


**NASTA**  
National Association of State Textbook Administrators

## Common Criteria for New Forms of Instructional Materials

### Interaction Today:

- Present DRAFT Common Criteria
- Past → Present → Future →
- Poll Everywhere Tool  Poll Everywhere
- Next Steps

### Facilitator:

Drew Hinds  
NASTA President

1

## National Common Criteria for **Quality Materials**

1. Content
2. Equity and Accessibility
3. Assessment
4. Organization and Presentation
5. Instructional Design & Support

2

Based upon Criteria developed by National Association of State Textbook Administrators

## 1. Content

- *Content is structured to ensure all students meet grade-specific expectations as they develop literacy skills aligned to college and career readiness expectations.*
  
- Points to Consider:
  - Alignment to
    - Common State Standards
    - Additional Content Specific Standards
  - Degree to which content is aligned
  - Accuracy of Content

3

## 2. Equity and Accessibility

- *Materials are free from bias in their portrayal of ethnic groups, gender, age, disabilities, cultures, religion, etc. and contain accommodations for multiple learning styles, students with exceptionalities, English language learners, and cultural differences.*
  
- Points to Consider:
  - Multicultural Representation
  - Free from bias
  - Designed for use in planning and implementation of differentiated instruction addressing multiple learning styles and the needs of gifted students, English language learners and students with special needs.

4

### 3. Assessment

- *Materials provide tools for a balanced approach to assessment including both formative and summative assessments in multiple formats not only to guide instruction but also to identify student mastery of content.*
  
- Points to Consider:
  - Assessment is aligned to standards
  - Assessment is designed at appropriate Depth of Knowledge (DOK) for standard being assessed
  - Formats include performance and portfolio assessment as well as selected and constructed response.

5

### 4. Organization and Presentation


- *Information is organized logically and presented clearly using multiple methods and modes for delivering instruction that motivate and increase literacy as students engage in high interest, authentic activities.*
  
- Points to Consider:
  - Readability – text is written in the appropriate grade level text complexity band.
  - Activities are high-interest and foster critical thinking, problem solving, information and communication skills.
  - Inquiry-based activities are suggested.
  - A variety of technology resources available to students and teachers is integrated and regularly updated.
  - The use of media enhances instruction and learning.

6

## 5. Instructional Design & Support

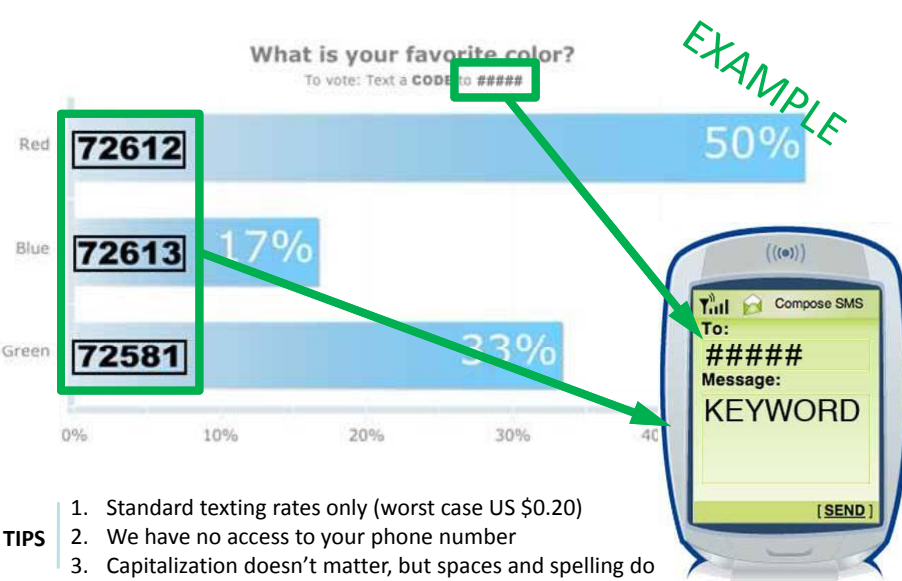
- *Instructional design utilizes research-based instructional strategies, offers suggestions for appropriate scaffolding, emphasizes the importance of vocabulary acquisition, provides opportunities to engage in high interest, age-appropriate activities that mirror real-life situations, and make cross-curricular, global connections.*
- Points to Consider:
  - Materials and activities are high-interest, engaging, authentic and encourage the use of critical thinking, problem solving, communication and personal direction skills.
  - Opportunities exist for teachers to increase their own knowledge of content and/or instructional strategies.
  - Guidance is provided for appropriate strategies for diverse learners (e.g., scaffolding, enrichment, and differentiated instruction).
  - Assessment is aligned to targeted objectives.

