

**WORKSHOP AND MEETING AGENDAS
STATE TEXTBOOK AND INSTRUCTIONAL MATERIALS QUALITY COMMISSION**

March 21, 2022

10:00 A.M. CST

Location

In Person:
Davy Crockett Tower
Room 1A
500 James Robertson Pkwy
Nashville, TN 37219

Livestream: <https://tinyurl.com/bddfe5uw>

Textbook Commission Workshop Agenda*

1. Introductions of Commission Members & Opening Remarks
Dr. Linda Cash, Commission Chair
2. March 21, 2022 Commission Meeting Workshop Agenda Items
Dr. Linda Cash, Commission Chair
3. Advisory Panelist Applications
Ms. Virginia Mayfield, Senior Director of Math, Science, and Instructional Materials, Tennessee Department of Education
4. Recognition of Schedule B Bid List
Ms. Virginia Mayfield, Senior Director of Math, Science, and Instructional Materials, Tennessee Department of Education
5. Substitutions
Ms. Virginia Mayfield, Senior Director of Math, Science, and Instructional Materials, Tennessee Department of Education
6. Schedule B Math Instructional Materials Scoring Rubric Cut Scores
Ms. Virginia Mayfield, Senior Director of Math, Science, and Instructional Materials, Tennessee Department of Education

7. Schedule C: Science Materials Adoption
Ms. Virginia Mayfield, Senior Director of Math, Science, and Instructional Materials, Tennessee Department of Education

8. Virtual Materials: Letter from the State Board of Education
Dr. Linda Cash, Commission Chair

9. Schedule B: Mathematics Adoption-TDOE Advisory Panelist Training Input
Ms. Virginia Mayfield, Senior Director of Math, Science, and Instructional Materials, Tennessee Department of Education

***The Textbook Commission Meeting will begin immediately after the workshop. The Commission will adjourn (if needed) at the time announced during the workshop or meeting.**

**Textbook and Instructional Materials Quality Commission Meeting Agenda
March 21, 2022**

1. Welcome & Introductions

- a. Call to Order
Dr. Linda Cash, Commission Chair
 - b. Roll Call
Ms. Tabatha Siddiqi, Recording Secretary, Tennessee Department of Education
 - c. Introductions of Commission Members
Dr. Linda Cash, Commission Chair
-

2. Consent Items (Voice Vote)

- a. Adoption of Agenda
Dr. Linda Cash, Commission Chair

3. Consent Items (No Vote)

- a. Substitutions
Dr. Linda Cash, Commission Chair
 - b. Acknowledgement of Bids Submitted for Schedule B
Dr. Linda Cash, Commission Chair
-

4. Action Items (Roll Call Vote)

- a. Election of a Chair
Dr. Linda Cash, Commission Chair
- b. Election of a Vice Chair
Commission Chair
- c. Approval of Minutes, February 1, 2022
Commission Chair
- d. Approval of Advisory Panelists
Commission Chair
- e. Adoption Schedule C
Commission Chair

- f. Approval of Instructional Materials Rubric Cut Scores for Math
Commission Chair
-

5. 2022 Meeting Dates

Commission Chair

Special Called Meeting: July 11, 2022

Next Regular Meeting: September 22, 2022

6. Other Business from the Commission

Commission Chair

7. Adjournment

Commission Chair

K-2

Applicant	Score
Applicant 1	50.7
Applicant 2	54.0
Applicant 3	46.3
Applicant 4	46.3
Applicant 5	47
Applicant 6	46.3
Applicant 7	46

3-5

Applicant	Score
Applicant 1	46*
Applicant 2	47
Applicant 3	55.5*
Applicant 4	55
Applicant 5	46
Applicant 6	47.5
Applicant 7	46
Applicant 8	47.5
Applicant 9	53.5
Applicant 10	48.5
Applicant 11	52

*Recommend for K-2 Panel

6-8

Applicant	Score
Applicant 1	53
Applicant 2	45.5
Applicant 3	46.5
Applicant 4	53
Applicant 5	61
Applicant 6	45.5
Applicant 7	46
Applicant 8	51
Applicant 9	46
Applicant 10	46

High School-Traditional Math

Applicant	Score
Applicant 1	50.3
Applicant 2	50
Applicant 3	55.3
Applicant 4	60
Applicant 5	46
Applicant 6	51
Applicant 7	47

High School-Integrated Math

Applicant	Score
Applicant 1	58
Applicant 2	64
Applicant 3	58.3

K-2 Panel

Felicia Bates
Cindy Cliché
Heather Crowson
Rachel Dernell
Monica Robbins
Angela Rowe
Anna Saylor
Alicia Ann Smith
Dara Wade

