

NEVADA STATE BOARD OF EDUCATION

Agenda Request Form

All items to be considered for the State Board of Education agenda *must* first be approved with the legal language edited by your Department Director. They need to then be forwarded to your Deputy Superintendent for final approval.

Step 1: Consult with your Deputy or Director to establish the need for the item to be brought before the State Board of Education.

Step 2: Once established, complete this form. If you are new to developing State Board agenda items, please review past agendas. It is important to begin with clear and concise language.

Step 3: Obtain approvals from your Director.

Step 4: Submit to your Deputy Superintendent. Please be sure that you send the Deputy a complete packet of information (support material) or a clear plan to have the complete packet (support material) to your Deputy at least 2 weeks prior to the meeting. All support material must be ADA compliant before submitting to your Deputy.

Date of Meeting: April 6 , 2023

Name and Title of Presenter(s):

Mary Holsclaw

Education Programs Professional – K-12 Fine Arts

Possible Approval of Instructional Materials

Item is on the Agenda for:

Consent Agenda Item

Information and Discussion

Information, Discussion, and Possible Action

Is there a statutory requirement associated with this agenda item? If so, describe: N/A

Please provide the Item language to be included on the agenda. If the item requires Action, include a description of the requested Action. All items begin with the following language:

Information, Discussion (and Possible Action) ...see below.

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INSTRUCTIONAL MATERIALS FOR STATE BOARD OF EDUCATION ADOPTION CONSIDERATION

Recommended Instructional Materials List:

<u>Category</u>	<u>Grade Level</u>	<u>Course</u>	<u>Publisher</u>
Fine Arts	K-5	QuaverMusic	QuaverEd

At which location do you wish to present? Carson City Las Vegas

Will you have a PowerPoint presentation? YES NO

The information submitted is to support our recommendation to the State Board of Education to adopt the instructional materials submitted by the Nevada Instructional Materials Steering Committee (NIMSC) in compliance with the following:

NAC 389.856 Committee evaluation of textbooks. A committee established pursuant to NAC 389.854 shall review textbooks and submit to the Department of Education in the form prescribed by the Department an evaluation of any textbooks being recommended for adoption. The evaluation must include:

1. A comparison of the textbook with the courses of study offered in this State and the goals and objectives of the school district that the committee is representing.
2. A summary of the organization and presentation of material in the textbook.
3. A statement of the quality of production of the textbook, including the cover, binding and print.
4. An analysis of the accuracy of the information contained in the textbook.
5. A statement of the appropriateness of any materials of support or references provided with the textbook.
6. An analysis of the ability of the textbook to stimulate interest in pupils.
7. A reasonable assurance that the textbook complies with the requirements of subsection 2 of NRS 389.850.
8. A list of the times and locations that parents of pupils enrolled in the district and other members of the community were afforded an opportunity to review the textbook and to submit written comments to the committee before the final recommendations were made.

(Added to NAC by Bd. of Education, eff. 4-1-92) — (Substituted in revision for NAC 390.020)

This request is in compliance of NDE’s State Improvement Plan (STIP):

• Please indicate the STIP Goal(s) with which this item aligns:

Goal 1: All children, birth through third grade, have access to quality early care and education.

Goal 2: All students have access to effective educators.

Goal 3: All students experience continued academic growth.

Goal 4: All students graduate future-ready and globally prepared for postsecondary success and civic life.

Goal 5: All students have access to new and continued educational opportunities supported by funding that is administered transparently, consistently, and in accordance with legislative or grant guidelines.

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Goal 6: All students and adults learn and work together in safe environments where identities and relationships are valued and celebrated.

- Which NDE value(s) does your item represent?

Equity

Access to Quality

Success

Inclusivity

Community

Transparency

- Use this space to provide any additional context on the connection of this item to the STIP, especially alignment with specific strategies or IOOs.

This item will help in the process where all Nevada students and teachers have access to high-quality, Nevada Academic Content Standard-aligned instructional materials for Fine Arts.