7

 **Poll Everywhere**

### How To Vote via Texting

What is your favorite color?  
To vote: Text a CODE to #####



**EXAMPLE**

Red **72612** 50%

Blue **72613** 17%

Green **72581** 33%

0% 10% 20% 30% 40%

Compose SMS  
To: #####  
Message: KEYWORD  
[SEND]

**TIPS**

1. Standard texting rates only (worst case US \$0.20)
2. We have no access to your phone number
3. Capitalization doesn't matter, but spaces and spelling do

**Poll Everywhere**

## How To Vote via Twitter

What is your favorite color?  
To vote: Text a CODE to #####

**EXAMPLE**

Color	Percentage	Code
Red	50%	72612
Blue	17%	72613
Green	33%	72581

Reply to poll: 127  
@poll KEYWORD  
reply

**TIPS**

1. Capitalization doesn't matter, but spaces and spelling do
2. Since @poll is the first word, your followers will not receive this tweet

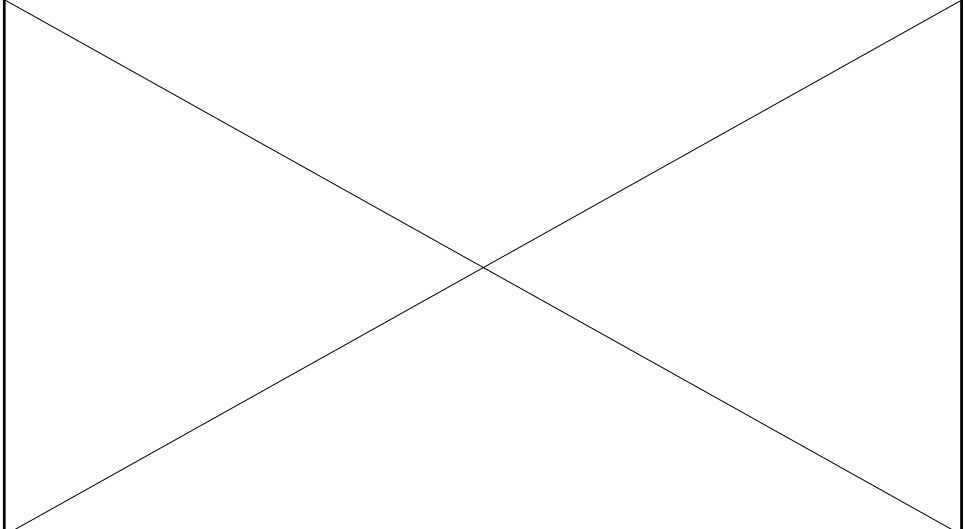
## Test Poll – Favorite Color

## How did the poll interaction go?

- Other questions relating to **Common Criteria** will be asked as we go along.
  - Thanks for your participation
  - Reminder: Regular message rates apply

11

What roll do you play in your  
organization?



## Knowledge of Common Core State Standards



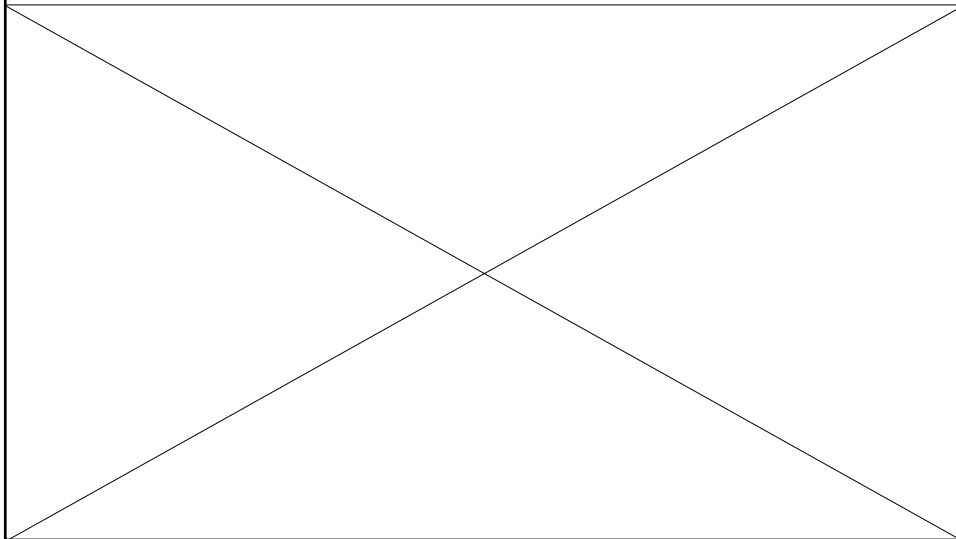
### Goals of State-led Joint Effort:

- Fewer, clearer, and higher-level standards
- Standards aligned with college and work expectations
- Internationally benchmarked standards
- Consistent learning expectations across states



13

## Knowledge of Common Core State Standards (CCSS)



## Instructional Core Principles



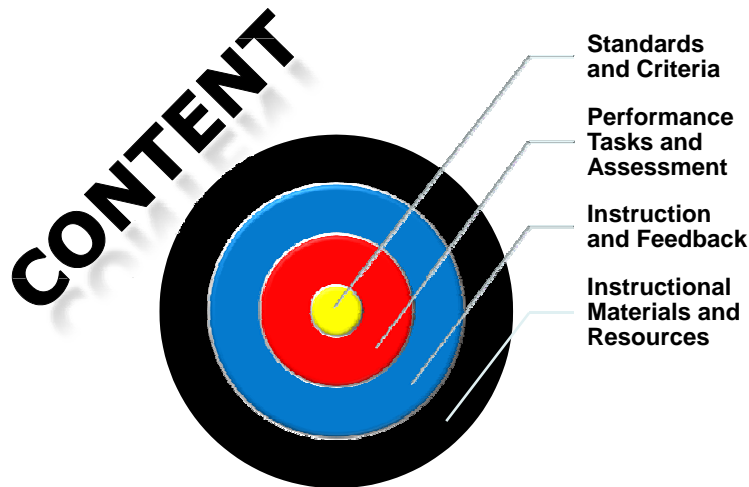
**Principle #1:** Increases in student learning occur only as a consequence of improvements in the level of content, teachers' knowledge and skill, and student engagement.

**Principle #2:** If you change one element of the instructional core, you have to change the other two.

Model developed by Richard Elmore, Harvard Graduate School of Education

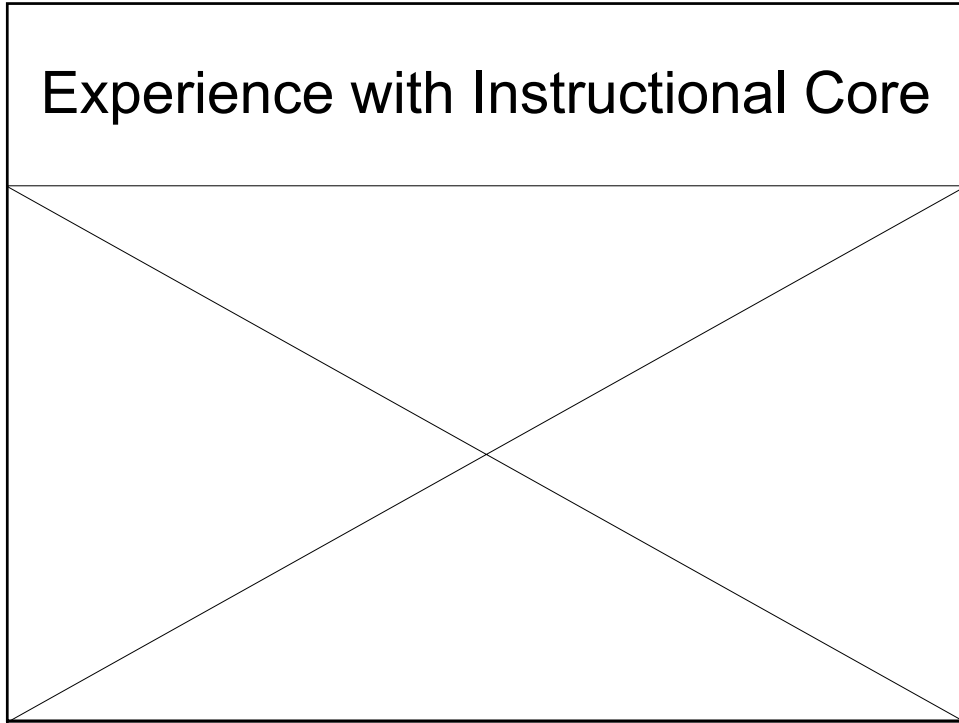
15

## Target for the Process of Teaching and Learning



16

## Experience with Instructional Core



## Past Textbooks and Basal Readers

- **State Role** = Textbook Adoption
- **District Role** = Textbook Selection
- **Schools Role** = Curriculum Installation