3-5 Panel

Stacy Carson
Sarah Harris
Amber Justis
Melissa Logsdon
Susan Loveless
Tracy McAbee
Megan Moore
Melissa Roberts
Jessica Willings

6-8 Panel

Jennifer Caldwell
Anna Connor
Laura Fleenor
Melinda Fleischer
Tyrunya Goodwin
Rachel Jernigan
Stephanie Miller
Tamala Miller
Margaret Oliver
Melynda Whitaker

High School Traditional

Allison Bellissimo
Heather Gay
Sarah Ladford
Melanie Peel
Melinda Pierce
Karoline Stache
Michael Young

High School Integrated

Beth Fugate
Elizabeth Petty
Kyle Prince

Math Bids Receive for Schedule B: March 2022

Accelerate Learning: K-8

Amplify: 6-8

Bedford, Freeman & Worth: Statistics

Big Ideas Learning: 6-8, Traditional High School Math

Cengage Learning, INC: PreCalculus, Statistics

CPM: 6-8, Traditional Math, Integrated Math, PreCalculus, Statistics, Calculus

Curriculum Associates: K-8

Great Minds: K-5

Houghton Mifflin Harcourt: K-8, Traditional Math, Statistics, PreCalculus, Calculus

Imagine Learning: K-8, Traditional Math, Integrated Math, PreCalculus, Statistics

Mathspace: Traditional Math, Integrated Math

McGraw Hill: K-8, Traditional Math, PreCalculus, Statistics

NS4ed: Traditional Math

Open Up Resources: K-8 Math, Traditional Math

Pearson Virtual Schools: K-8, Traditional Math, Statistics, PreCalculus, Calculus

Savvas: K-8, Traditional Math, Integrated Math, PreCalculus, Statistics, Calculus

Zearn: K-8

Introduction:

The following Instructional Materials Scoring Rubric for Mathematics is designed to score materials in the following categories:

- Instructional Focus
- Math Practices
- Aspects of Rigor
- Accessibility Features

Scoring:

Each section is to be scored using a 0, 1, or 2. For all sections, except for Rigor, use the following rubric when deciding on the appropriate rating:

- 0: The metric is not present within the material.
- 1: The metric is present within the material. The intent and/or frequency component of the metric is not fully met.
- 2: A rating of 2 indicates the metric is present and all aspects of the metric are fully met.

For Rigor:

- 0: The standard is not instructionally present within the material.
- 1: The standard is instructionally present but does not have an instructional focus on the indicated type of rigor.
- 2: The standard is instructionally present and has a clear instructional focus on the indicated type of rigor.

Note: Some standards appear under multiple aspects of rigor (i.e., Conceptual Understanding, Procedural Fluency, or Application). When scoring these standards, only score the part of the standard relevant to that aspect of rigor, which is identified by a bold, italics, larger font.

Grade 2 Mathematics Instructional Materials Scoring Rubric

Gateway: The publisher must provide a Tennessee standards alignment guide as a part of the scope and sequence for the material. If this gateway is not met, the materials will not be scored.

Instructional Focus				
	0	1	2	Evidence
Connections to content from prior grades are clearly identified and explicitly related to grade-level work.				
Materials embed a minimum of 3 tasks in every unit. Each task has multiple entry-points and can be solved using a minimum of 2 solution strategies and/or representations.				
Materials give students opportunities to work problems within each lesson. Each problem set: <ul style="list-style-type: none"> • Covers the full breadth of the standard(s) covered in the lesson • Is aligned to on grade level expectations as identified in the standard(s) 				
Teacher resources indicate common student misconceptions in every unit and provide guidance on how to instructionally address the identified misconceptions.				
Materials provide educative supports (e.g., adult level explanations of the standards and strategies) in every lesson for teachers to ensure standards are taught accurately and to the appropriate level of rigor (i.e., conceptual understanding, procedural fluency, and application) as indicated by the standards.				
Materials develop student understanding of multiple representations (i.e., concrete, representational, abstract) for relevant standards which are identified in the state’s Instructional Focus Documents.				
Materials include problems and activities in every unit that connect two or more grade level standards in a domain (e.g., 2.MD.A.1 and 2.MD.A.2).				
Materials include problems and activities in every unit that connect two or more grade level domains. (e.g., 2.MD.B.6 and 2.OA.A.1)				
Materials provide opportunities for students to participate in a spiraled review in every unit.				
			Total	

