



Instructional Quality Commission

CALIFORNIA DEPARTMENT OF EDUCATION
Tom Torlakson, State Superintendent of Public Instruction



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What is the Instructional Quality Commission?

The Instructional Quality Commission, formerly the Curriculum Development and Supplemental Materials Commission, is an advisory body to the State Board of Education (SBE), established in 1927.

The SBE has constitutional authority and statutory mandate to adopt curriculum frameworks for kindergarten through grade twelve and instructional materials in kindergarten through grade eight (Article IX, Section 7.5).



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What is the role of the Instructional Quality Commission?

The primary role of the Instructional Quality Commission is to advise the SBE on matters related to curriculum and instruction.



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Instructional Quality Commission

Assembly Bill 250 redefined the responsibilities of the Instructional Quality Commission in modifying *EC* Section 60204 to include:

(a) Recommend curriculum frameworks to the state board.

(b) Develop criteria for evaluating instructional materials submitted for adoption so that the materials adopted shall adequately cover the subjects in the indicated grade or grades and comply with the provisions of Article 3 (commencing with Section 60040) of Chapter 1. The criteria developed by the commission shall be consistent with the duties of the state board pursuant to Section 60200. The criteria shall be public information and shall be provided in written or printed form to any person requesting that information.

(1) The criteria for English language arts instructional materials shall include directions to publishers to align both lessons and teacher's editions, as appropriate, with English language development standards and incorporate strategies to address, at every grade level, the needs of all English learners. The criteria for other subject areas shall include directions to publishers to incorporate strategies for English learners that are consistent with the English language development standards.



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Instructional Quality Commission (cont.)

(2) The criteria also shall include directions to publishers to incorporate instructional strategies to address the needs of pupils with disabilities in both lessons and teacher's editions, as appropriate, at every grade level and subject.

(c) Study and evaluate instructional materials submitted for adoption.

(d) Recommend instructional materials for adoption to the state board.

(e) Recommend to the state board policies and activities to assist the department and school districts in the use of the curriculum framework and other available model curriculum materials for the purpose of guiding and strengthening the quality of instruction in the public schools.

(f) Advise and make recommendations to the state board, including, but not limited to, what policies and activities are needed to implement the state's academic content standards, and bring the state's curriculum frameworks, instructional materials, professional development programs, pupil assessments, and academic accountability systems into alignment with those standards.



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Commission Membership

The Instructional Quality Commission consists of 18 members as defined in *Education Code Section 33530* (amended 1989):

- 13 members appointed by the SBE (at least 7 must be classroom teachers or mentor teachers at the time of appointment)
- 1 member appointed by the Governor
- 1 member appointed by the Speaker of the Assembly
- 1 member appointed by the Senate Rules Committee
- 1 State Senator
- 1 State Assembly Member



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Instructional Quality Commission

- Follows the Bagley-Keene Open Meeting Act
- Has procedures for developing Curriculum Frameworks and recommending Instructional Materials that are in the Title 5 Regulations
- Has its own Bylaws for internal governance
- Uses Roberts Rules of Order



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What are Curriculum Frameworks?

Curriculum Frameworks provide:

- Support for teachers and guidelines for educational programs
- Guidance to school districts in the development of local curriculum
- Direction to publishers for the development of instructional materials
- Guidance reflecting current and confirmed research
- Strategies to address the needs of students with disabilities
- Strategies to address English language development



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Framework Components

- Use current and confirmed research in education and the specific content area to provide a firm foundation for curriculum and instruction
- Describe the sequence of knowledge and skills all students need to master (based on the content standards)
- Includes the criteria for the evaluation of instructional materials for Grades K-8 pursuant to Education Code §60200-60206, used in the state adoption of instructional materials



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Content Standards

Pursuant to Education Code, the SBE adopted Academic Content Standards in:

- History–Social Science (1998)
- Science (1998)
- Visual and Performing Arts (2001)
- Physical Education (2005)
- Career Technical Education (2005)
- Health (2008)
- World Language (2009)
- Model School Library (2010)
- CCSS Mathematics (2010)
- CCSS English-Language Arts (2010)
- English Language Development (2012)



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Common Core State Standards (CCSS)

In August 2010, the SBE adopted the CCSS for English-Language Arts and Mathematics.