## Present Accountability

- **State Role** = Maintain standards and vetting process for materials that address alignment, accessibility and quality based on criteria
- **District** = Monitor student achievement, select core materials and support curriculum
- **Schools** = Maintain climate that supports teachers and students within their community<sup>19</sup>

## **Activity:** Think-Pair-Share

- What are some **advantages** of the past/present process?
- What are some **disadvantages** of the past/present process?

## Possible Future

Outcome-based  
Proficiency-based  
Personalized Learning  
Learning Organizations

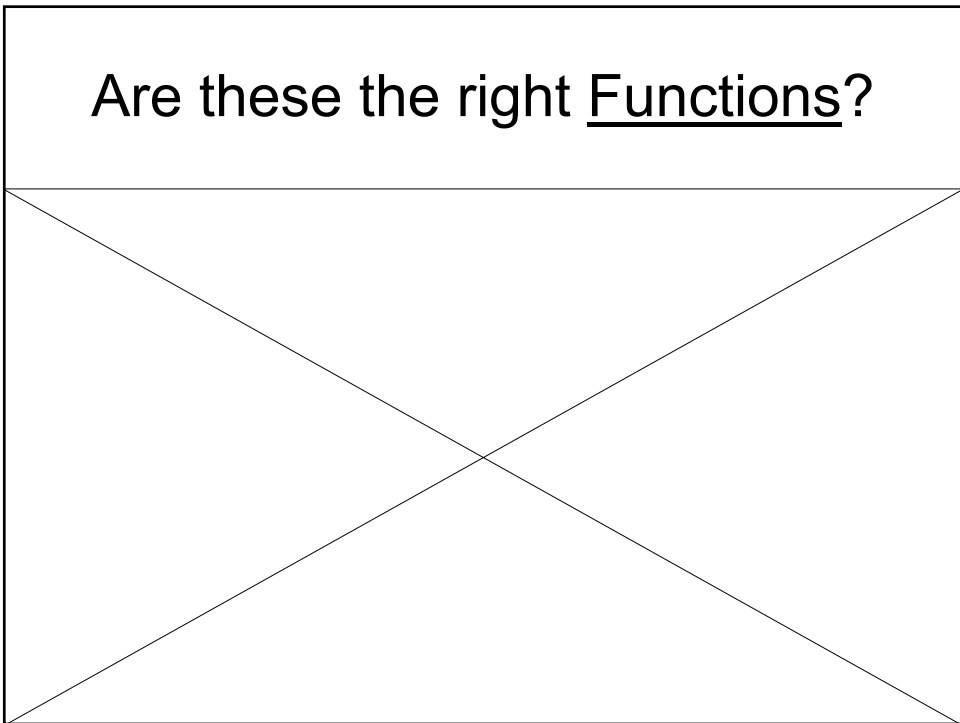
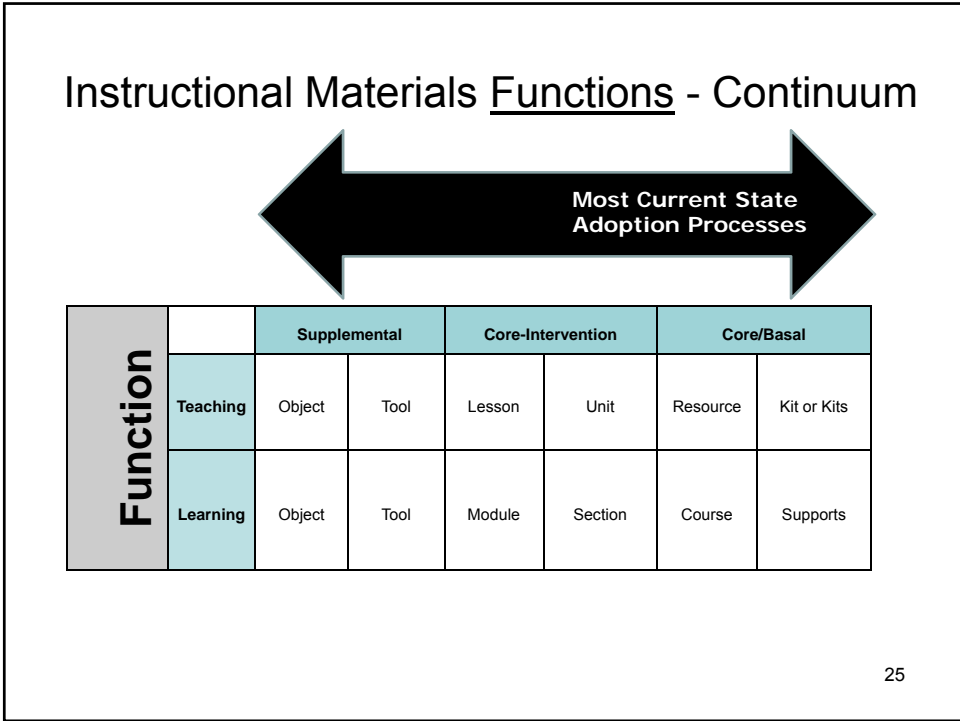
- **State Role = ?**
- **District Role = ?**
- **Schools Role = ?**

