

CSBA Webinar

Laying the Foundation for a Successful Instructional Materials Adoption: School Board Strategies



Today's Presenters

- ▶ **Moderator: Dr. Julie Maxwell-Jolly:** Education research & policy professional
- ▶ **Dr. Mike Torres:** Director of Curriculum Frameworks & Instructional Resources, California Department of Education
- ▶ **Dr. Alma Castro:** Vice President, Lynwood USD board
- ▶ **Dr. Tom Adams:** Former trustee Davis JUSD; retired Deputy Superintendent, Learning & Support, California Department of Education

Today's Discussion

- ▶ **Welcome & Introduction** – Julie Maxwell-Jolly
- ▶ **Overview of state process** – Mike Torres
- ▶ **LEA requirements & guidance**– Mike Torres
- ▶ **Board member panel** – Alma Castro & Tom Adams
- ▶ **Understanding current context & minimizing conflict** – Julie Maxwell-Jolly
- ▶ **Q & A** – Full panel

Housekeeping

- Please, use the Q & A feature of Zoom to type your questions. This is located on ribbon below the speaker.



- Your questions will be answered either in the Q & A panel or live by our presenters.
- All registrants will receive a link to the **video and slide deck** of this webinar following the broadcast.



Background and Context

Dr. Julie Maxwell-Jolly



Local boards are vital to the adoption process:

School boards:

- ▶ Understand & represent their local communities
- ▶ Allot funding for materials & PD for teachers to use them effectively
- ▶ Set policies to ensure materials provide access for all
- ▶ Set goals for materials that meet LEA educational vision
- ▶ Use data to understand local students' learning needs
- ▶ Communicate with all stakeholders throughout adoption process

To help, CSBA has released a new series of fact sheets & briefs.

Background: Instructional Materials

- ▶ Definition
- ▶ Research support
- ▶ Importance in today's context
- ▶ Cost-effective investment



Curriculum Frameworks and Instructional Resources Division

Overview of Standards, Frameworks,
and Instructional Materials

May 29–30, 2024

Agenda



- Instructional Quality Commission
- Content Standards
- Frameworks and Model Curricula
- Instructional Materials
- Accessible Materials

Instructional Quality Commission

- State Board of Education (SBE) advisory body
- Makes recommendations on matters related to curriculum & instruction
- Advises and makes recommendations to the SBE on implementing the state's academic content standards
- Develops and recommends curriculum frameworks and model curricula
- Develops and recommends criteria for evaluating instructional materials
- Evaluates instructional materials and makes recommendations to adopt or reject each submission



Standards

- Are the “what” for instruction
 - What we want students to know, understand, and be able to do
 - The foundation for instructional materials
 - The basis for assessments

	Kindergartners	Grade 1 Students
Comprehension and Collaboration	1. Participate in collaborative conversations with diverse partners <i>about kindergarten topics and texts</i> with peers and adults in small and larger groups. <ol style="list-style-type: none"> Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). Continue a conversation through multiple exchanges. 	1. Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups. <ol style="list-style-type: none"> Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). Build on others’ talk in conversations by responding to the comments of others through multiple exchanges. Ask questions to clear up any confusion about the topics and texts under discussion.
	2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. <ol style="list-style-type: none"> Understand and follow one- and two-step oral directions. CA 	2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media. <ol style="list-style-type: none"> Give, restate, and follow simple two-step directions. CA
	3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

Standards (2)

CDE's Content Standards Web Page
(<https://www.cde.ca.gov/be/st/ss/>)

