may want to look away, because I didn't don't have the version with all my bookmark setups, so I don't want to make anybody dizzy in the scrolling.

38:43

I think it's.

38:54

Within the B.E.S.T. ELA standards, we have literary periods sort of frame the texts that are being used.

39:05

And we have them set up, their names, specific authors from some of the time periods are given.

39:17

Hmm.

39:20

If you’ll give me just a moment.

39:29

So starting sixth grade, students are responsible for literary periods.

39:35

Usually those literary periods match the social studies content that they're doing.

39:42

So for example, they start colonial in middle school at the same time that they’re learning about the colonial period in their math course.

40:04

Thank you for your patience.

40:07

So our literary periods, they are numerated here. They go from classical, medieval, Renaissance, the restoration, colonial and early national.

40:19

This Colonial and early national is where students sort of start. From that, the romantics, the realist, the modernist period, and contemporary. Starting in sixth grade certain benchmarks require that text be aligned or selected from some of these periods.

40:40

So we have texts from these periods that are part of our sample booklist. So we have the features that are identified here, so that if you're not using one from the booklist, you sort of know what we're looking for.

40:56

So very often, as these movements are happening, you'll have someone who's writing at a given time period, but their work may not be indicative of that time period. That's why we have the features there.

41:10

So you can sort of get a sense of whether or not that person would be an exemplar or whether or not that work would be an exemplar for the movement, or the literary period that's established there. Part of that is to give students a sense of context.

41:29

What we were finding is that without a framework, for students to identify the texts that they were reading in, time for them became very from compressed. Sort of like a Dr. Who episode where everything was happening together.

41:47

And they put things together in terms of when they were reading it themselves, not in terms of when it was authored.

41:56

And part of what that does is it hinders students getting a full sense of how things are produced, echo the times in which they are read.

42:08

And we want to strengthen that connection with civics and with social studies.

42:13

But we also want students to get a sense of that important content of literature, and how it reflects the world around them, and how texts put out by authors, reflects the world around them, and their situation and their point of view.

42:32

So, their perspective. So, that's why we have the literary periods there as a framework. And you'll find them within the reading strands starting in sixth grade.

42:55

OK, Beth, if you can clarify the question about the one third booklist.

43:09

OK, Andrea!

43:11

When the approved state list comes out, I believe that they do, and I can, I can double check with Cathy Seeds, because it is a requirement that they self-report.

43:25

Ideally, they do because they've indicated that they do. Whether or not those texts are part of that included program, or, if they're just available for purchase, like, let's say, they have lessons that reference them, but the text itself isn't available, there are several different ways that publishers' chose to represent the text from the booklist.

44:03

OK, the approved instructional materials will be made available.

44:08

I believe the list goes up that they're looking at April.

44:12

From the timeline that I showed you, that's what is supposed to be adhered to.

44:19

As far as I know, that's where it is, it will be. I am certainly trying to embed the question into my restatement.

44:31

And I will do so in a way that's more obvious.

44:39

Yes. Congratulations to Carey.

44:46

Oh, great question.

44:48

OK, someone had asked if the districts need to choose a different program if their current programs do not meet the effect size of point two zero?

44:58

That effect size is, strictly for the RFA for the high quality reading curriculum. That's only for K three programs.

45:09

It's only for the next school year, and it's only if you're participating within that grant. In terms of adoption district-wide, that is not a requirement.

45:24

It is a requirement, however, that the materials that you select be evidence based, per the K 12 plan.

45:48

The question is will the recordings and the monthly webinars be posted on the website, or when will they? We're revamping the website as we speak. So we will have a portion for our professional development recordings, and we hope to that up post haste.

46:05

I certainly, I’m thinking we will have that before the new year, the new calendar year.

46:23

Oh. Thank you so much, OK.

46:25

Would you please clarify what it means to include the one third list in the materials? The wording include is very broad. It is, indeed.

46:36

And a part of that was to afford within the time period, publishers the ability to get those things included.

46:45

So, if they have instructional, like if they have lessons that address those texts, but, as I said before, those texts aren't necessarily part of the materials that come out, but instead can be purchased separately.

47:04

Or, let's say that they have, they have it within one of the supplemental materials that they have, or within a reader that may not be the primary text, all of those have been met been seen as including. Now we do have guidance regarding excerpts.

