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## Step 4: Deliberations

**Purpose:** Discuss and come to consensus on whether each program should or should not be recommended for adoption to the Instructional Quality Commission and the State Board of Education.

**Tools:** Evaluation Criteria Maps, Standards Maps, Social Content Standards, Reviewer Notes, Report Template

**Outcome:** *Report of Findings*

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## Step 4: Deliberations Overview of Process

1. General Session (Tuesday morning)
2. Panel Setup – Daily Schedule
3. Initial Tally on Each Program
4. Develop Questions for Publishers
5. In-Depth Discussion
6. Public Comment

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## Step 4: Deliberations Overview of Process

7. Report Writing
  - a. Come to Consensus
  - b. Develop Recommendation
  - c. Write Criteria Statements
  - d. Gather Citations
  - e. Group Reads
  - f. Verify Citations
  - g. Submit Draft
8. Panel Sign-Off & Adjourn

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## Step 4: Deliberations

### Initial Tally on Each Program

- Objectives
  - To gauge the initial feeling of the panel on the program
  - To identify areas of agreement, and those that require further discussion
- Panel members are not bound by their initial vote in any way
- Process
  - Panel votes on each criterion for each grade level of the program
  - The votes are recorded on a tally sheet

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## Step 4: Deliberations

### Initial Tally on Each Program

Panel: Practice Place  
Publisher: ELA Publishing, Inc. Program: CA ELA Intervention (Program 4)  
Grade Levels: 4-5

Category	Criteria			Criteria		
	Y	N		Y	N	
1.1			1.12(2)			1.22(1)
1.2			1.12(3)			1.23
1.3			1.12(4)			1.24
1.4			1.12(5)			1.25
1.5			1.13			1.26
1.6			1.14			
1.7			1.15			
1.8			1.16			
1.8a			1.16			
1.8b			1.17			
1.8c			1.18			
1.8d			1.19			
1.8e			1.20			
1.8f			1.21a			
1.8g			1.21b			

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## Step 4: Deliberations

### Publisher Questions

- Each panel will develop publisher questions the first day of deliberations.
- Panel members should write up possible publisher questions on their standards and criteria maps while conducting their independent review.
- Publishers will respond to the panel's questions on the second day of deliberations.

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## Step 4: Deliberations

### Publisher Questions

- Questions should:
  - Be tied to the Evaluation Criteria or the Standards
  - Help you understand the program, how it operates, or how it meets the criteria.
  - Be open-ended and clearly stated so as not require interpretation.
  - Be phrased to invite clarification and not argumentative.

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## Step 4: Deliberations

### Publisher Questions

- Examples:
- Instead of:
    - *Why didn't you include a list of the CA CCSS for ELA in the teacher's guide as required in the criteria?*
  - You could ask:
    - *Where in the teacher's guide does your program provide a checklist of CA CCSS for ELA with page number references as required in Category 2 Criterion 13?*

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## Step 4: Deliberations

### In-Depth Discussion

- Panel discussion of each criterion
  - Focus on those areas where there was disagreement on the initial tally
- Come to consensus
  - Criteria “met” or “not met”
- Identify supporting citations
- Successful deliberations depend upon the ability of each panel to reach consensus

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## Step 4: Deliberations

### Report of Findings

- Major outcome of your work
- One report for each program
- Public documents and part of the public record
- Includes citations that support the recommendation (meets or does not meet criteria)
- Audience is the Instructional Quality Commission and the State Board of Education

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## Step 4: Deliberations

### Report of Findings

- Program is recommended or not recommended:
  - Report must include evaluation-criteria-based reasons justifying the recommendation
  - All applicable criteria in Category 1 must be met for a program to be recommended
  - Program must have strengths in Categories 2 through 5
  - Provide supporting citations

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## Step 4: Deliberations

### Report Writing

- Guidelines for Report Writing:
  - Use terminology consistent with the evaluation criteria and standards
  - Avoid pejorative comments that may lend an unprofessional tone (e.g., this is lousy, ridiculous)
  - Avoid opinion statements
  - Avoid absolute terms (e.g. always, never)
  - Be concise, use short sentences that are clear and to the point
  - Ensure that citations are accurate and support the recommendation

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## Step 4: Deliberations

### Report Writing: Criteria Statements and Supporting Citations

#### Citations

1. For citations supporting a statement that a criterion is met: exemplars that clearly demonstrate coverage.
2. For citations supporting a statement that a criterion is not met: Every standard not met must be cited; show where in the program a criterion should have been met (i.e., missed opportunities), or where coverage was attempted but was insufficient to meet the criterion.
3. Four to six citations per category are usually sufficient; you may need more to justify a "not met" finding.