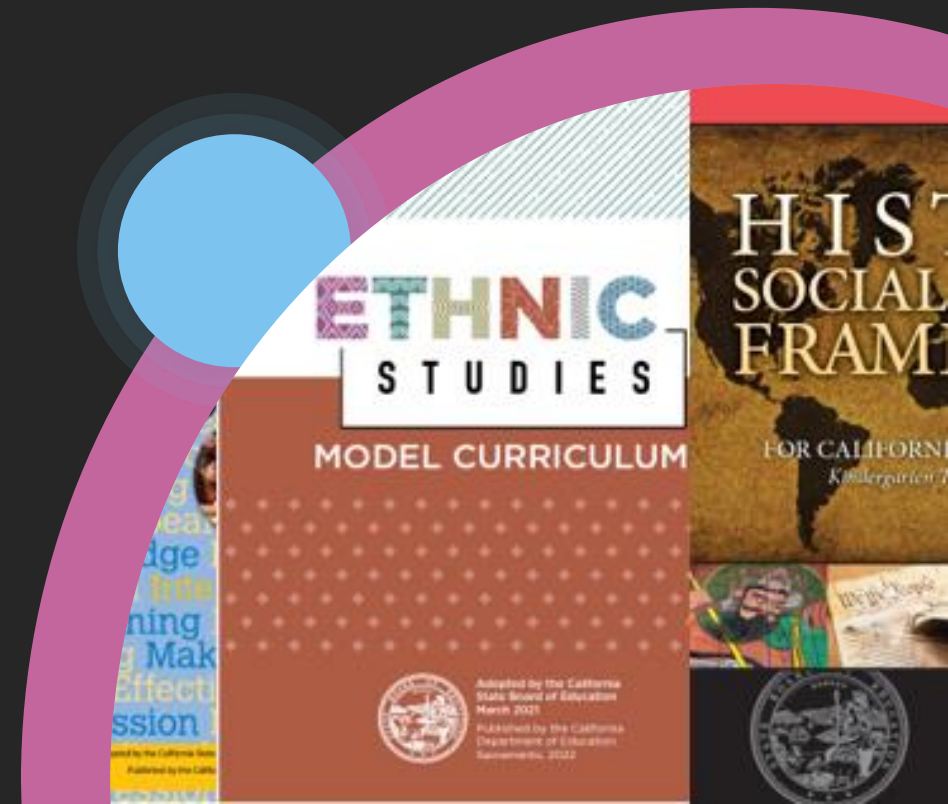
follow us on twitter
@CDECurriculum

- Pursuant to California *Education Code*, the SBE adopted Academic Content Standards in:
 - Arts Education (2019)
 - Career Technical Education (2013)
 - Computer Science (2018)
 - English-Language Arts (CA-CCSS) (2010)
 - English Language Development (2012)
 - Health (2008)
 - History–Social Science (1998)
 - Mathematics (CA-CCSS) (2010)
 - Model School Library (2010)
 - Physical Education (2005)
 - Science (CA-NGSS) (2013)
 - World Language (2019)

Frameworks and Model Curricula

- The “how” for instruction
- Guidance for educational programs:
 - Teachers
 - Administrators
 - Directions to publishers
 - Reflect current and confirmed research
 - Meet the needs of ALL students

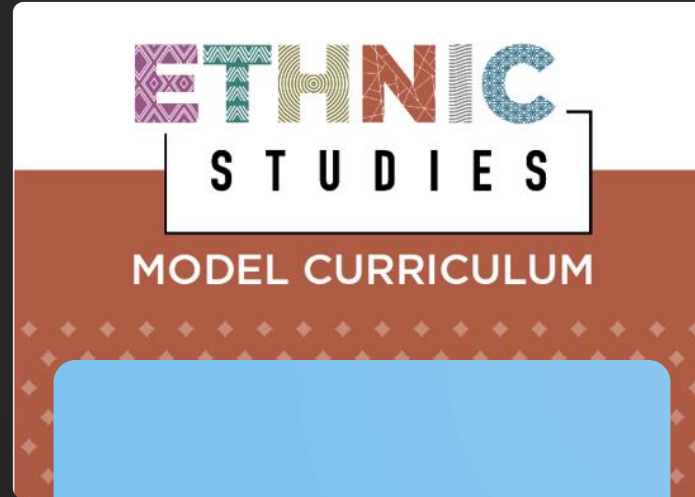
[CDE's All Curriculum Frameworks Web Page](https://www.cde.ca.gov/ci/cr/cf/allfwks.asp)
(<https://www.cde.ca.gov/ci/cr/cf/allfwks.asp>)



