

**Questions and Answers
Publisher Conference Call
September 24, 2009 1:00-3:00 PM
Florida Department of Education**

Will the conference call on Thursday, September 24, 2009, be recorded and made available to listen at a later date?

Yes, the conference call will be recorded and the audio file will be available for download in the Resources section at REALM:

<http://realm.cimes.fsu.edu/resources/files/PubCCSci24Sept2009.mp3>.

Are the presentation slides from the call available for download?

Yes, Sally Sanders' presentation slides are available for download in the Resources section at REALM:

<http://realm.cimes.fsu.edu/resources/files/SciencePresentation.pdf>.

If we have technology that is totally web-based, do we need to send each committee person a computer or just the information to log on to the Web site?

It is not a requirement to send a computer; however, it does ensure ease of use for the committee member. Committee members may have difficulty accessing a Web site from their personal or work computer due to hardware, software, plug-in and browser requirements of your program.

If we have technology that is CD-based do we need to send a computer or just the CD to the committee person?

It is not a requirement to send a computer; however, it does ensure ease of use for the committee member. Committee members may have difficulty using the CD in their personal or work computer due to hardware, software, plug-in and browser requirements of your program.

Are correlations to the Access Points for Students with Significant Cognitive Disabilities required for the 2010 Science adoption as they were for the Math adoption this year? If so, can these be addressed by online activities and, finally, how much weight do the evaluators attach to Access Point alignments in their overall evaluation?

Yes, correlation to the Access Points for Students with Significant Cognitive Disabilities is required for the 2010-2011 Science adoption. Access points should be addressed in the major tool which could include an online component. Evaluation items are not weighted

in the evaluation process. For additional information about Access Points, please view this Web site: <http://www.floridastandards.org/page24.aspx>.

Would the Florida Department of Education consider adopting support materials such as simulation software or virtual labs?

If the simulation software or virtual labs meet the definition of a major tool or are submitted as ancillaries along with a major tool, they can be considered for adoption. If, however, they are supplementary materials, they would not be considered for adoption.

For purposes of state adoption, the following definitions apply:

"Instructional materials" means items having intellectual content that by design serve as a major tool for assisting in the instruction of a subject or course. These items may be available in bound, unbound, kit, or package form and may consist of hardbacked or softbacked textbooks, consumables, learning laboratories, manipulatives, electronic media, and computer courseware or software. The term does not include electronic or computer hardware even if such hardware is bundled with software or other electronic media, nor does it include equipment or supplies.

"Major tool" refers to:

- *Materials that provide instructional content and student learning activities for each of the Next Generation Sunshine State Standards (NGSSS) benchmarks that are in the course descriptions for reading, language arts, literature, math, science, social studies, physical education, health, world languages, visual arts, and performing arts;*
- *Materials that provide instructional content and student learning activities for each of the intended outcomes and/or student performance standards of the Career and Technical Education Curriculum Frameworks;*
- *Materials that provide instructional content and student learning activities for the course objectives as outlined by the appropriate organizations for Advanced Placement, International Baccalaureate, and Advanced International Certificate of Education.*

"Ancillaries" are those items that were designed to work with the major tool and may be priced or free with order.

"Supplementary" materials are defined as supporting materials that do not qualify as the major tool, and are not designed to accompany the specific major tool with which they were submitted, but could be used with any publisher's materials. Florida does not have a process for the adoption of supplementary materials.

Do software publishers follow the same procedure as textbook publishers?

Yes, the same specifications and procedures apply for all publishers of instructional materials.

In the past there was a list of FCAT vocabulary that the state published. Is there such a list for the new benchmarks or will one be created? If so, where is it posted or when will it be posted?

Glossary reports based on the Next Generation Sunshine State Standards are located at <http://www.floridastandards.org/Downloads.aspx>. This glossary is intended for use as a tool to help students achieve mastery of the science benchmarks and not to represent assessed terms.

At <http://floridastandards.org/index.aspx> in the benchmarks, some of the words are underlined and defined. Is this required vocabulary for that strand that will be tested? Can you explain the complexity of the definitions that are provided?

The defined words in the science benchmarks are not intended to represent assessed terms. The glossary is intended for use as a tool to help students achieve mastery of the science benchmarks. The definitions came from multiple sources and are not written to be grade-level specific.