47:25

If they're including just an excerpt within the text, it has got to have a complete story arc within that excerpt.

47:34

If it's an informational text, it has to be able to stand on its own with very little scaffolding, meaning it can keep referring to things from a previous chapter. It has to sort of be a standalone chapter.

48:07

Are you permitted to use K 12 reading budget to help offset the cost of the adoption?

48:13

I don't know that it can be used to offset the costs of adoption. That's a Cathy Seeds question. We do have a budget item used for purchasing intervention materials.

48:28

So in that way, I think that it could, but I would definitely ask Cathy Seeds in terms of the way that the money is spent or classified. I will say that whether or not you can use it for the K 12, as long as it meets that budget requirement on the K 12 plan that it’s going, I believe the wording is intervention. We're right in the middle of the rule revision, which is currently posted in FAR, the Florida Administrate Registrar. In looking at that language, we provide for materials. I don't know if those would be specifically materials that are adopted.

49:31

OK, I have a question asking me to explain the standards related to the intensive reading courses. Are they tied to need and/or grade level? The secondary standards for intensive reading, the secondary foundational skills standards, those are 6 12. So they are tied to need. Once a student has demonstrated mastery of those 6 12 standards, they're no longer required to receive instruction in them.

50:02

So from sixth grade, 7th, 8th, 9th, 10th, 11th, 12th, that's the same standard until I've mastered that skill.

50:32

The B.E.S.T. standards are located on the FLDOE website.

50:37

The question is, are the best standards located on the FLDOE website and will there be a crosswalk? There will not be a crosswalk.

50:49

One, I do think it's next to impossible to make a true crosswalk. But also, I think that that defeats some of the purpose of changing mindset about how instruction needs to happen.

51:02

But there's not a direct line from the standards without omitting so much of what's included. But I will show you where it's available on the FLDOE website. I go to Academics, to Just Read, Florida, then we have the set of boxes.

51:26

It's right here, the Florida B.E.S.T. standards.

51:33

It’s a downloadable hyperlinked PDF.

51:53

Evelyn, I'm not sure what page you're referring to. If you could let me know, I'll certainly answer the question.

52:28

OK, when we're looking for materials, are we expected to see in each grade level?

52:43

Oh, OK. When we are looking for materials are we expected to see in each grade level, I believe that that's addressing the one third of the booklist for the overall curriculum? It should be in the grade level that it appears on the sample booklist.

53:01

We've had questions and a great number of questions from publishers as well about whether or not they can include the text but at different grade level. And very often it's that difference between including it in fourth grade and including at sixth.

53:20

Or what happens is there are layers of meaning that will be missed by having it at the younger grade level.

53:28

So, we were very purposeful in putting it in the grade level where we had it so that it would address those standards, and so that students could do that deeper dive and get the further meaning.

53:40

So, we've asked it to be included in the grade level for which it appears in our booklist, because we picked it specifically with the standards at that grade level in mind.

54:04

Kimberly Robinson asks, when we adopt should one third of the stories in the new curriculum, be from the booklist or can some of the books be in the teacher’s library or school library.

54:16

We did give publishers a variety of options on that.

54:24

So, as long as it's being addressed where students will receive the instruction, we were less demanding about how that appear. Just that it do appear.

54:38

So, yes.

54:52

OK, so the question is, to what degree do students need to be taught these books for the booklist? Are they just great for building appropriate background?

55:03

And serve as good mentor texts?

55:05

Or are third and fifth students expected to have read them in terms of assessment.

55:12

Now, they will be including roughly a third of the booklist within test development.

55:20

Our primary purpose is that they are building that background knowledge, and they serve as good mentor text. There's no way for us to predict which ones will be included.

55:35

But there is an expectation that students be reading those texts, or at least text that meeting the standards in that way.

55:49

Some of them will be included on the assessment, but they are definitely there to build appropriate background knowledge, and to serve as good mentor text.

56:01

We also chose ones are very often used or alluded to by other authors.

56:07

So students are getting that background knowledge that sometimes we miss out on.

56:18

Yes, I can repeat what I said about the K 12 Reading Plan. The K 12 Reading Plan does require that all instructional materials and those used for an intervention, be evidence based with an ESSA evidence rating of strong, moderate, or promising.