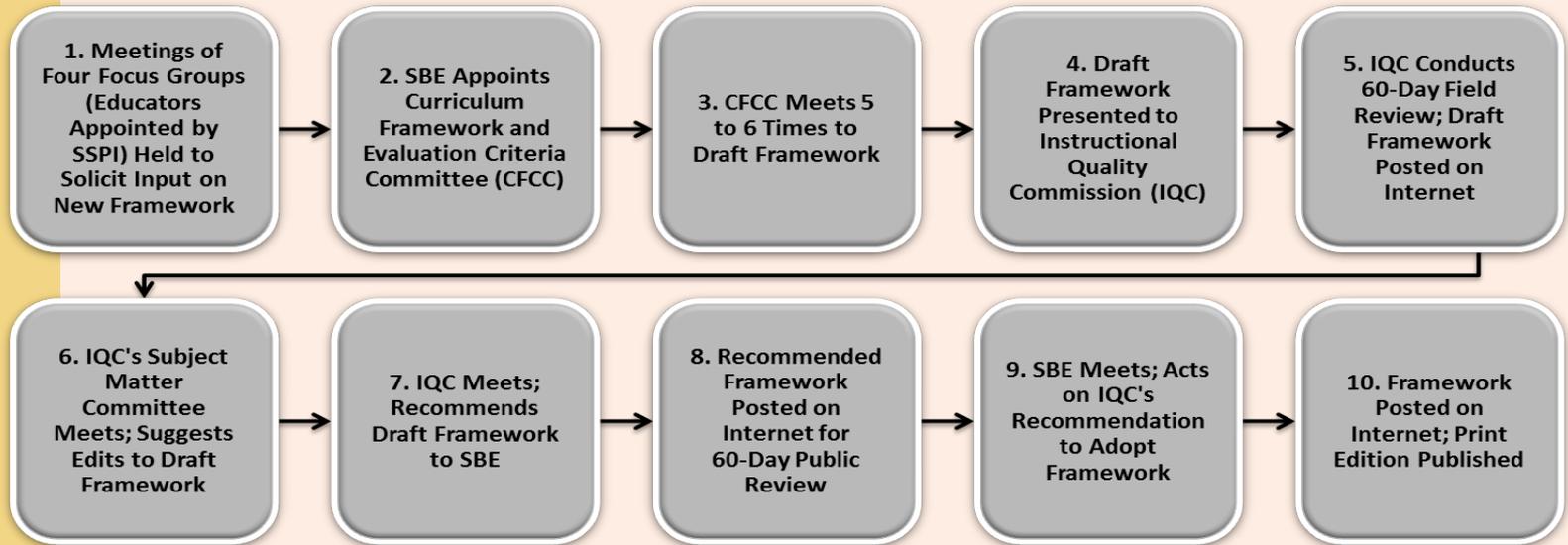
The California, the CCSS for English-Language Arts and Mathematics are composed of the CCSS with California-specific additions.



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CALIFORNIA DEPARTMENT OF EDUCATION Curriculum Framework Development Process

This chart shows the major steps of the curriculum framework development process.
All meetings are open to the public.





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Focus Groups

Pursuant to the *California Code of Regulations*, Title 5, Education, Section 9511(c), the CDE convenes four focus groups across California. The focus groups are held to solicit input on the new framework. Members of the focus group must be educators at the time of appointment. *California Education Code* Section 44013(a) defines an educator:

"Educator" means a certificated person holding a valid California teaching credential or a valid California services credential issued by the California Commission on Teacher Credentialing who is employed by a local education agency or by a special education local planning area and who is not employed as an independent contractor or consultant.