21

## Possible Future







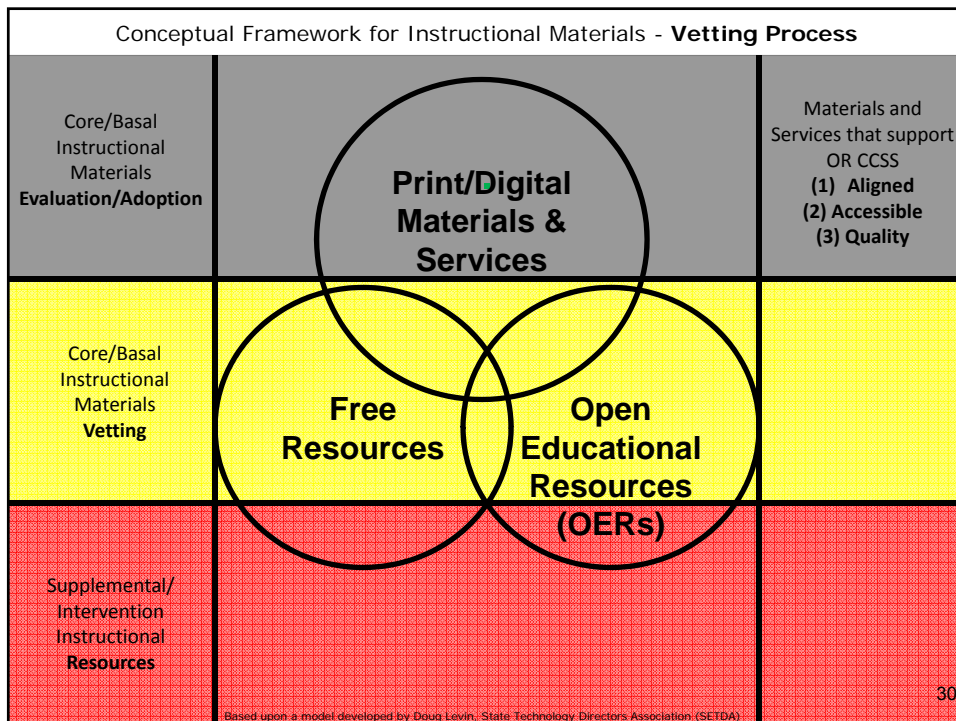
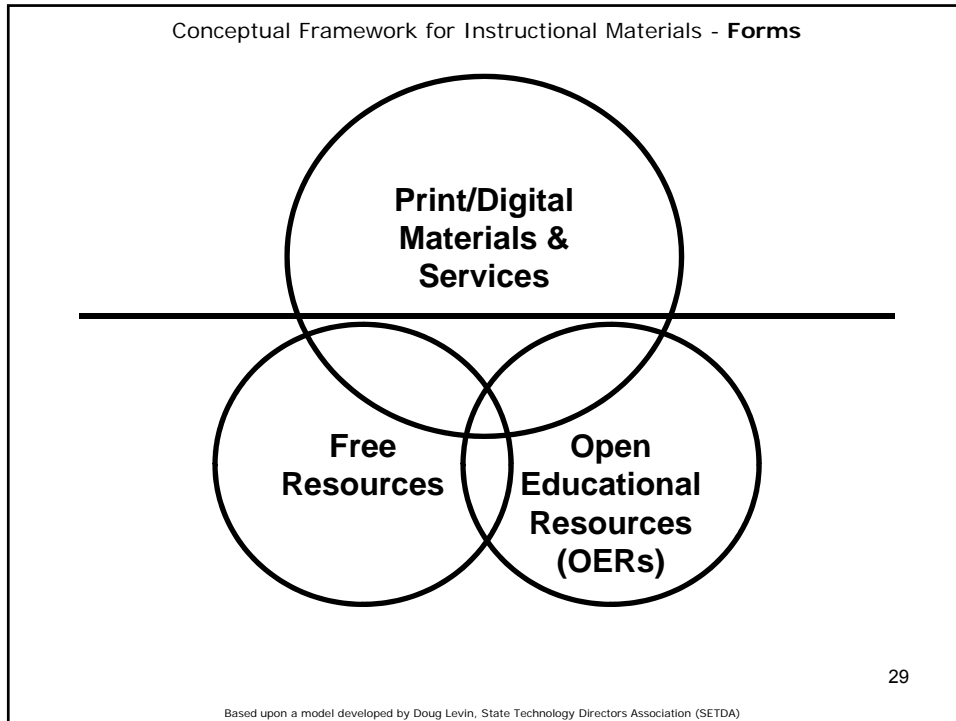
## Instructional Materials Forms and Examples