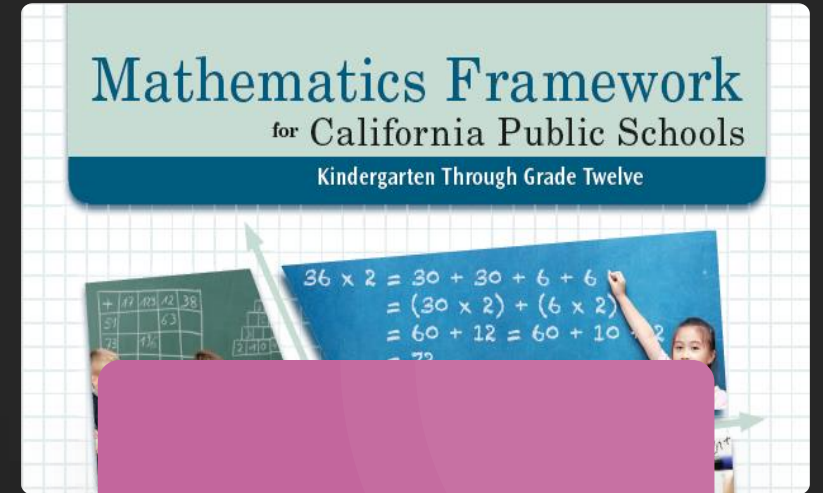
Frameworks and Model Curricula (2)



English Language
Arts/English Language
Development (ELA/ELD)
Framework



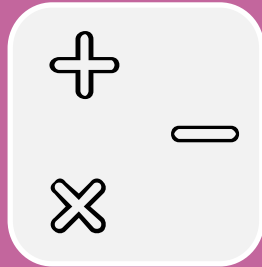
Ethnic Studies Model
Curriculum



Mathematics
Framework

CA-Adopted Instructional Materials

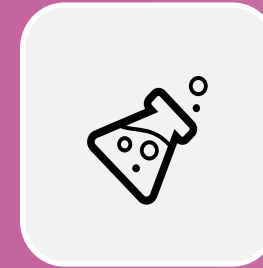
[CDE's California Adopted Instructional Materials Web Page \(https://www.cde.ca.gov/ci/cr/cf/caadoptinstrmaterials.asp\)](https://www.cde.ca.gov/ci/cr/cf/caadoptinstrmaterials.asp)



Mathematics



ELA/ELD



Science



**World
Languages**



**History-Social
Science**



**Visual and
Performing Arts**

CA-Adopted Instructional Materials (2)

- Constitutional responsibility of the SBE:
 - California Constitution Article IX, Section 7.5
- Statutory authority:
 - California *Education Code* sections 60200–60206
- Regulations:
 - *California Code of Regulations*, Title 5
 - Instructional Materials Adoption
 - Direction to publishers comes from criteria in framework
 - Includes textbooks, technology-based materials, and other materials
 - Includes “basic programs” designed for use by teachers/students over the course of a year
 - Used by teachers for making instructional decisions

SBE Instructional Materials Adoption Process (K-8)



Statutory LEA Adoption Requirements

- California *Education Code (EC)* 60210

(c) If a local educational agency chooses to use instructional materials that have not been adopted by the state board, the local educational agency shall ensure that a majority of the participants of any review process conducted by the local educational agency are classroom teachers who are assigned to the subject area or grade level of the materials.

Statutory LEA Adoption Requirements (2)

CA *EC* Section 60002 stipulates the following:

- Each district board shall provide for substantial teacher involvement in the selection of instructional materials.
- Each district board shall promote the involvement of parents and other members of the community in the selection of instructional materials.