What is your policy about using certain chapters in multiple courses? Can you use the same chapter in different disciplines, for example in a Physics I course and a Chemistry I course? Can you use the same chapter in the same discipline, for example, an Integrated Science I course and an Integrated Science II course? If not, how much (what percentage) of a chapter needs to be changed to be acceptable to use in different courses? For example, could a chapter be used in Integrated Science I and then be used again in Integrated Science II if it was changed slightly to meet the particular standards of that course?

The course descriptions included in the Science Specifications available at http://www.fldoe.org/bii/instruct_mat/pdf/ScienceSpecs2009.pdf (also found at <http://www.floridastandards.org>) provide the benchmarks for each course. Although some benchmarks may appear in more than one course, the treatment of the benchmark may be different from one course to another depending on the context. This means that some material may be appropriate for multiple courses, but should be presented in a manner that is appropriate to each course.

What is meant by “Cognitive Complexity?” Explain what the expectations are of how a standard should be met at Low, Moderate, and High?

Florida’s revised science standards emphasize teaching and learning the most important K-12 science concepts in depth at each grade level. After adoption of the new science standards, the Florida Center for Research in Science, Technology, Engineering and Mathematics (FCR-STEM) at Florida State University convened a group of Florida science teachers, district science supervisors, science education faculty, and scientists to rate the cognitive demand of each benchmark. Meeting in teams for each body of

knowledge, they reviewed and discussed each benchmark, then reached consensus on level of cognitive complexity using a classification system adapted from the “depth of knowledge” system developed by Dr. Norman Webb at the University of Wisconsin. Cognitive complexity refers to the cognitive demand of tasks associated with the benchmark. The depth of knowledge levels (Webb, 1999) reflect the relative complexity of thinking that a given benchmark demands of students — what it requires the student to recall, understand, analyze, and do.

Please view this page for a complete explanation of Cognitive Complexity/Depth of Knowledge Rating for Science:

<http://floridastandards.org/textonly.aspx?ContentID=22&UrlPath=/page22.aspx>

If a course has “outlier” standards (standards outside of the discipline of that course), are those standards expected to be covered in the same depth as the standards that belong to that particular course? For example, in a Chemistry I course, would you expect the life science standards to be covered in the same depth as a physical science standard that is chemistry specific?

All benchmarks included for a given course have equal value. Although the benchmarks are arranged into 4 Bodies of Knowledge (Nature of Science, Life Science, Earth/Space Science, and Physical Science), the benchmarks for a given course do not come entirely from one of these Bodies of Knowledge and may include benchmarks from each of the four.

What level of compliance, both per standard and per course are you expecting? For example, if a particular standard was mostly covered, would that still be acceptable? Or if a particular course had one or two standards that were not met, would that course still be considered and/or acceptable?

Materials being submitted for adoption in Florida are expected to meet 100% of the standards/benchmarks for the grade level/course for which they are being submitted.

Explain the connection and reasoning behind why a stand-alone standard such as Standard SC.912.L.16.1 (Use Mendel's laws of segregation and independent assortment to analyze patterns of inheritance.) is included in an Integrated Science I course?

The Integrated Science course descriptions were developed to include benchmarks from each of the four Bodies of Knowledge. Benchmark SC.912.L.16.1 is included in Integrated Science I because the course development committees felt this topic is appropriate for this course/grade level.

What needs to be done in the curriculum to ensure that reviewers mark a standard as “met?”

The benchmarks should be covered in depth in accordance with the Specifications document. The committee will make the decision as to whether the publisher’s materials have met the benchmarks in accordance with the Specifications. Reviewers will look for evidence that treatment/presentation of content related to a particular benchmark is sufficient (in the context of effective instruction) to provide the opportunity for all students to learn the benchmark.

Can you provide more specific examples of the type of resources the state is envisioning to support ESE?

We do not have any more specific examples to provide; however, if you would like to discuss the type of resources to support ESE, we can provide a contact in the Bureau of Exceptional Education and Student Services. Publishers should include content and activities to support exceptional student education as described in the Specifications document. The section on Universal Design for Curriculum Access on page 1-2 includes links to more detailed information. The section briefly describes the difference between accommodations and modifications.

Our textbook alone will not meet the standards. However, if curriculum CDs and equipment packages contain include the additional standards, how should that be presented to the committee? When we do our correlation, can the evaluation take into account the CDs needed to meet all the standards as well as the pages in the textbook and investigation manual?