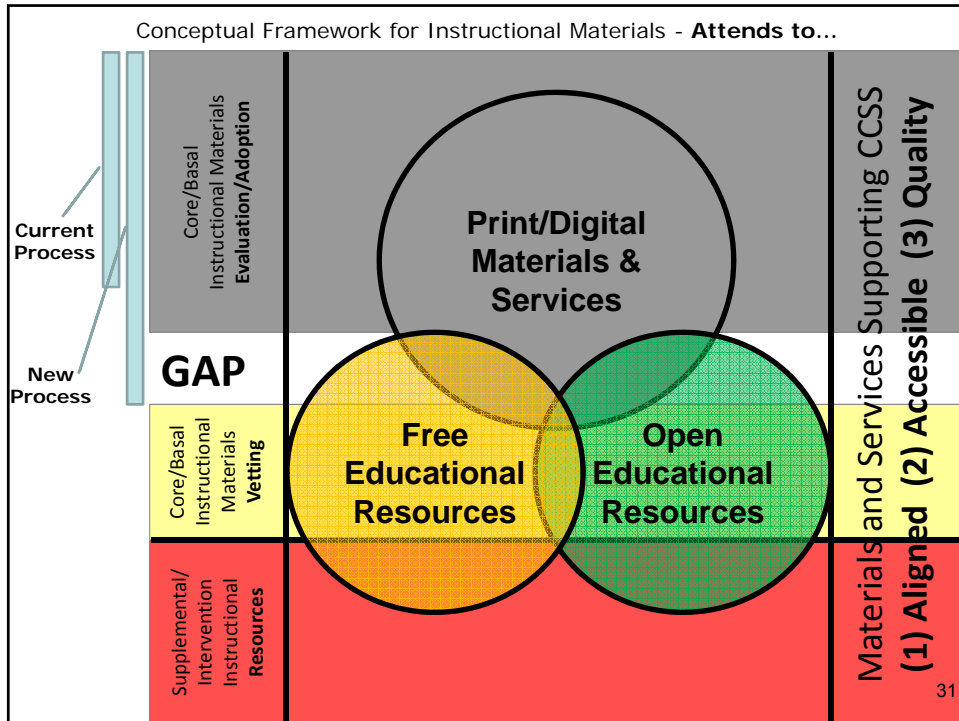
<b>Form</b>	<b>Print</b> (Publishers)	<b>Digital</b> (Publishers/Providers)	<b>Open</b> (Content Providers)	<b>Free</b> (Organizations/Persons)
<b>Examples</b>	Print Materials	Digital Materials	OER Commons	NCTM Lessons
	Student Textbooks	Digital Applications	Flexbooks	Wikipedia
	Student Resources	Digital eTextbooks	WatchKnow	Wikibooks
	Student Readers	Digital Publications	TeacherTube	Web pages/sites
	Teacher Editions	Digital Providers	Khan Academy	Internet Resources
	Teacher Materials	Digital Services	Curriki	Teacher Websites
	Ancillary Materials	Subscription Services	MERLOT	WebQuests
	Gratis Materials	Online Course Providers	Open Courses	Internet Tools
	Trade Books	Online Programs	Connexions	Internet Media
	Basal/Core Materials	Customizable Sites	Monterey Institute MITE	Association Web Pages
	Intervention Resources	Core-Intervention Tools	Open Learning Initiative	Organization Tools
	Supplemental Resources	iBooks and Inking Apps	Beyond Textbooks Projects	School Library Information

27

Are these the right Forms?