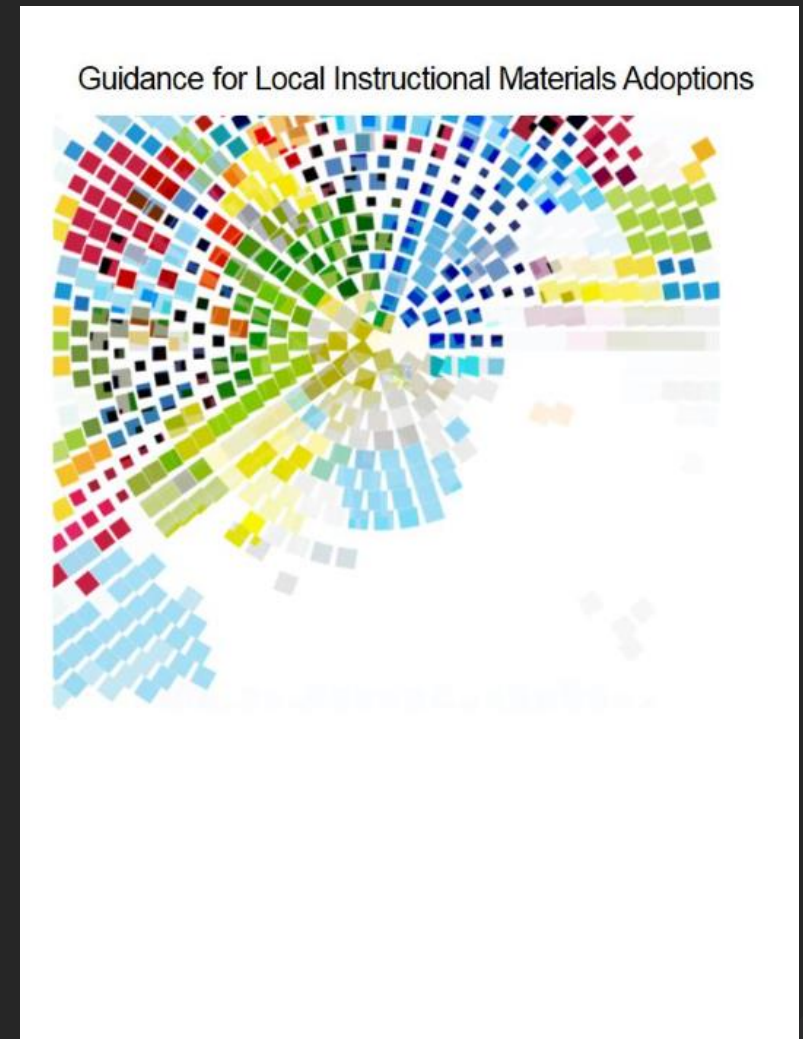
Statutory LEA Adoption Requirements (3)

Instructional Materials Sufficiency
(*EC* Section 60119)

Social Content
(*EC* sections 60040–60045, 60048)

Guidance for Local Materials Adoption

- The Guidance for Local Materials Adoption (GLIMA):
 - Adopted by the State Board of Education in March 2024
 - Is a resource to help LEAs identify, review, pilot, and adopt instructional materials
 - Includes a range of supporting materials to aid in the adoption process



Guidance for Local Materials Adoption: Best Practices

- Assess Standards Alignment
- Focus on Local Priorities
- Involve the Community

Guidance for Local Materials Adoption: Best Practices (2)

- Include a well thought out pilot with teacher involvement
- Support English Learners
- Support Students with Disabilities
- Have an Implementation Plan

Guidance for Local Materials Adoption: Best Practices (3)

Figure 8: Rating How Instructional Programs Support Students with Disabilities

Priorities	Rate Program A	Rate Program B
Instructional materials integrate the principles of UDL, including options for Engagement, Representation, and Action and Expression.	[For each priority, indicate the degree to which instructional Program A meets expectations. Reviewers can rate each program by assigning points. Example: 1 point: Minimal 2 points: Adequate 3 points: Strong]	[Follow the same approach as for Program A. Add more columns if they are needed.]
Instructional materials align with research consensus of effective instruction for SWDs.	[Continue from above.]	[Continue from above.]
Instructional materials include teacher suggestions, ancillary materials, or other support for providing accommodations and/or modifications to the general curriculum for SWDs.	[Continue from above.]	[Continue from above.]