The CDs and equipment packages would have to be listed as part of the major tool on the bid and in the Publisher’s Questionnaire. The correlation would need to include locations from the curriculum CD that meet the benchmarks in addition to the pages from the textbook.

Is there a specific form for correlations? If so, can we have a copy of the form?

The specific form for science will be available no later than January of 2010. All bid information for publishers, including all forms, will be available sometime in January of 2010 at the Instructional Materials Web site: http://www.fldoe.org/bii/instruct_mat.

What is the definition of a “major tool?”

“Major tool” refers to:

- *Materials that provide instructional content and student learning activities for each of the Next Generation Sunshine State Standards (NGSSS) benchmarks that are in the course descriptions for reading, language arts, literature, math, science, social studies, physical education, health, world languages, visual arts, and performing arts;*

- *Materials that provide instructional content and student learning activities for each of the intended outcomes and/or student performance standards of the Career and Technical Education Curriculum Frameworks;*
- *Materials that provide instructional content and student learning activities for the course objectives as outlined by the appropriate organizations for Advanced Placement, International Baccalaureate, and Advanced International Certificate of Education. [Policies and Procedures for the Florida Instructional Materials Adoption]*

What does Florida consider a “major tool” when referring to science programs? Is it just the textbook or textbook plus investigation manual?

“Major tool” refers to:

- *Materials that provide instructional content and student learning activities for each of the Next Generation Sunshine State Standards (NGSSS) benchmarks that are in the course descriptions for science;*
- *Materials that provide instructional content and student learning activities for the course objectives as outlined by the appropriate organizations for Advanced Placement, International Baccalaureate, and Advanced International Certificate of Education. [Policies and Procedures for the Florida Instructional Materials Adoption]*

The major tool can contain more than just one item and may be available in bound, unbound, kit, or package form and may consist of hardbacked or softbacked textbooks, consumables, learning laboratories, manipulatives, electronic media, and computer courseware or software. [Florida Statute 1006.29(4)] The format of the major tool is not limited to a textbook.

Does the “major tool” need to meet all the benchmarks or can the entire submission meet all the benchmarks?

By definition, the major tool must meet all the benchmarks. If the entire submission is needed to meet all of the benchmarks, then all of the items in the submission will be the major tool.

Learning Village (Houghton Mifflin Harcourt Learning Technology – formerly Riverdeep) is involved in many districts. Is it mandatory to submit material for Learning Village at the state level?

It is not mandatory at the state level to submit material for Learning Village. Publishers should keep in mind, however, that it is the districts that actually purchase the materials. So, if a district requires submission of material for Learning Village and the publisher does not submit it, the district can choose not to purchase the publisher’s materials. In other words, it is not a guarantee that a state adopted program will be purchased by districts.

Florida's base standards call for a Comprehensive I/II/ III curriculum at the middle school level. However, many districts have chosen an Earth/Life/Physical Science sequence in the past, and it is our firm understanding that these and other districts will choose this option again in this adoption. As we do our correlations for our Earth/Life/Physical Science sequence, how do we match these up? Do we simply show that over the course of three years that we cover all the standards? Are there different standards for this sequence?

School districts in Florida may choose either the Comprehensive Science series or the combination of Earth/Space, Physical, and Life Science for middle school. Course descriptions have been developed for each of these courses; the course descriptions include the specific benchmarks for each course. Instructional materials should match the benchmarks of the course for which they are being submitted. Course descriptions are found in the Science Specifications available at http://www.fldoe.org/bii/instruct_mat/pdf/ScienceSpecs2009.pdf and at the Standards Web site available at <http://www.floridastandards.org>.

The specifications mention that ragged-right text is preferred over justified. Is this a requirement?

It is preferred, not required, that ragged-right text be used over justified text.

Is the copyright date requirement 3 years old or less?

No, when you submit your Intent to Bid in February, the copyright limitation is 5 years old or less.

Is supplemental material for specific grade levels a possible submission, for example, material for grades 4-5 only?

No, the call for elementary materials is for a complete K-5 series.

Do we have to submit the actual books or can we send an electronic version for review?

You must submit the sample materials in final form. If you bid a textbook, that book must be sampled exactly the way it will be delivered once under contract. If the format on the bid is an electronic book, then that format, in final form, must be sampled. [Florida Statutes 1006.38(2)] Here is the explanation from the Policies and Procedures:

Materials bid for adoption must be in final form in time for sampling. If final form will not be ready in time to meet the sampling deadline, the publisher may not submit a bid for those materials. The publisher may sample the first printing of materials, with the understanding that Florida does not adopt the first printing.