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## Step 4: Deliberations

### Edits and Corrections

- Reviewers should note errors in the materials as they are reviewing them, and bring a list of proposed edits and corrections to deliberations
- The panel must agree upon the full list of edits before it is incorporated into the *Report of Findings*
- Each edit should include:
  - A clear reference to the component and page number/location in the materials;
  - The current language, noting the error;
  - The proposed correction

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## Step 4: Deliberations

### Practice Steps of Deliberations

- Initial Tally
- Develop Publisher Questions
- Panel Discussion (Practice Piece, Criteria Map)
- Reach Consensus
- Gather Citations

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## Lunch



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## Step 4: Deliberations

### Practice Steps of Deliberations

- Develop Report of Findings
  - Develop statements for each category
  - Select criteria to support
  - Select citations for each criteria statement
  - Verify citations
  - Develop overall recommendation
  - List edits and corrections (if any)

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## Step 4: Deliberations

### Practice Steps of Deliberations

- Report out

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## Break



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## Step 3B: Independent Review Social Content

- The materials must conform to the *Standards for Evaluating Instructional Materials for Social Content, 2013 Edition*, as adopted by the SBE.
- The Social Content review takes place concurrently with the review of materials submitted by publishers for educational content.

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## Step 3B: Independent Review Social Content

- Many social content issues can be corrected by publishers
- Reviewers will note citations for social content issues during the course of their review
- A program that has pervasive issues with regards to social content should not be recommended for adoption

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### Step 3B: Independent Review Social Content: Overview

- Students are often swayed by what they see, hear, and read.
- The State Legislature and State Board of Education have recognized the effect of instructional resources on developing student attitudes and beliefs.

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### Step 3B: Independent Review Social Content: Purpose

- Dispel erroneous stereotypes
- Represent the cultural and racial diversity of our society
- Recognize the contributions of ethnic groups, the disabled, the elderly, people of lesbian, gay or bisexual orientation and transgendered persons, and both males and females
- Portray all groups in a positive manner
- Eliminate inappropriate references to commercial brand names, products, and corporate or company logos

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### Step 3B: Independent Review Social Content: The Document

- The standards and categories that are reviewed for social content are listed in the State Board approved document entitled *Standards for Evaluating Instructional Materials for Social Content, 2013 Edition*.
- This document is under Tab 09.

Also available on the CDE Web site at:  
[www.cde.ca.gov/ci/cr/cf/documents/socialcontent2013.doc](http://www.cde.ca.gov/ci/cr/cf/documents/socialcontent2013.doc)

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### Step 3B: Independent Review Social Content: Categories

- Male and Female Roles
- Ethnic and Cultural Groups
- Sexual Orientation and Gender Identity
- Older Persons and the Aging Process
- People with Disabilities
- Entrepreneur and Labor
- Religion
- Ecology and the Environment

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### Step 3B: Independent Review Social Content: Categories

- Dangerous Substances
- Thrift, Fire Prevention, and Humane Treatment of Animals and People
- Declaration of Independence and Constitution of the United States
- Brand Names and Corporate Logos
- Diet and Exercise

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### Step 3B: Independent Review Social Content: Definition of Terms

Three definitions are critical in the review of instructional materials because they account for the most citations.

Adverse reflection:

Any description, depiction, label, or rejoinder that tends to demean, stereotype, or patronize those groups listed in the standards (i.e., male/female, ethnic and cultural groups, sexual orientation and gender identity, disabled persons, older persons and the aging process, entrepreneur and labor, and religion).

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### Step 3B: Independent Review Social Content: Definition of Terms

#### Equal portrayal:

Instructional materials containing references to, or illustrations of, people must refer to both sexes approximately evenly, in both number and degree of importance, except as limited by accuracy or special purpose.

#### Proportion of portrayals:

Instructional materials containing references to, or illustrations of, people must portray accurately, to the extent possible, the roles and contributions of a fair proportion of diverse ethnic groups, especially those referenced in the statute (Section 60040[b]).

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### Step 3B: Independent Review Social Content: Definition of Terms

#### Achievements:

When the developments in history, current events, or achievements in art, science, or any other field are presented, the contributions of men and women, people of lesbian, gay or bisexual orientation and transgendered persons, minority persons, and the disabled must be included when it is appropriate and historically accurate to do so.