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The Curriculum Framework and Evaluation Criteria Committee (CFCC)

- Members are recruited, recommended by the Instructional Quality Commission, and appointed by the SBE
- CFCC have 9-20 members
- A majority are credentialed K-12 teachers
- At least 1 Content Review Expert
- At least 1 experienced with English learners
- At least 1 experienced with students with disabilities



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The CFCC

- Advises the Instructional Quality Commission and the SBE
- Develops a draft framework based on guidance from the Commission and the SBE
- Holds meetings in accordance with the Bagley-Keene Open Meeting Act
- Provides multiple opportunities for interested and concerned members of the public to provide written and oral comments throughout the framework development process



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The Instructional Quality Commission

- Reviews the CFCC's draft Framework
- Conducts a 60-day field review of the draft framework
 - Draft is provided via mail, Internet, and Learning Resources Display Centers (LRDC)
 - Public comments can be submitted via mail, Internet, email or in person
- Edits and amends the draft framework based on public comment
- Recommends the Framework to the SBE for approval



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How are K-8 Instructional Materials Adoptions conducted by the State?

The SBE adopts the criteria for evaluating instructional materials 30 months prior to adoption of instructional materials.

The instructional materials adoption process involves three concurrent steps:

1. Education content review
2. Social content review
3. Public review and comment

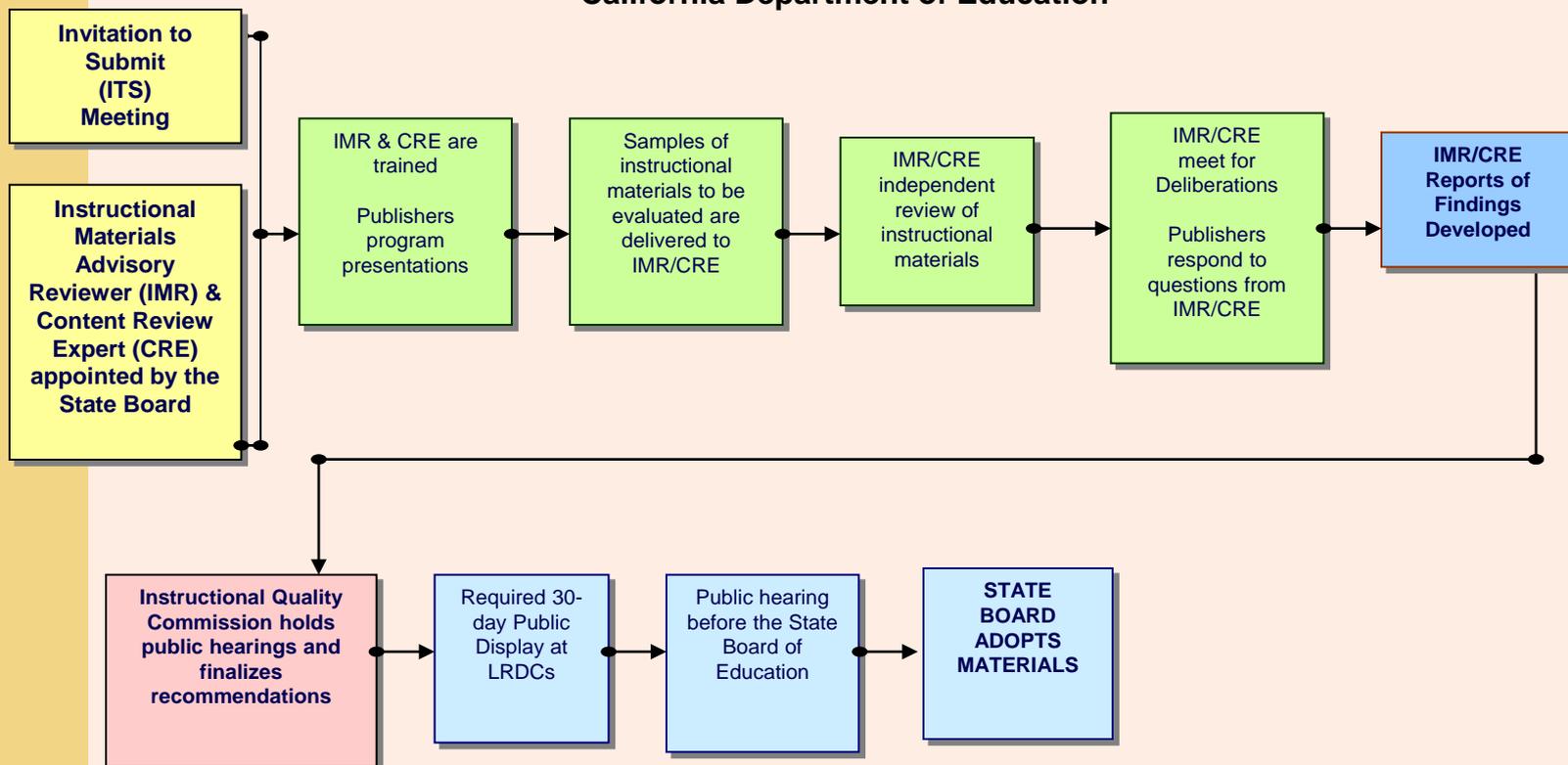


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INSTRUCTIONAL MATERIALS ADOPTION PROCESS

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.

California Department of Education





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Education Content Review

The education content review is based on subject specific evaluation criteria.

In recent instructional materials adoptions, the areas of the criteria included:

- 1) Content
- 2) Program Organization
- 3) Assessment
- 4) Universal Access
- 5) Instructional Planning and Support

Note: The above criteria was used in previous instructional materials adoptions. The SBE will adopt new criteria when the Mathematics and English Language Arts/English Language Development Frameworks are revised.



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Reviewers

Following a statewide recruitment and thorough application process, the Instructional Quality Commission recommends and the SBE appoints Instructional Materials Reviewers (IMRs) and Content Review Experts (CREs) to conduct both Education Content Review and Social Content Review.



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Instructional Materials Reviewer (IMR)

IMRs are primarily classroom teachers but may also include a broad range of other participants (e.g., school administrators, curriculum specialists, and parents) who evaluate materials according to all elements of the criteria.



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Content Review Expert (CRE)