56:41

I am not sure when more information regarding assessment and when the best standards will be released. The question is, when will it be released?

56:50

I'm not entirely sure as that's done through an entirely different division, but as we get information from them, we are very much partners with them, we will share what they send us to our district contacts.

57:18

How about rubrics for writing?

57:22

We have some instructional materials to help teachers specifically with that.

57:28

But, I do believe that the rubrics for the assessment will be coming out. When they do, I know that that's something that we're going to want to go over and share and do a level of PD on. I don't have a date for that.

58:10

If you'll give me just a moment.

58:12

The box is getting smaller and smaller.

58:20

There we go.

58:36

How’s mastery defined for 6 through 12? Each of those standards are written at the mastery level, so if they're able to do what's within that standard or that benchmark, they've reached mastery.

58:51

I think it's important to realize that those are end of year standards or end of year benchmarks.

59:00

So students should be working on those. When they reach mastery, it means that they can do exactly what's asked for within the benchmark.

59:27

And I am skipping over the ones, and thank you so much, who are appreciative of having the topical calls.

59:37

I'm so glad. I'm glad that we were able to bring those to you. But I am skipping over those because I want to get to the questions, because I know how valuable your time is, but I do thank each of you for those comments.

59:58

OK, I have a question. Is there a list of approved vendors for the textbook adoption that we can have access to, or are they all still in review and not considered approved? They are not yet considered as on the approved list. Again, that will happen sometime in April.

1:00:21

Are 6 12 publishers expected to include foundational content, or are districts expected to purchase supplemental materials? There are course calls that we did that included the foundational for secondary, so, if they were meeting that course call for the intensive reading courses, those should have the foundational. But it was not included within the courses of the secondary ELA.

1:01:14

Does a one third booklist that could possibly be tested for grades 3 through 5 include the civics booklist.  I don't believe it does, except where there are several titles that appear on the booklist.

1:01:30

So those would be up for consideration.

1:01:39

Yes, within all of the materials. The question is, when looking at adoption materials that include interventions, do we look for ESSA evidence levels and levels of effectiveness. You certainly will be looking for evidence levels per the K 12 plan.

1:01:56

I would look at levels of effectiveness.

1:01:59

I think, what we all want is to improve student achievement. And if you're looking in a material that has strong evidence base, that's great, but that strong evidence base, says it the effect sizes, point 0, 0, that simply means that they have very strong evidence that it doesn't have much of an impact, right?

1:02:29

So, I would look at effect size, that's not the requirement currently within the K 12 plan, and nor is it within the revision.

1:02:39

Nor has it been discussed in the last little bit.

1:02:43

I think that's the ultimate goal is to have districts considering that, but I also think so much more learning has to happen about what that means, and how evidence ratings, and evidence bases tie with effect size.

1:03:32

When approaching the literary periods, is it safe to give an overview, and then have 1 or 2 focus periods per grade level? I absolutely think that it's fine to do that.

1:03:44

We have a sample progression of that that we have for the Implementation guide to show how that can be done.

1:03:55

I do think, and the one that we have is tied to the social studies standards, I absolutely think it as far too much to take all of those periods and say, you're a sixth grader now here. But I do think it's important to have the 1 or 2 focus.

1:04:13

And I can, let me make a note, that I can probably see about sending out the sample in advance of the implementation guide being approved. Just so that you could see what that would look like, and this particular one does match the standards.

1:04:42

OK?

1:04:54

Are the civics booklist to be counted within the one third requirement, or are books from the civic booklist beyond the one third requirement?

1:05:02

OK?

1:05:05

The way it works is, for example, we look at all of the sample booklist. We get that number. We figure out what one third of that booklist is.

1:05:19

You can then substitute in a civics title for any one of the titles on the booklist or substitute in a few.

1:05:29

I word it that way so that you don't think that we're taking the civic booklist plus the sample booklist, and saying one third of all of that. One, that would be far too much to teach within the course of a year.

1:05:43

So in doing that, it's one third of that number presented by the sample booklist for that grade level.

1:05:53

Then you can substitute in a civics title, as a replacement.

1:06:09

I would have, the question is, I got three right in a row. Why are districts expected to submit their adoption choice prior to the state adoption list being released? Are districts required to submit their final decision prior to the final approved instructional materials presented in April? I know that many districts want to have the process done earlier.