Return this form by email to Jonathan Moore jpmoore@doe.nv.gov,

Nevada Instructional Materials Review Process

Fine Arts

Vendor Name: Quaver Ed

Course Name: QuaverMusic

Grade Level: K-5

Status: **RECOMMENDED**

Justification:

These instructional materials were compelling and aligned to the Nevada Academic Content Standards for Fine Arts - Music. Teacher resources, videos, and support add to the intuitive nature of the materials. Activities incorporate multiple standards and standards are taught in many lessons throughout the materials. The user-friendly materials provide students and educators engaging materials address various perspectives in music.

Category 1 Rubric – Alignment to
Standards

Criteria	Metrics	Meets Expectations	Needs Improvement	Inadequate	Justification
A. Breadth	A1. Materials target the most critical and impactful content in all grade level standards.	2	1	0	Curriculum is based on the major pedagogies used in music education. Composition applications boost student creativity, instrumental technique and expression.
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	2	1	0	Materials place an appropriate demand on students based on their grade levels and developmental levels.
	A3. Materials include a clear, actionable, scope and sequence, and instructional pathways.	2	1	0	Materials provided a clear actionable scope and sequence that was in alignment to all strands of the music standards.
B. Depth	B1. Materials provide educators with tools to foster deep academic discussions.	2	1	0	The materials provided meet the needs of educators to provide engaging discussions and conversations. Lessons include discussion questions and enrichment activities for differentiation.
	B2. Materials help students think more critically about a topic.	2	1	0	Materials are found to be very thorough and challenges students to analyze and synthesize materials. Guided discussions in lessons allowing students to develop critical thinking skills. Creative sections allows students to revise and refine their work..
	B3. Materials spark student dialogue and support further exploration.	2	1	0	Materials provide multiple opportunities to inspire student dialogue and exploration.

C. Application	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that support course content.	2	1	0	Offers students to engage in meaningful activities that reinforce course content in and out of the classroom.
	C2. Materials foster creative, collaborative problem solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus- building).	2	1	0	Opportunities to build collaboration among students to collaborate in small musical groups.
	C3. Materials are relevant to students' lives.	2	1	0	Materials are relevant to students' lives. There are engaging units across genres at every grade level to pique the interests of students.
	Column Totals	18	0	0	
			OVERALL SCORE	18	

Category 2 Rubric – Alignment to Social Justice

Criteria	Metrics	Meets	Needs Improvement	Does not Meet	Justification
A. Accessibility	Materials provide multiple opportunities for students to express their learning and interact with materials which have been informed by student input, cultures, languages, values, customs, and instructor knowledge of individual students’ strengths and needs.	2	1	0	The materials offer ways to differentiate instruction, such as enrichment activities and extensions.
B. Connections	Materials provide more than three real life connections made or represented from a variety of cultures and life experiences.	2	1	0	Multiple songs, dances, activities, and books are used in the curriculum that represent a variety of cultures and life experiences.
C. Culturally Centered	Materials provide ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, and custom artifacts, rituals and routines, and structures that promote inclusion of students’ background.	2	1	0	Materials provide more than ten examples of vocal and instrumental repertoire representing diverse cultures, languages, artifacts, and customs.
D. Equity	Materials provide discourse and perspectives are presented in a variety of inclusive ways that honor students from historically underserved backgrounds, create cultural bias-free, stereotype free, and barrier free instruction for each student.	2	1	0	The materials provide multiple opportunities for discourse regarding various perspectives in a variety of ways to honor all students in the room.

E. Student Voice	Materials provide the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson.	2	1	0	Material provides multiple opportunities to facilitate discussion, reflection, and cross curricular engagement.
	Materials provide learning and tasks that is predominately student centered.				Materials are geared toward student growth and achievement in both musical and interdisciplinary contexts.
	Column Totals	12	0	0	
			OVERALL SCORE	12	

Instructional Materials Workgroup for Fine Arts

Participants in the Instructional Materials Workgroup represent the following entities:

- Clark County School District
- Lyon County School District
- Nye County School District
- Washoe County School District