Mathematical Practices				
Math Practices/Literacy Skills for Math Proficiency	0	1	2	Evidence
Materials embed the eight math practice standards in every unit.				
Math practice standards are clearly identified in both teacher and student materials.				
Materials use appropriate math vocabulary which is aligned to the grade level standards.				
Materials support students in discussing and articulating mathematical ideas. Within each lesson students either write or verbally justify their thoughts.				
Total				

Accessibility Features				
Digital Materials	0	1	2	Evidence
All lessons within the materials are available in digital form and include a printable option.				
In every lesson, materials include recommended supports, accommodations, and modifications for Students with Disabilities and English Language Learners that will support their regular and active participation in accessing on grade level material (e.g., modifying vocabulary words within word problems, sentence starters, etc.).				
Total				

Aspects of Rigor				
Conceptual Understanding: The materials support the intentional development of students' conceptual understanding of key mathematical concepts, especially where called for in specific content standards or clusters.	0	1	2	Evidence

Grade 2 Mathematics Instructional Materials Scoring Rubric

<p>2.OA.C.3 Determine whether a group of objects (up to 20) has an odd or even number of members by pairing objects or counting them by 2s. Write an equation to express an even number as a sum of two equal addends.</p>				
<p>2.OA.C.4 Use repeated addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.</p>				
<p>2.OA.D.1 Identify arithmetic patterns in an addition or hundreds chart and explain them using properties of operations.</p>				
<p>2.NBT.A.1 Know that the three digits of a three-digit number represent amounts of hundreds, tens, and ones</p>				
<p>2.NBT.A.2 Recognize, describe, extend, and create patterns when counting by ones, twos, fives, tens, and hundreds and use those patterns to predict the next number in the counting sequence up to 1000 through counting.</p>				
<p>2.NBT.A.3 Read and write numbers to 1000 using standard form, word form, and expanded form.</p>				
<p>2.NBT.A.4 Compare two three-digit numbers based on the meanings of the digits in each place and use the symbols $>$, $=$, and $<$ to show the relationship.</p>				
<p>2.NBT.B.6 Add up to four two-digit numbers using properties of operations and strategies based on place value.</p>				
<p>2.NBT.C.7 Add and subtract within 1000 using concrete models, drawings, strategies based on place value, properties of operations, and/or the relationship between addition and subtraction to explain the reasoning used.</p>				
<p>2.NBT.C.8 Mentally add or subtract 10 or 100 to/from any given number within 1000.</p>				
<p>2.MD.A.2 Measure the length of an object using two different whole number units of measure and <i>describe how the two measurements relate to the size of the unit chosen.</i></p>				
<p>2.MD.A.3 Estimate lengths using whole number units of inches, feet, yards, centimeters, and meters.</p>				
<p>2.MD.B.6 Represent whole numbers as lengths from 0 on a number line and know that the points corresponding to the numbers on the number line are equally spaced. Use a number line to represent whole number sums and differences of lengths within 100.</p>				
<p>2.G.A.3 Partition circles and rectangles into two, three, and four equal shares. Describe the shares using the words halves, thirds, fourths, half of, a third of, and a fourth of, and describe the whole as two</p>				

halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.				
Procedural Skill and Fluency: The materials provide intentional opportunities for students to develop procedural skills and fluencies, especially where called for in specific content standards or clusters	0	1	2	Evidence
2.OA.B.2 Fluently add and subtract within 30 using mental strategies. By the end of 2nd grade, know all sums of two one-digit numbers and related subtraction facts.				
2.NBT.B.5 Fluently add and subtract within 100 using properties of operations, strategies based on place value, and/or the relationship between addition and subtraction.				
2.MD.A.1 Measure the length of an object in whole number units by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.				
2.MD.A.2 <i>Measure the length of an object using two different whole number units of measure</i> and describe how the two measurements relate to the size of the unit chosen.				
2.MD.A.4 Measure, using whole number lengths, to determine how much longer one object is than another and express the difference in terms of a standard unit of length.				
2.MD.C.7 Tell and write time in quarter hours and to the nearest five minutes (in a.m. and p.m.) using analog and digital clocks.				
2.MD.D.9 Given a set of data, create a line plot, where the horizontal scale is marked off in whole-number units.				
2.MD.D.10 <i>Draw a pictograph (with a key of values of 1, 2, 5, or 10) and a bar graph (with intervals of one) to represent a data set with up to four categories.</i> Solve addition and subtraction problems related to the data in a graph.				
2.G.A.1 Identify triangles, quadrilaterals, pentagons, and hexagons. Draw two-dimensional shapes having specified attributes (as determined directly or visually, not by measuring), such as a given number of angles/vertices or a given number of sides of equal length.				
2.G.A.2 Partition a rectangle into rows and columns of same-sized squares and find the total number of squares.				
2.G.A.3 <i>Partition circles and rectangles into two, three, and four equal shares. Describe the shares using the words halves, thirds, fourths, half of, a third of, and</i>				

