

CALIFORNIA

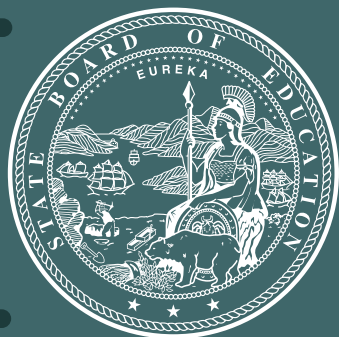
Arts Education

FRAMEWORK

FOR CALIFORNIA PUBLIC SCHOOLS
TRANSITIONAL KINDERGARTEN
THROUGH GRADE TWELVE

Dance ■ Media Arts ■ Music ■ Theatre ■ Visual Arts

Chapter 10
Instructional Materials



Adopted by the California
State Board of Education
July 2020

Published by the California
Department of Education
Sacramento, 2021

Chapter 10: Instructional Materials

Introduction to Instructional Materials

High-quality instructional materials are essential components of effective arts education. They are tools designed to help teachers with classroom instruction and to ensure all students can access standards-aligned content both in the classroom and at home. Instructional materials should be selected with great care with the needs of all students in mind. They should also provide support for educators who teach dance, media arts, music, theatre, or visual arts to California’s diverse student population and guide implementation of the *California Arts Standards*. Instructional materials are broadly defined to include textbooks, technology-based materials, other educational materials, and assessments. While this chapter is intended for the publishers of instructional materials, it should be noted that instruction in the arts often requires resources beyond those provided by publishers—for example: instruments for music, make-up kits for theatre, paint and brushes for visual arts, and other discipline-specific resources.

This chapter also provides guidance on the selection of instructional materials. It includes the evaluation criteria for the State Board of Education adoption of instructional materials for students in kindergarten through eighth grade, guidance for local districts on the adoption of instructional materials for students in grade levels nine through twelve, and information regarding the social content review process, supplemental instructional materials, and accessible instructional materials.

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State Adoption of Instructional Materials

The State Board of Education adopts instructional materials for use by students in kindergarten through eighth grade. Because there is no state-level adoption of instructional materials for use by students in transitional kindergarten and grade levels nine through twelve, local educational agencies (LEAs) have the sole responsibility and authority to adopt instructional materials for those students. LEAs are encouraged to utilize this chapter as a tool when adopting instructional materials for students in transitional kindergarten and grade levels nine through twelve.

LEAs, which include school districts, charter schools, and county offices of education, are not required to implement state-adopted instructional materials. If an LEA chooses to use instructional materials that are not adopted by the State Board of Education, it has the responsibility to adopt resources that are aligned to the arts standards, meet the requirements for social content, best meet the needs of its students, and have demonstrated evidence of effectiveness.

The selection of instructional materials at any grade level is an important process guided by local and state policies and procedures. As part of the process for selecting instructional materials, *Education Code (EC) Section 60002* requires the LEA to promote the involvement of parents and other members of the community in the selection of instructional resources, in addition to substantial teacher involvement.

The primary resource to be used when selecting instructional resources is the Criteria for Evaluating Instructional Resources for Arts Education Instruction in Kindergarten Through Eighth Grade (Criteria) found in the next section. The Criteria include comprehensive descriptions of elements required for effective instructional programs that are aligned to the arts standards for the discipline covered and will be the basis for the next state adoption of arts education instructional resources.

Criteria for Evaluating Instructional Materials for Arts Education in Kindergarten Through Eighth Grade

The state adoption of new arts instructional materials will be guided by the Criteria described below. To be adopted, instructional materials must meet Category 1, Alignment with the California Arts Education Performance Standards, in full. Instructional materials will be evaluated holistically for strengths in the other categories of Program Organization, Assessment, Access and Equity, and Instructional Planning and Support. This means that while a program may not meet every criterion listed in those categories, to be eligible for state adoption, it must meet the intent stated in the introductory paragraph of each category. Programs that do not meet Category 1 in full and do not show strengths in each one of the other four categories will not be adopted. These criteria are designed to be a guide for publishers in developing their instructional resources and for local educational agencies when selecting instructional materials. To assist in the evaluation of instructional

materials, publishers must use the State Board of Education–approved standards maps and evaluation criteria map templates, developed and supplied by the California Department of Education, to show evidence that the program provides students a path to meet the appropriate discipline-specific grade-level or grade-span standards of the *California Arts Standards* by the end of the grade level or grade span.