1:06:36

And part of that, especially in larger districts, because so much has to be done. I don't know the actual requirement, though, from the state level said it'd be done within that amount of time.

1:06:48

I just think it's often a more pragmatic choice for certain districts.

1:06:55

So I would definitely refer that to Cathy Seeds because she knows the requirements for both of those timelines.

1:07:04

I do know that many districts start the process, and in fact, many wind up the process before the state process is fully completed.

1:07:14

I don't know that that's the requirement.

1:07:29

Oh, I'm so glad someone said that the sample of the literary periods implementation would be helpful, and I will certainly try and get that out post haste.

1:07:37

Again, we're sending something this afternoon. We'll see if I can include that.

1:07:56

OK, I've been asked if, when I send this out, who I'm sending that out to? Typically we send it out to our district people, our district reading contacts.

1:08:10

What I can do for those things that I've enumerated today, especially those tied specifically to this webinar, is I'll have Shannon Dodd who handles all of our webinar business send it out to each of you who have attended.

1:08:31

Yeah.

1:09:15

Give me just moment, I'm trying to make sure that I have, I've answered several right in a row.

1:09:22

I'll make sure that I'm not missing anything as I skipped over repeats.

1:09:57

Hey, there's a super long one, I'll get back to in just a moment.

1:10:05

Do you plan to share any additional information or format for PD on the B.E.S.T. standards?

1:10:11

Yes. We're currently working out a schedule of when we're going to be sharing things.

1:10:19

We want to put it in a way so that it's timeline based, so you can see what we're offering, and when we're offering it. We’re still in the process of getting some of those pieces and parts of approved, including our Winter Literacy Institute. As soon as we have that signed off on, and I am optimistic that it will be rather soon. We'll be able to share that with you.

1:10:43

We are hoping to do a series of podcasts, especially regarding the books on the booklist.

1:10:50

I know many of these are either texts that, with teachers, have not read or have not read in terms of instruction. And certainly, none of us read them, was an eye towards teaching them with the B.E.S.T. standards. So that's something that we want to do is form that community, so we're getting ready for that implementation together.

1:11:15

So we will be able to share that.

1:11:19

And we will be able to share that shortly.

1:11:20

For those of you, who are my multi content area people, we're working on an overall standards implementation. So we're working with BSIS on math as well. So that's something that we'll be able to share.

1:11:54

OK, I have a question, if it's possible to receive a list of those districts fully implementing for collaboration? What we're actually doing is, we're getting the list together of those who are doing it, and we'd like to have an informational meeting, offering support towards that and setting up a community of practice.

1:12:14

So, absolutely going forward. We’re still in the process of getting that information and think that we'll have all of that by the first or second week of January, just based on the schedule of calls that we have.

1:13:03

I believe this question was addressed by the one I just answered, but, yes, we will be sharing PD on the new B.E.S.T. standards.

1:13:15

One thing that we will do is, as I said, we are building out that section of our website, so all the PD that we offer will be available through our website.

1:13:50

If you’ll give me just a moment.

1:13:52

I've been asked for, oh, of course I know it. Cathy Seeds e-mail address, I will put in the chat, it is Cathy with a C.

1:14:08

And she is super helpful.

1:14:34

I have a question, most of the 11th grade textbooks I'm seeing come in are American lit based is that still fitting with our progression of literary movement?

1:14:46

Um, I believe that it is, yes.

1:14:51

The progression that we have goes back to Colonial during the ELA standards, specifically reference a US speeches of historical significance.

1:15:12

So, there are two or three periods that we revisit with a different eye.

1:15:20

So, we address it in middle school, and then we come back to that later in high school.

1:15:37

Yeah, a similar question as well. It's asking the same sort of thing.

1:15:44

American history comes up in both middle school and in high school, just at a different level of complexity. We've done that same thing in, looking in our text, going to the more difficult, more complex text within the high school arena. Also looking deeper at those speeches, and a lot of those opportunities to focus on rhetoric.

1:16:18

OK?

1:16:25

OK.

1:16:25

I think I've answered every question that I'm seeing.

1:16:31

Um.

1:16:35

We do have a moment more.

1:16:36

So if I haven't answered your question, if you'll certainly either let me know or repost.

1:16:48

But if that does do it, I want to thank you so much for joining us. We love being able to provide this time with you.