Grade 2 Mathematics Instructional Materials Scoring Rubric

<i>a fourth of, and describe the whole as two halves, three thirds, four fourths.</i> Recognize that equal shares of identical wholes need not have the same shape.				
Applications: The materials support the intentional development of students' ability to utilize mathematical concepts and skills in engaging applications, especially where called for in specific content standards or clusters.	0	1	2	Evidence
2.OA.A.1 Add and subtract within 100 to solve one- and two-step contextual problems, with unknowns in all positions, involving situations of <i>add to, take from, put together/take apart, and compare</i> . Use objects, drawings, and equations with a symbol for the unknown number to represent the problem.				
2.MD.B.5 Add and subtract within 100 to solve contextual problems, with the unknown in any position, involving lengths that are given in the same units by using drawings and equations with a symbol for the unknown to represent the problem.				
2.MD.C.8 Solve contextual problems involving amounts less than one dollar including quarters, dimes, nickels, and pennies using the ¢ symbol appropriately. Solve contextual problems involving whole number dollar amounts up to \$100 using the \$ symbol appropriately.				
2.MD.D.10 Draw a pictograph (with a key of values of 1, 2, 5, or 10) and a bar graph (with intervals of one) to represent a data set with up to four categories. <i>Solve addition and subtraction problems related to the data in a graph.</i>				
			Total	

Current Posted Cycle: This Adoption and Implementation Cycle was the last one approved by the Textbook and Instructional Materials Commission. It was approved during the June 2019 meeting.

Proposed Adoption Cycle	Classroom Implementation Year
Section A: CTE only	2022-23: CTE only
Section B: Math and CTE	2023-24: Math and CTE
Section C: Science, P.E./Wellness, Fine Arts, and CTE	2024-25: Science, P.E./Wellness, Fine Arts, and CTE
Section D: Social Studies, World Languages, and CTE	2025-26: Social Studies, World Languages, and CTE
Section E: English Language Arts and CTE	2026-27: English Language Arts and CTE
Section F: CTE only	2027-28: CTE only

Potential Revision:

Adoption Cycle	State Adoption Year
Section A: No State Adoption-COVID	2020-21
Section B: Math	2021-22
Section C: CTE	2022-23
Section D: Science, P.E./Wellness, Fine Arts	2023-24
Section E: Social Studies, World Languages, and CTE	2024-25
Section F: English Language Arts	2025-26
Section A: CTE	2026-27



BILL LEE
GOVERNOR

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SARA H. MORRISON
EXECUTIVE DIRECTOR

March 4, 2022

Dear Dr. Cash,

The work of the State Textbook and Instructional Materials Quality Commission is critical to ensuring standards-aligned curricular materials for the State of Tennessee. As you know, all public schools are required by law to use textbooks and instructional materials reviewed by the Commission and approved by the State Board, unless they obtain a textbook and instructional materials waiver from the State Board. This requirement applies to public virtual schools as well as traditional public schools, though some districts have reported confusion on that requirement for their virtual schools in the past. The State Board of Education recently updated its rules regarding Public Virtual Schools and Virtual Education Programs (0520-01-03-.05) and clarified this expectation; this rule is scheduled to go into effect on March 14, 2022.

The majority of waiver requests received by the State Board in 2020 and 2021 prior to implementation of the revised virtual schools rule were for digital-first materials for virtual schools, as no state-approved materials existed that were created specifically for use in a virtual setting. Additionally, several local education agencies have reached out to State Board staff in recent weeks indicating that their virtual school offerings may require a textbook or instructional materials waiver for multiple grades and subjects. The Department of Education has advised State Board staff that they intend to monitor virtual schools for compliance with the revised rules later this spring and may identify additional districts that need to come into compliance by obtaining textbook or instructional materials waivers. Revised State Board rules on textbook and instructional materials waivers currently include a process for districts opening new virtual schools to apply for waivers, but the rules do not include a way for existing virtual schools to come into compliance with legal requirements to use state-adopted textbooks and instructional materials should non-compliance be identified during Department monitoring or independently by an LEA.

