



Regulations Governing Textbook Adoption 8 VAC 20-220-30

*Only those materials which are designed to provide basic support for the instructional program of a particular content area at an appropriate level will be adopted.*

“Basal textbook” or “basal instructional materials” are terms often used to describe the types of materials described in 8 VAC 20-220-30. These materials may be print and/or electronic.

### **Summary of Major Elements**

In 1991, the Board of Education adopted a resolution delegating its authority for textbook adoption to the superintendent of public instruction. Since the 1995 revisions to the *Standards of Learning*, the Department of Education has worked with state committees to review and evaluate publisher’s textbook submissions, primarily with respect to *Standards of Learning* (SOL) correlation. Following each review, the Department provides for Board review a list of the instructional materials submitted and a profile of each submission that includes the degree of *Standards of Learning* correlation. Once approved by the Board, the list is provided to school divisions.

In continuing the review cycle, the *Mathematics Standards of Learning* were revised in 2001, followed by revisions to the *Mathematics Curriculum Framework* in 2002. On January 12, 2005, the Board of Education approved the current list of state-adopted mathematics textbooks and instructional materials.

The Board’s 2007-2012 Comprehensive Plan indicated as priorities during that period revisions to the standards and curriculum frameworks, as well as review of textbooks. On January 10, 2008, the Board approved a schedule to continue this work through 2015. As such, the *Mathematics Standards of Learning* were revised in 2009, followed by revisions to the *Mathematics Curriculum Framework* in the same year. The Department of Education requests permission to begin the process of textbook review for mathematics, using the timeline indicated in Attachment A.

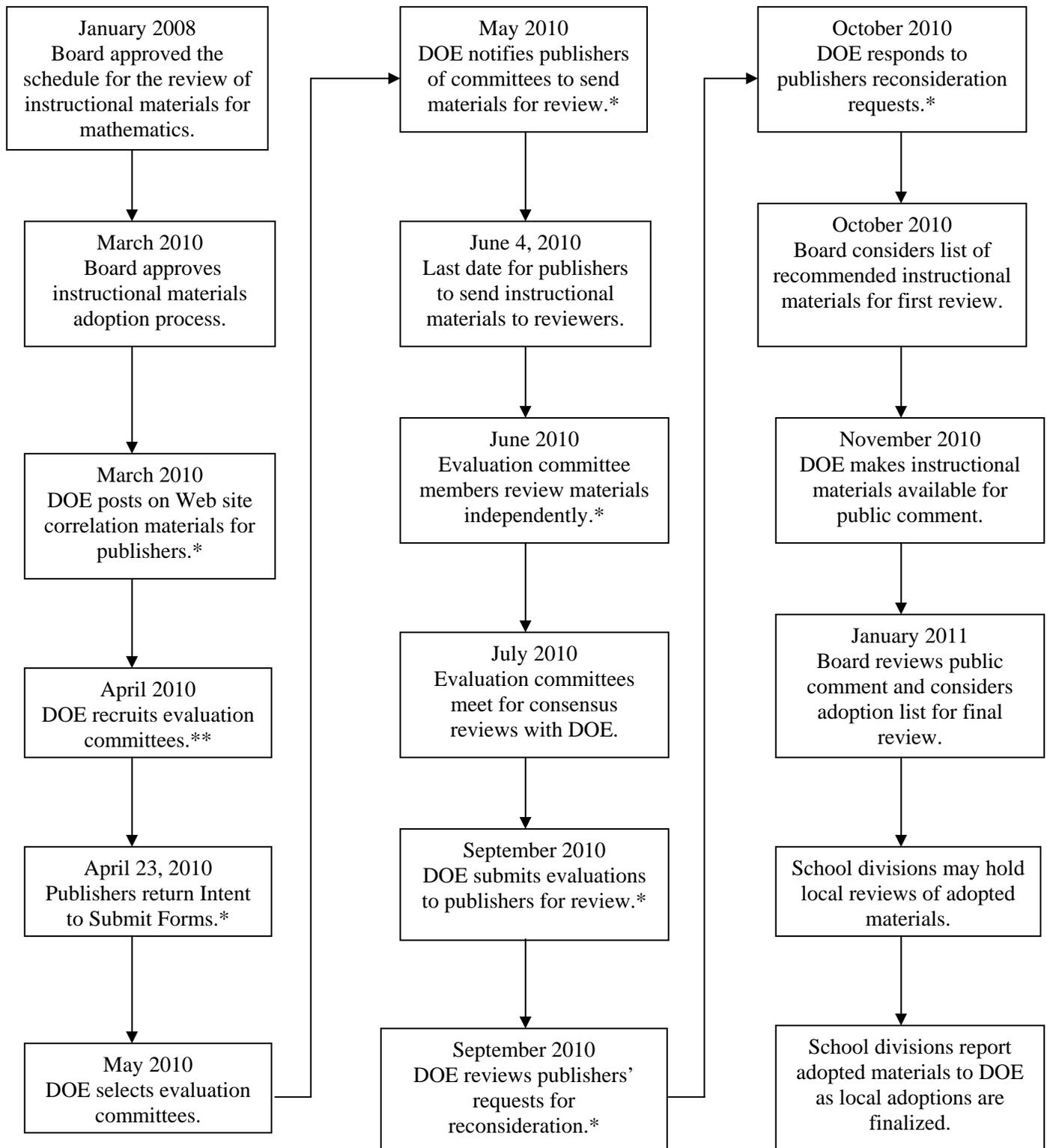
Curricula and materials that are aligned with the *Standards of Learning* are major factors contributing to student achievement in Virginia. The Department of Education proposes to use an established review process and criteria to administer the state adoption process for the Board of Education. The criteria for review of K-12 mathematics textbooks and instructional materials are included in Attachment B.