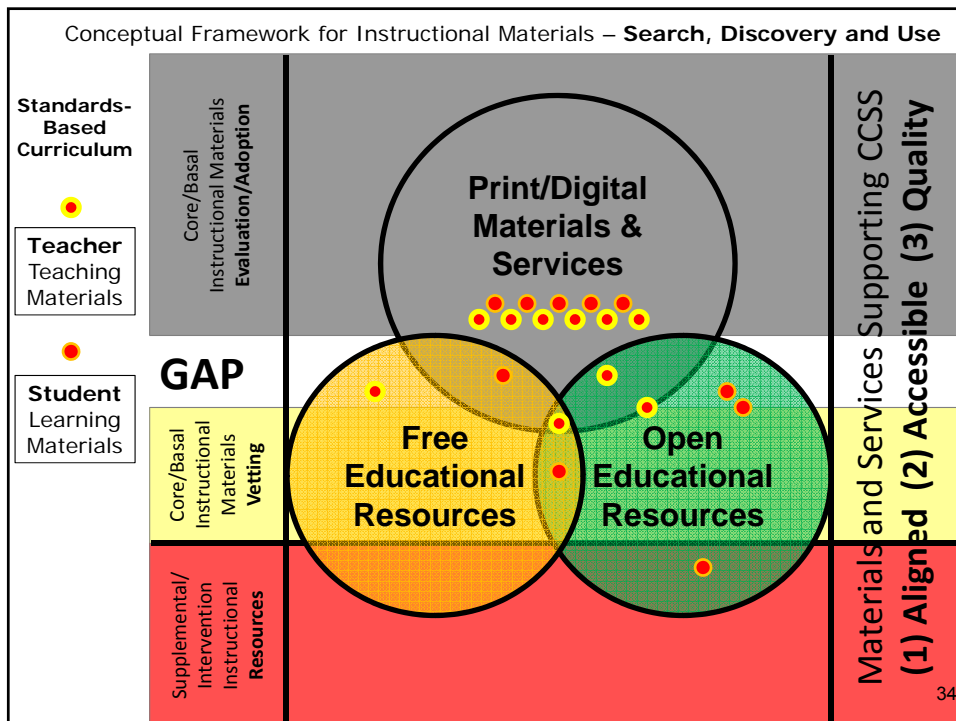
## What is “Vetting”

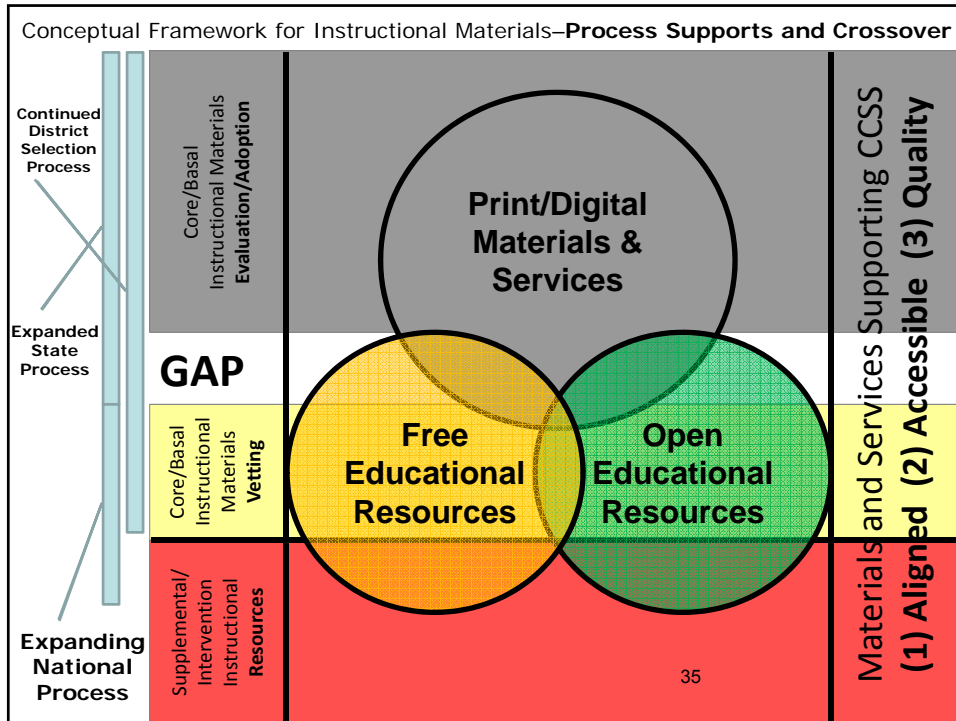
- Vetting means to examine something carefully
- “To vet” originated from the requirement that a horse be checked for health and soundness by a veterinarian before being allowed to race. It has taken to the general meaning “to check”
- By the early 1900s, vet had begun to be used as a synonym for evaluate, especially in the context of searching for flaws
- Vet means to verify (check to make sure the information is true)
- To vet like vetting a source (check to see if there is something not accurate)
- Vetting can also be used in context to vetting a candidate for a job or may refer to checking someone’s credentials
- Vetted means something has had formal and thorough examination prior to granting approval or clearance

