Today we will:

• Hear highlights from ELA/ELD Framework, Chapter 12
• Provide opportunities for you to ask questions to the CDE
Presenters from CDE

- Cliff Rudnick, Administrator, Instructional Resources Unit
- David Almquist, Education Programs Consultant – Publisher Liaison
- Jim Long, Education Programs Consultant – Lead Consultant for the ELD/ELD Instructional Materials Adoption
- Cynthia Gunderson, Education Programs Consultant – Lead Consultant for the ELA/ELD Framework
Instructional Materials Adoptions

• The State Board of Education (SBE) is authorized by the State Constitution and California Education Code (EC) to adopt instructional materials for kindergarten through 8th grade.
Instructional Materials Adoptions

- In 2009, the State suspended SBE adoptions until July 2015.
- Special legislation authorized the 2014 mathematics adoption.
- Special legislation authorized the 2015 English language arts/English language development adoption.
Instructional Materials Adoptions

• The specific cycle of subject matter adoptions has not yet been formally established; however,
• The CDE is developing new frameworks for science and history—social science now.
• The frameworks are the foundation for an instructional materials adoption.
Instructional Materials Adoptions

• In the past, the State gave districts specific funding for instructional materials.

• Districts had to use that funding to purchase materials adopted by the SBE—within 24 months of the adoption.

• Under the LCFF, there are no longer specific funds for instructional materials.

• There is no longer a 24 month rule to purchase state adopted materials K–8.
Instructional Materials Adoptions

• Districts may now conduct their own local instructional materials reviews, pursuant to EC 60210.

• The law states only that if an LEA chooses to use instructional materials that have not been adopted by the SBE, the LEA shall ensure that a majority of the participants of any review process conducted by the LEA are classroom teachers who are assigned to the subject area or grade level of the materials.
INSTRUCTIONAL MATERIALS ADOPTION PROCESS

This flowchart shows the sequence of major components of California's Instructional Materials Adoption Process. From the time samples of programs are submitted by publishers for evaluation, approximately six months elapse before final adoption action is taken by the State Board of Education.
Instructional Materials Sufficiency

- EC Section 60119 (aka *Williams* for instructional materials sufficiency) remains in place and compliance is audited annually.

- All students, including English learners, must have access to their instructional materials both in the classroom and at home—for ELA/ELD, mathematics, science, and history-social science.
Instructional Materials Sufficiency

• Materials must be aligned to the content standards adopted per EC Section 60605 (1997 standards) or EC Section 60605.8 (2010 standards—the CCSS).

• While 60119 continues to allow for materials aligned to the 1997 standards, the laws establishing the LCAP (EC sections 52060-52077) identify implementation of the CCSS as a high state priority.
Recap

- LCFF funds include funding for instructional materials.
- Districts must continue to ensure instructional materials sufficiency.
- Districts can conduct their own local reviews or select from materials adopted by the SBE.
Evaluation Criteria

• The Curriculum Framework for any given subject includes a chapter on the evaluation criteria used by the SBE to review instructional materials.

• For the current ELA/ELD adoption see Chapter 12 of the *ELA/ELD Framework*
Evaluation Criteria
Program Types

- Program 1 Basic ELA (K–8)
- Program 2 Basic ELA/ELD (K–8)
- Program 3 Basic Biliteracy (K–8)
- Program 4 Intensive Intervention ELA (4–8)
- Program 5 Specialized ELD (4–8)
Evaluation Criteria

Program Type 1, Basic ELA (K–8)

- The comprehensive curriculum in English language arts for kindergarten through grade eight.
- Provides the foundation for instruction and is intended to ensure that all students master the CA CCSS for ELA adopted by the SBE August 2010, and modified March 2013.
- Addresses the needs of students working at or near grade level.
Evaluation Criteria
Program Type 2, Basic ELA/ELD (K–8)

- Comprehensive curriculum in English language arts for K–8 with integration of the CA ELD Standards
- Ensures that all students master the CA CCSS for ELA and the corresponding CA ELD Standards.
- Includes materials necessary for designated English language development instruction.
Evaluation Criteria

Program Type 3, Basic Biliteracy (K–8)

- Provides instructional materials in English and in a language other than English.
- Is consistent with the content of the CA CCSS for ELA, includes linguistic modifications for the non-English language and ensures that students are successful in developing literacy in English and another language.
- Provides instruction consistent with the CA ELD Standards.
- ELD instruction should assist students acquiring English as quickly and efficiently as possible.
• Spanish translations of the CCSS for ELA/Literacy are posted at http://commoncore-espanol.com/spanish-language-arts-literacy-history-social-studies-science-and-technical-subjects-0.
• Optional Criteria for developing a Program 3 Basic Biliteracy: Spanish/English Language Development Program in Appendix 12-A (see Chapter 12, p. 42)
Evaluation Criteria

Program Type 4, Intensive Intervention (4–8)

• Supports a basic program
• Accelerated, intensive intervention pathway for students in grades 4–8 whose academic performance, including proficiency in ELA and literacy in reading and writing, is two or more years below grade level
• Could be used as a temporary replacement core where students are non-readers in the first or second grade-level as evidenced in a broad set of measures
Evaluation Criteria
Program Type 4, Intensive Intervention (4–8)

- Not intended to be a substitute for ELD instruction
- Designed for students to gain two grade levels for each year of instruction – supports the five themes in 2014 ELA/ELD Framework
- Designed to accelerate students’ successful reentry into a basic program and include clear instructional plans and tools for entering and exiting the program
Evaluation Criteria

Program Type 5, Specialized ELD (4–8)