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### Step 3B: Independent Review Social Content: Male/Female Roles

- Depictions, descriptions, or labels of male and female roles must not demean, patronize or stereotype
- Present equal illustrations, both in number and importance, of male/female figures
- Present equal portrayal in occupations and range of careers
- Represent equal presentation of male/female contributions and achievements

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### Step 3B: Independent Review Social Content: Male/Female Roles

- Present equal presentation in mentally and physically active, creative, problem-solving roles and success/failure in those roles
- Present balanced random portrayal of emotions in males/females
- Show equal portrayal of both sexes in nurturing roles with family
- Use gender neutral language

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### Step 3B: Independent Review Social Content: Brand Names & Logos

- Omit illustrations of commercial brand names, products, or corporate or company logos, unless necessary to the educational purpose or incidental to a scene of general nature
- No prominent usage of any one brand or company

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### Step 3B: Independent Review Social Content: Brand Names & Logos

#### Example

#### MIXED WORD PROBLEMS

Circle the code words. Write ADD, SUBTRACT, MULTIPLY, OR DIVIDE on the line. Work the problem. (Show your work!)

- |  |   |
|--|---|
| <p>1. There were 13 brown puppies and 7 white puppies at the pet shop. How many puppies at the pet shop?</p> | <p>7. A hamburger costs \$1.89 at Speedy's Grill. A chicken sandwich costs \$2.49. How much more for the chicken?</p>     |
| <p>2. 63 gallons of water in the tub minus 36 gallons down the drain. How many gallons of water now?</p>     | <p>8. There were 54 Barbie book covers for the 9 girls in Mrs. Loy's class. How many book covers could each girl get?</p> |

What is the difference?

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### Step 3B: Independent Review Social Content: Brand Names & Logos

#### More Examples

Necessary ?

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### Step 3B: Independent Review Social Content: Brand Names & Logos

#### Copyright Protection – Examples:

- A publisher may have the corporate name or logo on the front of the book and on a page that provides copyright information
- A publisher may use a corporate name to refer the reader to another document for further information

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### Step 3B: Independent Review Social Content: Abridged Handout

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## Step 3B: Independent Review Social Content: Citation Form

California Department of Education Social Content - Citation Form			
1	07/15/2015	2015 ELA/ELD Adoption	1
	<b>Date</b>	<b>Adoption/Review</b>	<b>Panel Number</b>
2	ELA/ELD Publisher		
	<b>Publisher</b>		
3	CA ELA/ELD Program 2	6	
	<b>Title of Materials</b>	<b>Grade Level</b>	
4	Student Edition		
	<b>Type of Material (i.e., textbook, teacher's edition, workbook, video, CD-ROM, etc.)</b>		
5	L-1 Brand Names and Corporate Logos		
	<b>Standard(s) Cited from the Social Content Citation Review List</b>		
6	<b>Description of Citation (include page references):</b> p. 407 – The text mentions "Alka-Seltzer™" – replace "Alka-Seltzer™" with "effervescent antacid tablets." p. 460 – The text mentions "Tobasco®" – Replace "Tobasco®" with "hot sauce."		

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## Step 3B: Independent Review Social Content: Activity

### Social Content Exercises 1-4

- Read the selections
- Discuss in panels
- Fill out the Social Content Citation Form
- Selected panels share out

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Exercise 1



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California Department of Education Social Content - Citation Form			
	07/15/2015	2015 ELA/ELD Adoption	1
	<b>Date</b>	<b>Adoption/Review</b>	<b>Citation Number</b>
	ELA/ELD Publisher		
	<b>Publisher</b>		
	CA ELA/ELD Program 2	6	
	<b>Title of Materials</b>	<b>Grade Level</b>	
	Student Edition		
	<b>Type of Material (i.e., textbook, teacher's edition, workbook, video, CD-ROM, etc.)</b>		
	L-1 Brand Names and Corporate Logos		
	<b>Standard(s) Cited from the Social Content Citation Review List</b>		
	<b>Description of Citation (include page references):</b> p. 407 – The text mentions "Alka-Seltzer™" – replace "Alka-Seltzer™" with "effervescent antacid tablets." p. 460 – The text mentions "Tobasco®" – Replace "Tobasco®" with "hot sauce."		

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California Department of Education Social Content - Citation Form			
07/15/2015	2015 ELA/ELD Adoption	1	
Date	Adoption/Review	Panel Number	Citation Number
ELA/ELD Publisher			
Publisher			
CA ELA/ELD Program 2		6	
Title of Materials	Grade Level		
Student Edition			
Type of Material (i.e., textbook, teacher's edition, workbook, video, CD-ROM, etc.)			
L-1 Brand Names and Corporate Logos			
Standard(s) Cited from the Social Content Citation Review List			
Description of Citation (include page references):			
p. 59 – "Nikon" brand name on camera.			
p. 70 – "Energizer" brand name on battery.			
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California Department of Education Social Content - Citation Form			
07/15/2015	2015 ELA/ELD Adoption	1	
Date	Adoption/Review	Panel Number	Citation Number
ELA/ELD Publisher			
Publisher			
CA ELA/ELD Program 2		6	
Title of Materials	Grade Level		
Student Reader			
Type of Material (i.e., textbook, teacher's edition, workbook, video, CD-ROM, etc.)			
A-3 Male and Female Roles			
Standard(s) Cited from the Social Content Citation Review List			
Description of Citation (include page references):			
pp. 11-57 – All of the varied illustrations of adults in professional roles show males only.			
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**Step 3B: Independent Review**  
**Social Content: Activity – Exercise 4**

No citations in this case.