It is the intent of the State Board of Education that these criteria be neutral on the format of instructional materials. Print-based, digital, interactive online, and other types of programs may all be submitted for adoption as long as they are aligned to the evaluation criteria. Any gross inaccuracies or deliberate falsification revealed during the review process may result in disqualification, and any found during the adoption cycle may subject the program to removal from the list of state-adopted instructional materials. Gross inaccuracies and deliberate falsifications are defined as those requiring changes in instructional content. All authors listed in the instructional program are held responsible for the content. Beyond the title and publishing company’s name, the only name(s) to appear on a cover and title page shall be the actual author or authors.

Criteria for the Evaluation of Instructional Materials Aligned to the California Arts Standards and Framework

Category 1: Alignment with the California Arts Education Performance Standards

Instructional materials include content as specified in the *Arts Standards*. To be eligible for adoption, programs must include a discipline-specific, well-defined sequence of instructional opportunities that provides a path for all students to become proficient in all grade-level or grade-span standards.

All programs must include the following features:

1. Instructional materials, as defined in *EC* Section 60010(h), must align to the *California Arts Standards for Public Schools, Prekindergarten Through Grade Twelve*, adopted by the State Board of Education in January 2019.
2. Instructional materials are consistent with the content of the *California Arts Education Framework for Public Schools, Transitional Kindergarten Through Grade Twelve*.
3. Instructional materials must include instructional strategies and student activities that incorporate skill development and authentic sequential, discipline-specific learning in all four artistic processes (Creating, Performing/Producing/Presenting, Responding, Connecting) over time leading to artistically literate individuals.
4. Instructional materials must be consistent with current state statutes and support statutorily mandated instruction as noted in these criteria.

5. Instructional materials shall be accurate and use proper grammar and spelling (*EC Section 60045*).
6. Instructional materials shall include standards-aligned opportunities, including culturally and linguistically responsive activities for engaging students in the arts processes, to increase students' knowledge of the arts through their study of the historical, contemporary, and multicultural artistic concepts and the lives, contributions, and innovations of various artists and arts movements.
7. Instructional materials shall include opportunities for students to study the connections among the arts disciplines to support development in the designated performance standards for dance, media arts, music, theatre, and the visual arts at various grade levels.
8. Instructional materials shall include clear procedures and explanations of underlying concepts, artistic processes, language, and theories integral to and supportive of the teaching and learning of arts disciplines so that artistic skills are learned in the context of specific performance standards.
9. Instructional materials examine humanity's place in ecological systems and the necessity for the protection of the environment (*EC Section 60041*) and include instructional content based on the California Environmental Principles and Concepts developed by the California Environmental Protection Agency and adopted by the State Board of Education (*Public Resources Code Section 71301*) where appropriate and aligned to the *California Arts Standards*.

Category 2: Program Organization

Instructional resources support instruction and learning of the arts standards and include such features as the organization, coherence, and design of the program; chapter, unit, and lesson overviews; and glossaries. Sequential organization and a coherent instructional design of the dance, media arts, music, theatre, or visual arts education program provide structure for what students should learn at each grade level or grade span and allow teachers to facilitate student learning of the content efficiently and effectively. The content also reflects the variety of instructional models, staffing, and facilities at a given school site. Instructional resources must have strengths in these areas to be considered for adoption:

1. An organizational structure that provides logic and coherence to facilitate efficient and effective teaching and learning within the discipline-specific unit, lesson, and grade level or grade span, consistent with the guidance in the *Arts Framework*
2. Tables of contents, indexes, glossaries, technology-based resources, support materials, content summaries, and assessment guides designed to help administrators, teachers, parents or guardians, and students navigate the program
3. An overview of the content in each chapter or unit that describes how it supports instruction and learning of the arts standards

4. An overview of the content in each chapter or unit that outlines the arts concepts, processes, and skills to be developed
5. Graphics (e.g., pictures, maps, charts) that are accurate, are well annotated or labeled, and enhance students' focus and understanding of the content.
6. Support materials that are an integral part of the instructional program and are clearly aligned with the arts standards
7. A well-organized structure that provides students with opportunities to achieve the discipline-specific grade-level or grade-span standards
8. A structure that builds on knowledge and skills acquired at earlier grade levels and makes explicit the connections between the discipline-specific arts education essential concepts and processes and the other standards across the grade levels and grade spans
9. A list of the discipline-specific grade-level or grade-span standards in the teacher's guide together with page number citations or other references that demonstrate alignment with the performance standards