1:16:56

And we also, like being able to do that level of support, through calls, and hopefully you're finding these valuable.

1:17:29

Oh, absolutely!

1:17:30

If there full implementation of B.E.S.T, standards during 21 22, how will students be prepared to take the state assessment, which will be based on LAFs?

1:17:46

I will say, and a lot of this came from districts saying this as well, so I feel very comfortable with that.

1:17:55

And in a really good way. Ao far, as it's been shared with us, districts are choosing this option.

1:18:10

And we're going to offer support, no matter which option you choose.

1:18:14

But districts choosing this option have said that they feel that if their students are reaching mastery on the B.E.S.T. standards that they feel that they will be in a very good position to do well on the LAFs based assessment.

1:18:27

Because they feel that the B.E.S.T. standards actually go somewhat further, than the best standards.

1:18:37

So, they feel that they're reaching mastery on that they’ll be past the bar.

1:18:48

And, again, we are more than willing to work with districts who want to make that choice for themselves, and just want our feedback, or to ask questions regarding that.

1:18:59

So, please, either contact your state Regional Literacy Director or reach out to us. If you don't yet know, your state regional literacy director let us know and we will certainly tell you. Again, we have that about to go on the website.

1:19:16

I have one more to get fully on board. Then, we'll be able to share the map and the chart of each of their regions.

1:19:29

I'm so glad.

1:19:33

Just, just very kind thank-you’s.

1:19:40

We should be able to have the recording up.

1:19:42

And I will defer to Shannon. Typically, we can get it to you, at least e-mailed out to you I think today or tomorrow.

1:20:05

Can I share the 10 districts opting for full implementation?

1:20:09

Amber, what we're doing is we're still getting that information.

1:20:13

I have, I think it's 14 more districts to talk to and contact during this introductory process. As I get those names together, we will be reaching out with the Community of Practice.

1:20:26

I do want to make sure that before I share that information, they're all 100% wanting to do that.

1:20:35

But I do want to form a community of practice so that we're doing that work together. And we have contacts that we can sort of put heads together, see what's working.

1:20:49

But we do hope to share that.

1:20:59

If K 2 is supposed to implement B.E.S.T. in 21 22, how soon can we expect the PD support from Just Read, Florida! for use this spring?

1:21:09

I will say, right now, we're trying to get our Winter Literacy Institute fully approved. That said, unless something changes for the last part of February, and that is primary based, that's K through two, actually pre K through two.

1:21:27

Um.

1:21:29

We are rolling out other PD. Some that PD is being handled through your State Regional Literacy Directors, many of whom will be implementing a standards study group.

1:21:44

So that you'll be able to do those deep dives within your district and share that information.

1:21:50

And one thing that's so great is that then, any questions that they can’t answer, they sort of bring us to where they're unsure of, and we're able to, sort of get those things together. And then, where we share a common misunderstanding push that out statewide.

1:22:18

Now, I have a few celebrate literacy questions. Celebrate Literacy Week.

1:22:25

That's part of the update that we're sending out today, making sure that districts understand that process. It's a little different this year.

1:22:32

And so within the guidance going out today, we sort of walkout those deadlines.

1:22:40

But also sort of provide information about where the district is setting its internal deadline for when people have to have things in to the District level so districts can make that choice and submit it on to us.

1:23:05

Oh, this is fabulous. There's a shout out to one of our state regional literacy directors. The district is saying how helpful Kelli Brower, one of our SRLDs has been.

1:23:17

I have to say that I am very happy with our State Regional Literacy Directors.

1:23:23

I'm very much looking forward to seeing more of the great work that they'll be able to do at the state level, within their regions.

1:23:34

OK, thank you so much for your time.

1:23:37

If I don’t have any other questions, I'm just scanning the last 3 or 4 that came in.

1:23:44

I hope that you all have a lovely break.

1:23:48

Have time to spend time with your friends and family. But I know the work is always with us.

1:23:55

But I do hope that you have some of that time for self-care.

1:24:01

Y'all have a lovely holiday.

1:24:04

And thank you again. I'll stay on for another minute or two, if anybody has additional questions.

1:24:10

But, know, that we'll be sending out information I discussed.

1:24:43

Oh, reading courses. I do have a question about reading courses. We're preparing PD currently.