## What is “Instructional Materials Vetting”

- Vetting means to examine materials and curriculum carefully
- State Adoption Processes vet core/basal content annually in an agreed upon subject matter cycle with a process that involves and is open to the public
- Teachers and students are involved in vetting content, materials and curriculum each time they seek to learn about a particular subject
- Companies and organizations spend millions of dollars annually to position their content and services at the top of popular search engines
- Vetting differs from adoption in a few critical ways:
  - **Alignment** – Vetting implies alignment of objects with Standards
  - **Accessibility** – Vetting implies materials are accessible to all students
  - **Quality** – Vetting implies that the materials are effective and tested

33





## A Few State Innovations to Watch

(Just a sample)

### Virginia Beyond Textbooks Project

- Year one of the project includes research report

### Washington State Digital Learning Department

- Online Criteria-based
- Review of online course multi-district providers, programs and schools

### Florida State Two-tiered Online Review Process

- Online Criteria-based Review Process
- Expert Reviewers
  - Accuracy of Content
  - Curriculum Pedagogy
- Instructional Usability
  - Recommendations

**Pilot projects in most NASTA States**

36

## National Policy Projects to Watch

- **National Educational Technology and Broadband Plans**
- **ED Center for Research**
  - Advanced Information and Digital Technologies
- **E-rate Interpretations**
- **Title IID Funding**
- **FCC “Learning on the Go” E-Rate Mobile Pilot**
  - 14 States
- **National Research Council Science frameworks**
- **CCSSO Open Platform Pilot States**
  - New York, Illinois, Massachusetts, North Carolina, Colorado and in 2013 Delaware, Kentucky, Georgia, and Louisiana
- **Common Core Courses**
  - Development of “Open Courses” and courses aligned with CCSS
- **Achieve OER Review Tools and Process**
  - Criteria-based rubric review
- **PARCC ELA and Math Content Frameworks** <sup>37</sup>

## National Common Criteria for **Quality Materials** (repeat)

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38

Based upon Criteria developed by National Association of State Textbook Administrators

## Open Educational Resources (OERs) Rubrics

- Degree of Alignment to Standards
- Quality of Explanation of Content
- Utility of Materials as Tools to Teach Others
- Quality of Assessment
- Degree of Interactivity
- Quality of Practice Exercises
- Opportunities for Deeper Learning
- Assurance of Accessibility

39

OER Rubrics developed by Achieve

## CCSS Criteria for **ELA** Materials

- Text Complexity
- Range and Quality of Texts
- High Quality, Text-Dependent Questions and Tasks
- Writing and Research that Analyzes Sources and Deploys Evidence
- Additional Key Criteria for Student Reading, Writing, Listening and Speaking

40

Criteria for Publisher's Development of Instructional Materials developed by David Coleman, CCSS ELA Lead Writer

## CCSS Tools for Evaluating Math Materials

- Tool #1 – Mathematics Content Areas
- Tool #2 – Mathematical Practices
- Tool #3 – Overarching Issues

41

Criteria for Curricular Analysis Tools developed by Bill Bush, University of Louisville – Math CCSS

## Next Steps

1. Think-Pair-Share with a neighbor
  - Where this is all going...
  - How could the Common Criteria help/hurt?
2. Small group discussion/reflection
3. Large group share out

Thanks, your participation today will inform  
our state vetting processes!

42