- M-2 Nutrition and Physical Activity
- L-1 Brand Names

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### Step 3B: Independent Review Social Content: Activity – Exercise 5

#### Which Social Content Standards are Met/Not Met?

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### Step 3B: Independent Review Social Content: Out of Compliance Citations

#### Submitting Citation Forms:

- Reviewers should bring citations with them to the deliberations in July.
- Panels discuss citations and come to consensus as to whether they should be included in the panel report and submitted to publishers.

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### Step 3B: Independent Review Social Content: Publisher Options

When materials are cited, the CDE then notifies the publisher. Once notified, the publisher has three options:

1. Revise the material to bring it into compliance.
2. Appeal the citation to a Social Content Appeals Committee.
3. Take no action. The material is classified as non-compliant and cannot be used in California public schools.

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### Step 3B: Independent Review Social Content: Final Resolution

Instructional materials will be added to the CDE Social Content Database if they pass the social content review, even if they are not adopted.

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### Step 3B: Independent Review Social Content: Suggestions for Reviewers

- Keep the yellow Social Content Standards sheet handy as you conduct your review; note down possible citations as you examine the materials.
- Take note of depictions of groups that fall under "proportion of portrayals" categories, such as the disabled, while you are conducting your review. The absence of those groups can also often be identified by a quick scan of the materials. Remember that there are no minimum quotas for those portrayals.
- You are not required to make social content citations; if in doubt about something, prepare a citation and bring it to deliberations for discussion.

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### Step 3B: Independent Review Social Content: Questions

*Standards for Evaluating Instructional Materials for Social Content 2013*  
Edition adopted by the SBE on May 6, 2013 –  
<http://www.cde.ca.gov/be/aq/aq/yr13/agenda201305.asp>.

Questions regarding the social content review?

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## Post-Deliberations Actions

September 24–25, 2015

- Instructional Quality Commission recommends programs to the State Board of Education

November 19–20, 2015

- State Board takes action on the adoption

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## Final Actions

Early 2016

- Final edited materials due (60 days after SBE action)
- Letter/News Release from the Superintendent to Local Educational Agencies
- Posting of adopted programs on the CDE online price list

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## Tips for Review

- Set a schedule, pace your review
- Validate citations on the publisher-provided Standards Map, note down your own issues
- Use the Evaluation Criteria Maps as a central place to note exemplary citations, edits/corrections, and questions for easy reference during deliberations
- Fill out the criteria tally sheets as you review
- Establish a strategy for your review

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## Evaluating Electronic Learning Resources

- If you experience difficulty using **ANY** technology component:
  1. Call publisher's technology contact
  2. Contact David Almquist, the CFIR publisher liaison, at [dalmquis@cde.ca.gov](mailto:dalmquis@cde.ca.gov)
- Important - continue your review

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## Publisher Presentations

### Purpose:

- To allow publishers to showcase and demonstrate how their programs work.
- Provide a preview of the program for reviewers.

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## Publisher Presentations

- On the last day of the training, reviewers attend presentations by submitting publishers.
- Presentations give publishers a chance to briefly introduce their programs and entertain questions from the reviewers.
- Presentation schedule is provided in the training binder or on your flash drive

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## Final Homework

### Supporting Documents for the ELA/ELD Framework

1. Figure 2.1: Circles of Implementation
2. 2014 ELA/ELD Framework: Key Themes
3. California's Recently Adopted ELA/ELD Framework: Translating the Common Core State Standards to a Coherent and Sequenced Curriculum for All Students.
4. Designated-Integrated Excerpt from ELA/ELD Framework, Chapter 2, pages 79-81
5. Snapshot Activity (Grades 1, 3, 5 & 7)
6. Foundational Skills of the CCSS

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## Bring to Deliberations

- Completed standards and criteria maps with your notes
- Completed tally sheets
- Social content citations and edits and corrections (if any)
- Your electronic files on a flash drive or laptop
- A copy of the instructional materials that your panel is reviewing will be provided in your deliberation room

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## Questions & Answers

Commissioners and CFIR Staff  
respond to your questions

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## Public Comment

Would any members of the public like to speak?

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## Thank You!

We look forward to a positive adoption process and appreciate the work you are doing to ensure that California's students have the best possible instructional materials.

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of Public Instruction

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TOM TORLAKSON  
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## Training Completed

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