In the interest of identifying a workable solution to allow districts to establish compliance with state laws regarding the use of state-approved textbooks and instructional materials in virtual settings, I am requesting that the Commission undertake a one-time review of textbooks and instructional materials that are digital-only materials designed to be used in a virtual setting, for all grades and subjects, in 2022. During the rulemaking process for Public Virtual Schools and Virtual Education Programs Rule 0520-01-03-.05, the State Board received feedback from virtual school operators that the current textbook review process is not well-suited to the review of digital-first materials that are targeted for use by virtual schools. As such, we believe that an off-cycle review to establish a list of state-approved materials suitable for use in virtual schools would address these concerns and provide clarity for districts.

I realize this represents unanticipated work for the Commission as it will occur off-cycle from the regular adoption schedule. However, identifying appropriate, standards-aligned instructional materials for public virtual schools to use until the next adoption cycle for each subject will allow districts with existing virtual schools a path to come into compliance with state laws regarding the use of approved textbooks. It would also provide districts that are seeking to open new virtual schools a clear set of pre-vetted materials without the need to request a waiver.

My staff and I stand ready to answer any questions you or the Commission may have.

With gratitude,

A handwritten signature in blue ink, appearing to read "Sara Morrison", with a long horizontal flourish extending to the right.

Sara H. Morrison, Ed.D.
Executive Director
State Board of Education

Textbook and Instructional Materials Quality Commission Meeting Minutes

February 1, 2022

10:00 a.m. CT

Virtual

The Textbook Commission Meeting began immediately after the workshop.
 Meeting called to order by Commission Chair, Dr. Linda Cash
 Meeting called to order at: 11:14 a.m. CST

1. Welcome & Introductions

- a. Call to Order
 Dr. Linda Cash, Commission Chair
- b. Roll Call for virtual meeting
 Ms. Tabatha Siddiqi, New Recording Secretary, Tennessee Department of Education

Mr. William "Billy" Bryan	Present
Ms. Laurie Cordoza-Moore	Present
Dr. Linda Cash	Present
Dr. John Combs	Present
Dr. Robin McClellan	Absent
Dr. Charles Crowe	Present
Dr. Mark Gonyea	Present
Ms. Marcie Rudd	Present
Dr. Lisa Coons	Present – as the Commissioner’s Representative & substitute for Dr. Robin McClellan

Quorum Confirmed

- c. Introductions of Commission Members
 Dr. Linda Cash, Commission Chair

2. Consent Items (Voice Vote)

- a. Adoption of Agenda
 Dr. Linda Cash, Commission Chair

Item to add to Action Items for a Roll Call Vote: Textbook Commission to request the Tennessee Department of Education prepare and distribute to Directors of Schools a letter addressing the Policy and Tennessee Code related to textbook pilots.

Item to add to Action Items for a Roll Call vote: Textbook Commission setting the cut scores for the Advisory Panelist Applications at 70% as the floor for consideration and having the Commission members score Part 1 on the rubric for the advisory panelist applications and requesting support from the Department of Education to score Part 2 of the rubric for the advisory panelist applications.



Mr. William "Billy" Bryan	Aye
Ms. Laurie Cordoza-Moore	Aye
Dr. Linda Cash	Aye
Dr. John Combs	Aye
Dr. Charles Crowe	Aye
Dr. Mark Gonyea	Aye
Ms. Marcie Rudd	Aye

Adoption of Amended Agenda passed unanimously.

3. Action Items (Roll Call Vote)

a. Approval of Minutes, September 9, 2021

Dr. Linda Cash, Commission Chair

Motion to approve: Mr. William "Billy" Bryan

Motion seconded: Dr. Mark Gonyea

Dr. Linda Cash, Commission Chair, requested a roll call vote.

Mr. William "Billy" Bryan	Aye
Ms. Laurie Cordoza-Moore	Aye
Dr. Linda Cash	Aye
Dr. John Combs	Aye
Dr. Charles Crowe	Aye
Dr. Mark Gonyea	Aye
Ms. Marcie Rudd	Aye

Approval of the September 9, 2021 meeting minutes passed unanimously.

b. Revisions to Schedule B

Dr. Linda Cash, Commission Chair

Seeking approval of the revised schedule B presented to the Commission in the workshop meeting occurring directly before this special called Commission meeting.

Motion to approve: Dr. John Combs

Motion seconded: Mr. William "Billy" Bryan

Dr. Linda Cash, Commission Chair, requested a roll call vote.