- Specialized designated ELD instructional period provides an intensive, accelerated pathway
- Supports the needs of English learners:
  - Including those at risk of becoming or who are long-term English learners
  - Whose academic performance is below grade level
  - Who are making minimal progress towards English proficiency
  - Whose lack of language proficiency precludes them from performing at grade level.
Evaluation Criteria
Program Type 5, Specialized ELD (4–8)

- Designed to support students in their movement to grade-level proficiency in English within 12–18 months
- Includes clear instructional plans and tools for entering and exiting the program.
- For definition of long-term English Learner and English learner at risk of becoming a long-term English learner, see 
  CA Education Code Section 313.1
Evaluation Criteria
Five Criteria Categories

1. ELA/ELD Content/Alignment with the Standards
2. Program Organization
3. Assessment
4. Universal Access
5. Instructional Planning & Teacher Support
Evaluation Criteria
Five Criteria Categories

To be adopted, programs must:
• Meet all criteria in Category 1 in the core materials or the primary means of instruction, rather than in ancillary components.
• Have strengths in each of Categories 2 – 5.
Evaluation Criteria
Category 1: Content Standards

• Program Types 1, 2, & 3:
  • All standards apply and must be addressed in the materials
  • Program Type 1 – All CA CCSS for ELA
  • Program Types 2 & 3 – All CA CCSS for ELA and all CA ELD Standards
  • Program Type 4:
    • Subset of CA CCSS for ELA
  • Program Type 5:
    • Subset of Parts I & II of CA ELD Standards
Selection of Program Type

- For detailed criteria and standards maps that will be completed by publishers for each program, go to the English Language Arts Instructional Materials page at: http://www.cde.ca.gov/ci/rl/im/
Selection of Program Type

[Slide holder for possible participant response to type of program(s) appropriate for their LEA? Possible questions to respond to:
Based on the program description, select the program (or programs) that you would use at your local site? Select all that apply.
Program 1
Program 2
Program 3
Program 4
Program 5}
Guidance in the Framework
Figure 2.1 The ELA/ELD Framework Circles of Implementation

CA ELD Standards
in All Disciplines

Reading, Writing, Speaking & Listening, and Language

Meaning Making

Engaging

Effective Expression

Respectful

CA CCSS for ELA/Literacy

Integrated

Content Knowledge

Motivating

Language Development

Foundational Skills

Broadly Literate

Intellectually Challenging

21st Century

Readiness for College, Careers, & Civic Life

SBE-Adopted ELA/ELD Framework, Chapter 2, Page 4
Key Themes of ELA/Literacy and ELD Instruction

1. **Meaning Making** – Focus of ELA/Literacy and ELD instruction, analyzing and comprehending text.

2. **Language Development** – Connects to the language and reading standards, highlighting the development of academic and domain-specific vocabulary, syntax, and text structures.

3. **Effective Expression** – includes writing, discussions and presentations, and language conventions.
Key Themes of ELA/Literacy and ELD Instruction

4. **Content Knowledge** – Connects to informational text and development of the standards related to research and other contents.

5. **Foundational Skills** – depending on the grade-span, this looks at print concepts and phonological awareness in the beginning grades, and phonics, word recognition, and fluency up to grade 5. Also addressed in 6-12.
Guidance in the Framework
Integrated and Designated ELD Instruction

Working in Tandem

**Integrated ELD:**
All teachers with ELs in their classrooms use the CA ELD Standards *in tandem with* the CA CCSS for ELA/Literacy and other content standards.

**Designated ELD:** A protected time during the school day when teachers use the CA ELD Standards as the focal standards in ways that build *into and from* content instruction.
• Integrated ELD:
  • Publishers should recognize that all teachers with ELs in their classrooms will be addressing:
    – Grade-level CA CCSS for ELA and other content standards as the focal standards for content instruction
    – CA ELD Standards to ensure ELs are fully supported to access rich content knowledge and develop academic English across the disciplines
    – See Chapter 1, pages 23–24
Guidance in the Framework
Integrated and Designated ELD Instruction

• Designated ELD:
  • Students are grouped for designated EL by English language proficiency levels (Emerging, Expanding, Bridging), though schools will need to:
    – Consider their particular student population
    – Make appropriate decisions about grouping
  • Designated ELD instruction should support ELs to develop the English language knowledge and abilities they need in order to be successful in content instruction
  • See Chapter 1, pages 30–32
Summary/Reflection

Key points covered so far:

• The five program types (including the matrices)
• The five criteria categories
• Guidance in the Framework
• Materials that support Integrated and Designated ELD instruction
Piloting Instructional Materials: K–8

- In January, the SBE adopted a revision of its policy document “Guidelines for Piloting Textbooks and Instructional Materials”
- Presents basic essential steps and provides references to applicable state laws.
- Available at the following CDE Web site: [http://www.cde.ca.gov/ci/cr/cf/imagen.asp](http://www.cde.ca.gov/ci/cr/cf/imagen.asp)
Piloting Instructional Materials 9–12

- Use guidance/criteria for publishers as lens to view any instructional materials
- Focus on shifts for ELA/Literacy
- Supportive documents (in addition to ELA/ELD Framework) include instructional materials evaluation toolkits from Achieve the Core and EQuIP rubrics from Achieve, plus Smarter Balanced tasks and test blueprints.
- EC Section 60002 requires substantial teacher involvement, in addition to parents and other members of the public, in selection process
- See pages 30–37 in Chapter 12
More Information Online

- The CDE Web site provides an extensive list of Frequently Asked Questions related to instructional materials:
  http://www.cde.ca.gov/ci/cr/cf/imfrpfaq1.asp

- Information about the current ELA/ELD adoption is also online:
  http://www.cde.ca.gov/ci/rl/im/