Category 3: Assessment

Instructional resources include multiple models of diagnostic, formative, and summative assessment tasks for measuring what students know and are able to do, while also providing guidance for teachers on how to interpret assessment results to guide instruction. The program provides teachers with discipline-specific assessment practices at each grade level or grade span necessary to prepare all students for success in later grade-level or grade-span arts education. Instructional resources must have strengths in these areas to be considered suitable for adoption:

1. Strategies or instruments that teachers can use to determine students' prior knowledge
2. Formative and summative assessments
3. Multiple measures of individual student progress at regular intervals to evaluate students' attainment of grade-level or grade-span knowledge and artistic skills
4. Multiple measures of students' ability to independently apply discipline-specific arts concepts, processes, and principles
5. A broad array of assessment strategies that allow students to demonstrate what they know, understand, and are able to do
6. Guidance for teachers on how to adapt instruction on the basis of evidence from assessment and make adjustments that yield immediate benefits to student learning
7. Guiding questions to monitor student understanding of the arts

Category 4: Access and Equity

The California *Education Code* requires that all students are provided equal access to public education (e.g., *EC 200 et seq.*, *EC 221.5(f)*). The goal of arts education in California is to ensure universal and equitable access to high-quality curriculum and instruction for all students so they can meet or exceed the artistic literacy goals as described in the *Arts Standards*. Resources should incorporate recognized principles, concepts, processes, and research-based strategies to meet the needs of all students and provide equal access to learning. Instructional resources should include suggestions for teachers on how to differentiate instruction to meet the needs of all students. In particular, instructional resources should provide guidance to support students who are English learners; at-promise students (per *Education Code* Section 96, the term ‘at-risk’ is replaced in the *Education Code* with the term “at-promise.”); lesbian, gay, bisexual, transgender, queer, and questioning (LGBTQ+) students; advanced learners; and students with visible and non-visible disabilities. Instructional resources must have strengths in these areas to be considered for adoption:

1. Appropriate for use with all students, including students who are English learners, at-promise students, students with visible and non-visible disabilities, and regardless of gender, gender identity, gender expression, nationality, race or ethnicity, culture, religion, sexual orientation, body type/physical appearance, or living situation
2. Suggestions based on current and confirmed research for adapting the curriculum and the instruction to meet students’ assessed instructional needs
3. Comprehensive teacher guidance and differentiation strategies, based on current and confirmed research, to adapt the curriculum to meet students’ identified special needs and to provide effective, efficient instruction for all students, including students who are English learners, at-promise students, students with visible and nonvisible disabilities, and regardless of gender, gender identity, gender expression, nationality, race or ethnicity, culture, religion, sexual orientation, body type/physical appearance, or living situation
4. Strategies for students who are English learners that are consistent with the *California English Language Development Standards: Kindergarten Through Grade 12* adopted under *EC* Section 60811
5. Strategies for English learners in lessons and teacher’s editions, as appropriate, at every grade level and grade span
6. Strategies to help students who are below grade level in reading, writing, speaking, and listening in academic English to understand the arts content
7. Suggestions for advanced learners that are tied to the *California Arts Framework* and that allow students to study content in greater depth
8. Images that are age-appropriate and depict students at the grade level or grade span of instruction, reflect the diversity of California’s students, and are affirmatively inclusive

Category 5: Instructional Planning and Support

The information and resources should present explicit, coherent guidelines for teachers to follow when planning instruction and are designed to help teachers provide effective standards-based instruction. The resources should be designed to help teachers provide instruction that ensures opportunities for all students to learn the discipline-specific arts concepts, processes, skills specified in the *Arts Standards*. The resources must have strengths in these areas of instructional planning and teacher support to be considered suitable for adoption:

1. Lesson plans, suggestions for organizing resources in the classroom, and ideas for pacing lessons
2. A pacing guide or scope and sequence for planning instruction
3. A variety of pedagogical and instructional strategies to accommodate/include multiple learning modalities
4. Suggestions for connecting arts education concepts with other areas of the curriculum and examples of interdisciplinary (across the five arts disciplines) instruction within the appropriate grade level or grade span
5. Technical support and suggestions for appropriate use of electronic resources, audiovisual, multimedia, and information technology resources associated with a unit
6. User-friendly components and platform-neutral electronic materials
7. Homework assignments, if included in the program, that support classroom learning, give clear directions, and provide practice and reinforcement for the discipline-specific skills taught in the classroom
8. Homework assignments, if included in the program, that support parent, guardian, and caretaker engagement
9. Clearly written and accurate explanations of discipline-specific arts content
10. Clear procedures and explanations of underlying concepts, principles, and theories integral to and supportive of the teaching and learning of the discipline-specific art forms so that performance skills are learned in the context of specific performance standards
11. Guidelines for presentations/performances/productions of student work and other artwork focused on demonstrating the formal and informal artistic elements and principles in the specific discipline, thereby aiding meaningful learning
12. Guidelines for a safe online environment when used in the instruction of the arts
13. Guidelines for a safe physical facility appropriate to the level of physical performance and training called for in the arts curriculum

14. Guidelines for the implementation of the discipline-specific instructional content that reflect general or specialized facilities, varied staff expertise, and a range of school resources.