Figure 9: Rating How Instructional Programs Support English Learners

Priorities	Rate Program A	Rate Program B
Instructional materials include teacher suggestions, ancillary materials, or other support for integrated ELD instruction, including tasks that require students to make meaning through collaboration and by interpreting and producing mathematical language.	[For each priority, indicate the degree to which instructional Program A meets expectations. Reviewers can rate each program by assigning points. Example: 1 point: Minimal 2 points: Adequate 3 points: Strong]	[Follow the same approach as for Program A. Add more columns if they are needed.]
Instructional materials include suggestions, activities, or materials to support students at the Emerging, Expanding, and Bridging levels.	[Continue from above.]	[Continue from above.]
Instructional materials include teacher suggestions, ancillary materials, or other support for designated ELD instruction.	[Continue from above.]	[Continue from above.]

Guidance for Local Materials Adoption: Mathematics Focus

- Standards Maps: Big Ideas

Figure 11: Standards Map Template Adapted for Mathematics for Conceptual Ideas or Big Ideas

The first part of the template addresses the Major Conceptual Ideas/Big Ideas as developed in the *Mathematics Framework*. LEAs may use this format to map standards based on major conceptual ideas, or Big Ideas, in any subject area.

Major Conceptual Ideas/Big Ideas	How do the Program's Major Conceptual Ideas Map to the Framework's Big Ideas?	How are the Standards Covered Under the Major Conceptual Ideas?	Met	Not Met	Reviewer Notes
[Include Conceptual Idea/Big Idea.]	[Include the language of corresponding Major Conceptual Idea/Big Idea.]	[Publisher or curriculum developer provides one or more citations.]	[Check if met.]	[Check if not met.]	[Reviewers use this portion to capture their own comments, citations, or questions.]

Guidance for Local Materials Adoption: Mathematics Focus (2)

- Standards Maps: Mathematical Practices

Figure 12: Standards Map Template Adapted for Mathematics: Standards for Mathematical Practice

The second part of the template addresses Standards for Mathematical Practice (MP).

Standard	Standard Language	Publisher/ Developer Citations	Met	Not Met	Reviewer Notes
MP.1	Make sense of problems and persevere in solving them.	[Publisher or curriculum developer provides one or more citations.]	[Check if met.]	[Check if not met.]	[Reviewers use this portion to capture their own comments, citations, or questions.]
MP.2	Reason abstractly and quantitatively.	[Continue from above.]	[Continue from above.]	[Continue from above.]	[Continue from above.]
MP.3	Construct viable arguments and critique the reasoning of others.	[Continue from above.]	[Continue from above.]	[Continue from above.]	[Continue from above.]

Guidance for Local Materials Adoption: Mathematics Focus (3)

- Standards Maps: Standards Alignment

Figure 13: Standards Map Template Adapted for Mathematics: Grade-level Content Standards