**Superintendent's Recommendation:** The Superintendent of Public Instruction recommends that the Board of Education waive first review and grant approval for the Department of Education to proceed with the adoption of K-12 mathematics textbooks and instructional materials.

**Impact on Resources:** The agency’s existing resources can absorb this responsibility at this time. School divisions would have the option of adopting K-12 mathematics textbooks and instructional materials for students.

**Timetable for Further Review/Action:** Following committee review, the Department of Education will submit to the Board for approval, a list of recommended materials. Upon approval, the Department of Education will provide information to all interested parties according to the timeline described in Attachment A.

## 2010 Adoption Process Mathematics Textbooks and Instructional Materials Adoption



\* DOE communication via Internet or e-mail  
\*\*Superintendent's Memorandum

## Criteria for Review of K-12 Mathematics Textbooks and Instructional Materials

### Section I: Correlation with the 2009 Mathematics Standards of Learning and the 2009 Mathematics Curriculum Framework

Committee members review textbooks and instructional materials for correlation to the 2009 Mathematics Standards of Learning and the 2009 Mathematics Curriculum Framework using a rubric. They indicate whether the materials are correlated, using one of three determinations: Adequate, Limited, or No Evidence.

### Section II: Additional Criteria – Instructional Planning and Support

1. Materials emphasize the use of effective instructional practices and learning theory.
  - a. Students are guided through critical thinking and problem-solving approaches.
  - b. Concepts are introduced through concrete experiences that use manipulatives and other technologies.
  - c. Multiple opportunities are provided for students to develop and apply concepts through the use of calculators, computers, and other technologies.
  - d. Students use the language of mathematics including specialized vocabulary and symbols.
  - e. Students use a variety of representations (graphical, numerical, symbolic, verbal, and physical) to connect mathematical concepts.
2. The mathematics content is significant and accurate.
  - a. Materials are presented in an organized, logical manner which represents the current thinking on how students learn mathematics.
  - b. Materials are organized appropriately within and among units of study.
  - c. Format design includes titles, subheadings, and appropriate cross-referencing for ease of use.
  - d. Writing style, length of sentences, vocabulary, graphics, and illustrations are appropriate.
  - e. Level of abstraction is appropriate, and practical/real-life examples, including careers, are provided.
  - f. Sufficient applications are provided to promote depth of application.
3. Materials present content in an accurate, unbiased manner.