Mr. William "Billy" Bryan	Aye
Ms. Laurie Cordoza-Moore	Aye
Dr. Linda Cash	Aye
Dr. John Combs	Aye
Dr. Charles Crowe	Aye
Dr. Mark Gonyea	Aye
Ms. Marcie Rudd	Aye



Approval of the revisions to Schedule B passed unanimously.

- c. Approval of Math Instructional Materials Scoring Rubrics
Dr. John Combs, Commission Vice-Chair

Seeking approval of the mathematics Instructional Materials Scoring rubric templates on final read. Background and clarification provided by Ms. Virginia Mayfield, Senior Director of Math, Science, and Instructional Materials for the Department of Education.

Motion to approve: Dr. Mark Gonyea
Motion seconded: Ms. Laurie Cordoza-Moore
Dr. John Combs, Commission Vice-Chair, requested a roll call vote.

Mr. William "Billy" Bryan	Aye
Ms. Laurie Cordoza-Moore	Aye
Dr. Linda Cash	Aye
Dr. John Combs	Aye
Dr. Charles Crowe	Aye
Dr. Mark Gonyea	Aye
Ms. Marcie Rudd	Aye

Approval of the Math Instructional Materials Scoring Rubrics passed unanimously.

- d. Math Publisher Contract Extensions
Dr. Linda Cash, Commission Chair

Seeking approval to extend the current math contracts for an 8th year to fill the gap until there is a new set of contracts following this current math adoption.

Motion to approve: Mr. William "Billy" Bryan
Motion seconded: Ms. Marcie Rudd
Dr. Linda Cash, Commission Chair, requested a roll call vote.

Mr. William "Billy" Bryan	Aye
Ms. Laurie Cordoza-Moore	Aye
Dr. Linda Cash	Aye
Dr. John Combs	Aye
Dr. Charles Crowe	Aye
Dr. Mark Gonyea	Aye
Ms. Marcie Rudd	Aye

Approval of the Math Publisher Contract Extensions passed unanimously.



- e. At the request of the Textbook Commission, the Tennessee Department of Education will prepare a letter and distribute it to Directors of Schools notifying them of policy and Tennessee Code as they relate to piloting materials within the current mathematics adoption.

Motion to approve: Mr. William “Billy” Bryan
 Motion seconded: Dr. Charles Crowe
 Dr. Linda Cash, Commission Chair, requested a roll call vote.

Mr. William “Billy” Bryan	Aye
Ms. Laurie Cordoza-Moore	Aye
Dr. Linda Cash	Aye
Dr. John Combs	Aye
Dr. Charles Crowe	Aye
Dr. Mark Gonyea	Aye
Ms. Marcie Rudd	Aye

Approval of the Math book adoption letter passed unanimously.

- f. Approval for setting the cut scores for the Advisory Panelist Applications at 70% as the floor for consideration Commission members score Part 1 on the rubric for the advisory panelist applications and requesting support from the Department of Education to score Part 2 of the rubric for the advisory panelist applications.

Motion to approve: Mr. William “Billy” Bryan
 Motion seconded: Ms. Marcie Rudd
 Dr. Linda Cash, Commission Chair, requested a roll call vote.

Mr. William “Billy” Bryan	Aye
Ms. Laurie Cordoza-Moore	Aye
Dr. Linda Cash	Aye
Dr. John Combs	Aye
Dr. Charles Crowe	Aye
Dr. Mark Gonyea	Aye
Ms. Marcie Rudd	Aye

Approval of the scoring assignments and floor percentage passed unanimously.

4. 2022 Meeting Dates

Regularly Scheduled Meeting:

Monday, March 21, 2022
 10:00 a.m. to 12:00 p.m. CST
 Davy Crockett Tower (Conf Rm 1-A), 500 James Robertson Pkwy, Nashville, TN 37219 – confirmed

Special Called Meeting:

Monday, July 11, 2022
 10:00 a.m. to 12:00 p.m. CST



Davy Crockett Tower (Conf Rm 1-A), 500 James Robertson Pkwy, Nashville, TN 37219 – confirmed

Regularly Scheduled Meeting:

Thursday, September 22, 2022

10:00 a.m. to 12:00 p.m. CST

Davy Crockett Tower (Conf Rm 1-A), 500 James Robertson Pkwy, Nashville, TN 37219 – confirmed

5. No other Business from the Commission

6. Meeting adjourned by Commissioner Chair Dr. Linda Cash at: 11:43 a.m. CT

DRAFT