Guidance for Local Educational Agencies on the Adoption of Instructional Materials for Students in Grade Levels Nine Through Twelve

The Criteria (above) are intended to guide publishers in the development of instructional materials for students in kindergarten through grade level eight. They also provide guidance for selecting instructional materials for students in grade levels nine through twelve. The five categories in the Criteria are an appropriate lens through which to view any discipline-specific arts instructional materials an LEA is considering.

The process of selecting and implementing new instructional materials should be thoroughly planned, publicly conducted, and well documented. LEAs must adhere to *EC* Section 60002, which states the following: “Each district board shall provide for substantial teacher involvement in the selection of instructional materials and shall promote the involvement of parents and other members of the community in the selection of instructional materials.”

It is the LEA’s responsibility to ensure that instructional materials comply with state laws and regulations. This responsibility includes addressing content and skills mandated by such laws as the Fair, Accurate, Inclusive, and Respectful (FAIR) Education Act and the laws and regulations regarding social content. Instructional materials must meet *EC* sections 60040–60045 as well as the State Board of Education guidelines in the *Standards for Evaluating Instructional Materials for Social Content*. State laws and the State Board of Education guidelines require that instructional materials used in California public schools reflect California’s multicultural society, avoid stereotyping, and contribute to a positive, safe, and inclusive learning environment.

Social Content Review

To ensure that instructional materials reflect California’s multicultural society, avoid stereotyping, and contribute to a positive, safe, and inclusive learning environment, instructional materials used in California public schools must comply with the state laws and regulations that involve social content. As noted above, instructional materials must conform to *EC* sections 60040–60045 and 60048 as well as the State Board of Education’s *Standards for Evaluating Instructional Materials for Social Content*. All instructional materials that are adopted by the State Board of Education meet the social content requirements. The California Department of Education conducts social content reviews of a range of instructional materials and maintains a searchable database of the materials that meet these social content requirements.

If an LEA intends to purchase instructional materials that have not been adopted by the state or are not included on the list of instructional materials that meet the social content requirements maintained by the California Department of Education, then the LEA must complete its own social content review.

Information on the State Board of Education’s social content requirements and review process, and the database of instructional materials that have met the social content standards, is posted on the California Department of Education Social Content Review web page.

Supplemental Instructional Materials

The State Board of Education traditionally adopts only basic instructional materials programs, which are programs designed for use by students and their teachers as a principal learning resource and meet, in organization and content, the basic requirements of a full course of study (generally one school year in length). LEAs select supplemental materials for local use more frequently. Supplemental instructional materials are defined in *EC* Section 60010(l) and are generally designed to serve a specific purpose, such as providing more complete coverage of a topic or subject, addressing the instructional needs of groups of students, and providing current, relevant technology to support interactive learning.

Accessible Instructional Materials

The California Department of Education Clearinghouse for Specialized Media and Technology (CSMT) provides access to state-adopted instructional materials in meaningful formats for students who have vision impairments, including blindness, or other print disabilities. The CSMT produces and distributes accessible versions of textbooks, workbooks, literature books, and other student instructional resources to help students overcome challenges, connect with others, and become independent. Specialized formats of instructional materials include braille, large print, audio recordings, digital talking books, and electronic files that are free for teachers and other educators to order and/or download online through the CSMT Instructional Materials Ordering and Distribution System (IMODS). To become an IMODS registered user and access instructional materials and other resources, visit the California Department of Education CSMT web page.

Student Privacy

LEAs and publishers of instructional materials must observe carefully all laws regarding student privacy. State law is very restrictive in the collection, storage, management, and use of student data. LEAs and publishers must work closely to ensure compliance with all associated laws. See *EC* sections 49073–49079.7 and Business and Professions Code sections 22584–22585.

Resources

California Department of Education. 2015. *Guidelines for Piloting Textbooks and Instructional Materials*. Sacramento, CA: California Department of Education.

California Department of Education. 2013. *Standards for Evaluating Instructional Resources for Social Content*. Sacramento, CA: California Department of Education.