**Can we provide final format and if then adopted provide an alternative format?
As an example we could submit black and white soft copy student textbooks which are adopted and then once adopted add a color hard back alternative?**

No, all formats bid for purchase must be sampled in final form.

We recently heard that Florida may want publishers to submit one book for the High School Biology I course and Biology I Honors, rather than two different books as we've done in the past. Is this true? Same question applies across disciplines.

Florida is looking for different books to be submitted for Biology I and Biology I honors. The course descriptions are different. Policies and Procedures state that a submission can be bid for only one course or course category. It is possible that some districts might request that one book be submitted for both Biology I and Biology I honors. Once instructional materials are state adopted, a district can choose to use materials adopted for Biology I honors for Biology I and Biology I honors courses. Districts have local control over the choice of instructional materials to best meet their needs. This applies across disciplines.

Please discuss the use of the term “mass” and/or “weight” in grades K-5. There seems to be a discrepancy in what is written in the Big Idea and what is in the benchmarks at grades 3-5. The word "mass" is used in the grade 3 -5 benchmarks. This is written in the Big Idea:

Big Idea 8: Properties of Matter

- A. All objects and substances in the world are made of matter. Matter has two fundamental properties: matter takes up space and matter has mass.***
- B. Objects and substances can be classified by their physical and chemical properties. Mass is the amount of matter (or "stuff") in an object. Weight, on the other hand, is the measure of force of attraction (gravitational force) between an object and Earth.***

The concepts of mass and weight are complicated and potentially confusing to elementary students. Hence, the more familiar term of "weight" is recommended for use to stand for both mass and weight in grades K-5. By grades 6-8, students are expected to understand the distinction between mass and weight, and use them appropriately.

Although the description of Big Idea 8 does provide a recommendation to use the term “weight” in grades K-5, the expectation is that teachers of the intermediate elementary grades will begin adding the term “mass” to the curriculum so that students will have an understanding of mass and weight by the middle school grades. This is indicated by the use of the word “weight” in the benchmarks for Big Idea 8 in grades K-2 and the inclusion of the word “mass” in the benchmarks for Big Idea 8 in grades 3-5. The Big Ideas are intended to describe the topics that are threaded throughout the standards. The benchmarks are intended to describe the specific grade-level learning targets which teachers will use in planning instruction.

Can different parts of a benchmark be targeted in different chapters within the same grade, for example, the plant part of a benchmark would be in a plants chapter and the animal part of the same benchmark would be in a chapter on animals?

Yes; a particular benchmark may be addressed in multiple places. Some aspects of a particular benchmark may be covered in a different chapter than other aspects of the same benchmark (as in the situation described above).

Do some districts (for example, some really big ones) call for samples prior to when the state does?

Yes, some districts may begin to request samples prior to the state committee sampling deadline. Publishers are advised to have samples ready to ship the day the bid is submitted the first week in May.

If a major tool includes both printed text and kit based materials, must the full kit be sampled to each committee member or would it be permissible to sample the print materials and include a complete, detailed listing of the kit materials/contents?

At least one of each item found in the kit must be sampled. Policies and Procedures states:

If a publisher's submission includes a priced classroom kit or library with multiple copies of the same materials, or if the kit or library is one of the five free with order ancillaries a publisher chooses to sample, a sampler must be created that would include only one copy of each of the items. If the sample package and/or the items in the package have a different ISBN from the one on the bid form because of packaging, the publisher must indicate that this is a "sampler ISBN" on the checklist sent to the committee member.

Will the state committee meetings be during the summer as in past science adoptions or will it be moved into fall like math has been?

For the past several years, including the last science adoption, the state committee meetings have been held in the fall (September, October, November & December). The committee training has always taken place in the summer. In the last science adoption, the training meeting took place in June. For the past two years, the training has been delivered via a DVD or the Web. For this science adoption, the committee training will be delivered via the Web. Here is the link to the REALM Web site that will be updated to include the information for the science committee in order to complete training by June of 2010: <http://realm.cimes.fsu.edu>.

May the major tool be consumable?

Yes, statute allows for consumable items. However, districts prefer materials to be non-consumable.

Answers provided by

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