CREs are recognized subject matter experts who review materials according to the content criteria and standards to ensure that the materials are accurate, adequate in their coverage, and are based on current and confirmed research.

CREs review only those materials or parts of them that pertain to their area of expertise.



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Social Content Review

- The social content review is conducted to ensure that all instructional materials used in California public schools are in compliance with:
 - *Education Code* sections 60040-60045 and 60048
 - SBE guidelines contained in the document, *Standards for Evaluation of Instructional Materials with Respect to Social Content*
- Materials not in compliance with the standards must be revised to comply or be withdrawn from the adoption process.



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Public Review and Comment

- The adoption process is designed to ensure that the public has the opportunity to review and comment on instructional materials considered for SBE adoption.
- Samples of instructional materials submitted for adoption are available for public review from the date of submission through SBE adoption at:
 - Learning Resources Display Centers (LRDCs)
 - Student materials are also available on the Internet as required by the *California Code of Regulations*, Title 5, (5CCR) Section 9523



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Public Review and Comment

Written comments on the instructional materials are forwarded to the Instructional Quality Commission and the SBE for consideration. In addition, three separate public meetings are held prior to adoption:

1. By the appropriate Subject Matter Committee (SMC) of the Instructional Quality Commission
2. By the full commission
3. By the SBE



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Instructional Materials Adoption Process

- The IMRs and CREs are assigned to panels to review specific instructional materials.
- Each panel develops an IMR/CRE Report of Findings for each program based on their deliberations.
- The SMC of the Instructional Quality Commission considers the IMR/CRE Report of Findings and recommends materials to the full commission for adoption.
- Members of the Instructional Quality Commission conduct their own independent review, hold a public hearing, and then vote to recommend instructional materials to the SBE for adoption.



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Instructional Materials Adoption Process – State Board of Education

- Prior to the SBE action, a public display period is held.
- Materials are on display at LRDCs throughout the state and student materials are also available on the Internet.
- Members of the public are encouraged to review the materials and send in their comments.
- The SBE considers the recommendations of the Commission, public input, and their own review.
- The SBE conducts a public hearing and then votes to adopt instructional materials.



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Instructional Materials Adoption Process – Ordering Materials

- The adopted materials are added to the Price Lists of K-8 Adopted Instructional Materials
<http://www.cde.ca.gov/ci/cr/cf/intro-plsearch.asp>
- Districts begin piloting and purchasing materials for use in their schools