

## **Minutes of North Carolina Textbook Commission**

NC Department of Public Instruction – Education Building  
Raleigh, NC 27601

**Planning Meeting**  
**March 10, 2016**  
**8:30 AM – 12:00 PM**

**Members Present (on site):** Tracy Arnold, Kathy Crumpler, Michelle Gray, Dawn Hester, Tracey Lewis, Kathleen Linker, Lesa Widener, Brenda Winfrey-Knox, Stacie Wood

**Members Present (via webinar):** Brian Frees, Charles Gaffigan, Alison Mintz

**DPI:** Carmella Fair, Burt Jenkins, Michelle McLaughlin, Craston Artis, Lindsey Fults, Beverly Colwell

**Members Absent:** Julie Felix, Joshua Gaskill, Lissa Harris, Glenn Locklear, Jessica Luby Schouweller, Cassandra Morrison, Dan Novey, Michelle Tiesi, Rodney Trice, Jeremy Tucker,

### **Welcome and Call to Order:**

Commissioner Charles Gaffigan called the meeting to order. Commissioner Gaffigan indicated he would be facilitating over the meeting in the absence of Chairman Novey. Commissioners were recognized as to who was attending the meeting in Raleigh and who was attending via webinar.

### **Minutes from Feb. 12, 2016 Meeting:**

Commissioner Gaffigan called for approval of the previous meeting's minutes. Commissioner Kathleen Linker made motion for minutes to be approved. Commissioner Tracey Lewis second the motion. Unanimous vote

### **Content Areas Overview and Discussion**

Commissioners request the PowerPoint document be shared with them. Content specialists presented an overview of their standards. Burt Jenkins presented an overview of the Healthful Living Standard Course of Study. Michelle McLaughlin and Craston Artis presented an overview of the Social Studies Standard Course of Study. Lindsey Fultz presented overview on English Language Learners standards. Beverly Colwell presented an overview on Exceptional Children's considerations. For detailed information on the information shared see the PowerPoint presentation. As well as, visiting the web links embedded in the PowerPoint slides.

### Questions for Health:

Clarification regarding criteria for advisors for Health Education. Advisors must have health certification or health/physical education certification.

Physical education instructors can't evaluate health education materials.

K. Crumpler - K-5 teachers are not health certified, who then is best to evaluate K-5 materials?

B. Jenkins - Health certification is K-12. K-5 health is typically taught by the regular classroom teacher. If elementary health teachers do not apply, a 6-8 grade level teacher would be the best fit to evaluate K-5 materials, most are dual certified.

### Questions for Social Studies:

Q. – Where will Personal Financial Literacy (PFL) be found, should it be in 8th grade and/or high school?

**Social Studies response:** Personal Financial Literacy (PFL) is a component in the SCOS for ALL of our grades and courses K-12. Therefore PFL is something that reviewers should look for in each grade or course based on the intent of the Essential Standards for a grade or course. Pursuant to the content, context, and intent of the American History: Founding Principles, Civics and Economics course, as well as **Session Law 2009-504: An Act Requiring “Credit Education” For All Students** and SBE policy, it should be expected that materials for this course have a greater percentage of PFL content, concepts, and understandings, to address its Essential Standards.

Q. – What percentage of course should be PFL?

**Social Studies response:** The concepts, principles, and understandings of Personal Financial Literacy (PFL) are integrated within the Economic Strand of Essential Standards for each social studies grade and course, K-12. The integration of PFL into each course, K-12, is measured in quality based on what is developmentally appropriate in content and conceptual understanding, by grade and course, not percentage quantity. Because of **Session Law 2009-504: An Act Requiring “Credit Education” For All Students** and SBE policy, you will find that Personal Financial Literacy does have a greater presence in 8<sup>th</sup> grade and the high school American History: Founding Principles, Civics and Economics course.

The criteria sheet specifically prepared for the review of the American History: Founding Principles, Civics and Economics course allows for the reviewer to address the presence of PFL in both A and B of PART I and in the first H of PART II for Specific Criteria.

#### **PART I: Compatibility with the North Carolina Essential Standards for Social Studies in the North Carolina Standard Course of Study**

- A. Materials present the main concepts facts/topics, and skills that support a minimum of 80% of the clarifying objectives for the in the North Carolina. *Social Studies Essential Standards* for the appropriate course/grade level.
- B. Content (facts/topics/concepts/skills), instructional tools (methodology/strategies/tasks), and assessment tools (methodology/strategies/tasks) are consistent with the philosophy, standards and goals of the *Standard Course of Study for Social Studies for the appropriate course/grade level*.

#### **PART II: Specific Criteria**

- H. Materials include content that allows students to adequately understand personal finance, to include those elements enumerated by the NC General Assembly in Session Law 200—504: An Act Requiring “Credit Education For All Students

The term “adapted” might be confusing for advisors.

The term indicated if the materials are for general population or it has already been adapted before submission.

C. Fair - Noted that “adapted” is an approved and adopted term from previous adoption years. Advisors might need to be trained on evaluating special needs and ELL materials.

**Recruitment of Advisors:**

K. Linker indicated to group that advisors must understand what “pilot program/materials” means. This should be communicated in the recruitment period (flyers, communications, etc.), not waiting until the hiring stage.

C. Fair – will review the conflict of interest and confidentially documents and see where this information can be included.

Advisors letter of recommendations should be on letter head.

K. Linker – Can the letter of recommendation be from a commissioner in lieu of a supervisor/administrator?

C. Fair – will check with DPI’s legal department for clarification.

Letters of recommendations will be collected in folders by region. These folders will be accessible to the commissioners (Google Docs).

T. Lewis – Can EC and ELL advisors register in one area and during evaluation week be used in another area where needed?

Recommended that EC and ELL advisors have a separate registration interest form. They can register their grade level and area(s) they are strongest to evaluate.

C. Gaffigan - At this time recruit who you can. Special instruction can be given to EC and ELL advisors. If you know a high school teacher who teaches one of the social studies elective courses, recruit them. Big concern we will not have teachers to evaluate the materials submitted for these courses.

A.Mintz – Can someone at DPI send the recruitment information to NC Virtual Public Schools for recruitment of teachers who might teach the elective courses?

C.Fair – will see that the information is forwarded to NC Virtual Public Schools.

Tentative Dates:

April 15, 2016                      Advisors must have completed the interest form

April 26, 2016                      Commissioners to make their advisor selections

**Materials to be emailed to commissioners:**

2016 Invitation

Recruitment Flyers

PowerPoint from today’s meeting

Commissioners were asked to submit their sample site if haven’t done so. This information will have to be complete for the publishers to be able to send their samples.

Commissioner Charles Gaffigan asked if there was any other items. Thanked the commissioners. With no other items left for discussion the meeting was adjourned.

Adjournment: The meeting was adjourned at 11:55 am

Minutes taken by: Teresa Parker

Date of Approval: \_\_\_\_\_