

FADIMA MONTHLY

FLORIDA ASSOCIATION OF DISTRICT INSTRUCTIONAL MATERIALS ADMINISTRATORS

President's Message: Bill Purtell, Palm Beach County



Do we really need to implement the new Math Adoption?

It would appear obvious to many that a majority of instructional materials utilized by the schools do not change much over time. Exceptions to this statement may be found in science and/or social studies instructional materials.

Therefore, the adoption of new textbooks in mathematics over the last two adoption periods could very well have been questioned. **However at this time**, the State of Florida is leading the nation in the implementation of a New Generation of Mathematics Standards. This new generation of mathematics standards is driven by the National Council of Teachers of Mathematics as outlined in its publication, "Curriculum Focal Points for Prekindergarten through Grade 8 Mathematics: A Quest for Coherence," 2006. The impetus of the NCTM document was the mounting evidence that our students are not competing at an international level in mathematics. But rather, our students are being outperformed on a regular basis as documented by the Third International Mathematics and Science Study (TIMSS, 1997).

In response to the mounting evidence of researchers, the State of Florida assembled leadership teams to write the Next Generation Sunshine State Standards in Mathematics. These standards became law in September, 2007. Our new standards for K-8 Mathematics identify three important mathematical topics for each grade level which will be the instructional emphasis for the grade level. In Florida, these are called the Big Ideas for the grade level.

This curriculum organization is a major paradigm shift in mathematics education. When instruction focuses on a small number of key areas of emphasis, students gain extended experience with core concepts and skills. Such experience can facilitate deep understanding, mathematical fluency, and an ability to generalize. The decision to organize instruction around big ideas assumes that the learning of mathematics is cumulative, with work in the later grades building on and deepening what students have learned in the earlier grades, without repetitious and inefficient reteaching.

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Special points of interest:

Digital Committee's next teleconference:
January 22nd

FETC
January 12-15,
Orange County
Convention Center
Orlando, FL

Cost Analysis
May 13-14, 2010

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Do we really need to implement the new Math Adoption? Continued...



COST ANALYSIS

May 12-14th

You can book reservations by calling:

561-689-6888

Or

1-800-222-TREE



Instruction based on the Big Ideas of the Next Generation Sunshine State Standards would devote the vast majority of attention to the content identified for special emphasis in a grade level. A curriculum based on our K-8 Big Ideas will provide a solid mathematical foundation for high school mathematics.

Unfortunately, our current textbooks were not written to the specifications of our new standards. **It is critical, that we provide our teachers with the instructional materials that will assist them in this time of transition.** Under the new standards, we will expect that our curriculum will develop deeply at each grade level around 3 big ideas rather than continually spiraling and keeping mathematics instruction on the surface.

When researchers evaluated the Sunshine State Standards, 1996, their conclusion was that our standards were “a mile wide and an inch deep.” So are our instructional materials. **Our teachers must have new instructional materials for the coming year in order to effectively deliver the depth and richness in mathematics demanded by our new standards.**

Just a thought

Ramifications/Implications

Practical/logistical implications of not purchasing new mathematics textbooks in FY11:

- The current math textbooks in grades K-12 will have been used for 6 years at the end of this school year. That is the typical physical life span of textbooks, especially those used in middle and high schools. If the District opts to skip this adoption, the next cycle for math adoption will not occur until 2015-2016. That would mean that the current texts would remain in use for 12 years.
- The textbooks for Grades K-2 are completely consumable and once the current texts are used this year, no texts will be available from the current publisher for those grades next year or in future years.
- The publishers of current texts will also **not** continue to provide online student texts and online teacher resources in future years. Once materials go off state adoption, publishers do not continue to print the older materials, so even getting student books would be a problem in future years, especially for a district which is forecast to grow in student enrollment.

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- Staff development (there will be none and there are a lot of new teachers each year)
- The number of total standards previously compared to the number of new standards. If teachers continue to teach the way they have been teaching, they will not know how to spread the few new standards over a year. The new standards need to be taught with Manipulatives – whether “real” or online – students need help moving from the concrete to the abstract. The paradigm shift is huge in the fact that the big concepts are taught only once. If teachers teach the way they have been teaching, student test scores (and grades) will drop because they will not get sufficient instruction the ONE TIME the concept is taught.
- There were Federal mandates to revise standards and address access points for students with significant cognitive disabilities. The revised Instructional Materials would include these access points. Also course descriptions have been revised and developed for high school credits and include benchmarks for many different "bodies of knowledge". The previous math materials would likely not match new course descriptions. For example the Algebra I course description includes 40 (grade 9-12) benchmarks. Language Arts (4), Algebra (33), Discrete Mathematics (2), and Geometry (1) benchmark.

Below is a chart of the breakdown of the structure of K-8 standards.

Grade Level	Number of <u>Old</u> GLE's	Number of <u>New</u> Benchmarks
K	67	11
1st	78	14
2nd	84	21
3rd	88	17
4th	89	21
5th	77	23
6th	78	19
7th	89	22
8th	93	19

Legislative Awards



When the FADIMA Legislative Committee meets in Tallahassee for the 2010 FASA Legislative Days they will be presenting two awards.

Senator Stephen R. Wise and *Representative D. Alan Hays* will both be honored for their leadership in sponsoring last year's change in the Florida Statute 1006.28(3)(b), obligations to be tracked for books reported as lost or destroyed during the school year shall be based on the 100% value of any book.

Also, for their dedication to providing excellent educational opportunities for all students in the State of Florida.

Hot Topic - Virtual Sampling



At this year's FADIMA Conference in Daytona Beach, an interesting break-out session took place. The discussion was centered around the possibility of publishers using virtual sampling in order to cut down on printing costs.

I would like for you to email me your opinion on the topic. My plan is to post your feedback in February's issue of FADIMA Monthly.

Happy Holidays

On behalf of the FADIMA family...
I wish everyone a
Joyous Holiday Season
and a
New Year filled with Peace and Happiness

Onyahsa—Bill