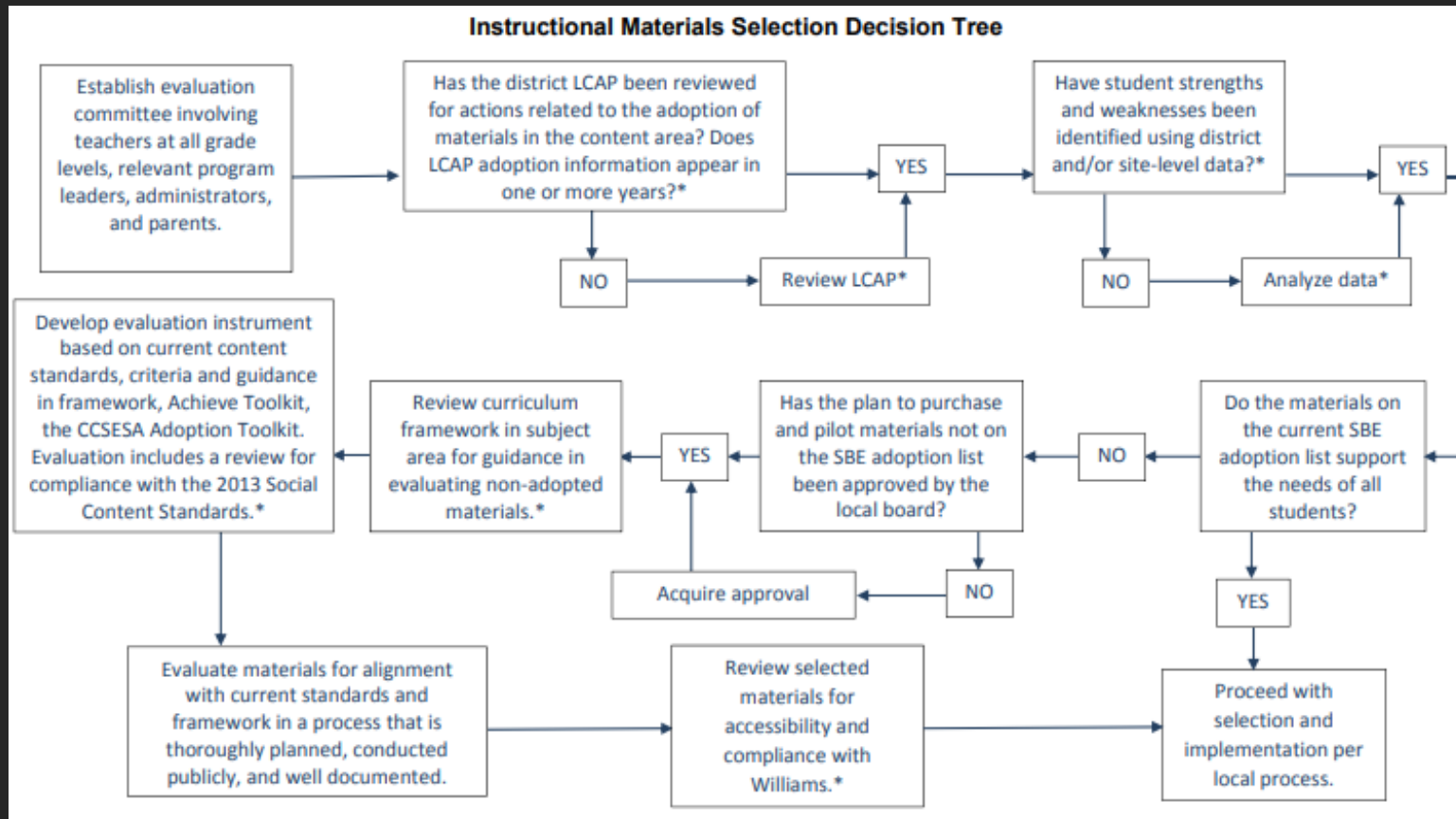
The third part of the template addresses discrete standards. The provided example shows one of the grade four grade-level content standards.

Standard	Cluster/ Standard Language	Publisher/ Developer Citations	Met	Not Met	Reviewer Notes
[Blank]	Use the four operations with whole numbers to solve problems.	How does the program address this aspect of the domain? (Enter text here)	[Check if met.]	[Check if not met.]	[Reviewers use this portion to capture their own comments, citations, or questions.]

4.OA.1	Interpret a multiplication equation as a comparison, e.g., interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.	[Continue from above.]	[Continue from above.]	[Continue from above.]	[Continue from above.]
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Guidance for Local Materials Adoption: Mathematics Focus (4)

- Getting Started



Experience and Advice on Instructional Materials Adoptions

Panel Discussion with
Dr. Alma Castro & Dr. Tom Adams



Concluding Remarks

Dr. Julie Maxwell-Jolly



Instructional materials in the current context

- ▶ State budget concerns
- ▶ Post-pandemic learning levels
- ▶ Increase in chronic absenteeism
- ▶ Current and future teacher vacancies
- ▶ 2023 revised math framework
- ▶ Implementation of HS Ethnic Studies 2025-26

Boards can minimize conflict by:

- ▶ Clearly communicating & explaining legal obligations
- ▶ Ensuring inclusiveness in materials review
- ▶ Promoting transparency in review process
- ▶ Providing ample opportunity for questions & comments
- ▶ Piloting materials and sharing results with community

Q&A



Thank you

Contact us at research@csba.org



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