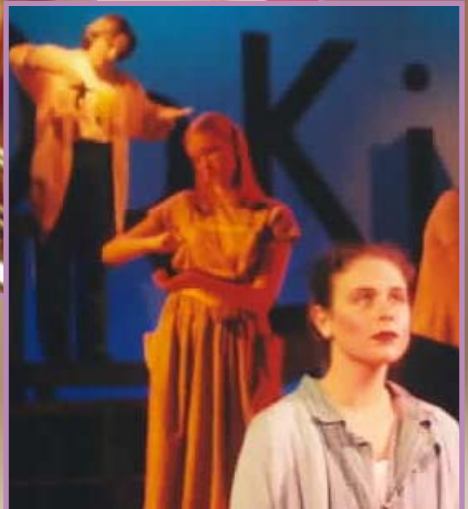
2006

Visual and Performing Arts Adoption Report



California Department of Education
Sacramento, 2007

2006

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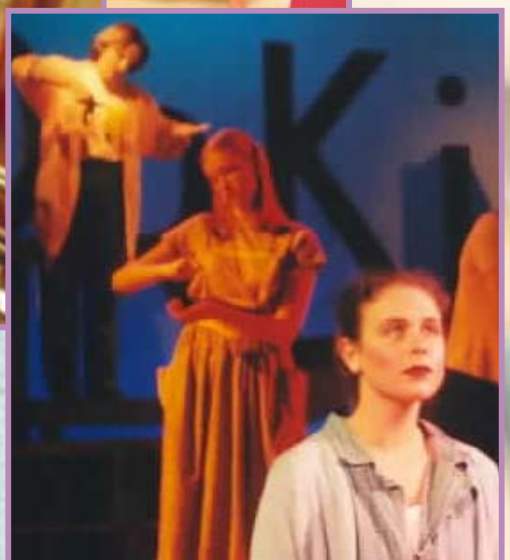

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Foreword

The 2006 Visual and Performing Arts Primary Adoption advances the goal of providing California's students with instructional materials that are rigorous, standards-based, and at the same time useful teaching and learning resources.

This report recounts the events and activities that constituted the 2006 Visual and Performing Arts Primary Adoption and provides individual program descriptions.

The principal work of framework development and instructional materials evaluation was performed under the auspices of the Curriculum Development and Supplemental Materials Commission and involved panels of advisers that included arts experts, classroom teachers, administrators, parents, and university professors. Commissioners and panel members alike were volunteers, and we are most grateful for the many hours of dedicated service they contributed to this work.

Studies have shown that students with higher levels of involvement in the arts are more likely to be high achievers on tests, are less likely to drop out of school, and are more engaged in the learning process. The adoption has not only succeeded in delivering more choices of high-quality materials that meet the demanding requirements set forth in the evaluation criteria, but it has also succeeded in addressing the call for materials that are both effective teaching tools and engaging texts, designed to foster creativity and artistic expression that can enrich the academic lives of all students.

Jack O'Connell
State Superintendent of Public Instruction

Kenneth Noonan
President, State Board of Education

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Wendy Levine, Chair, Visual and Performing Arts Subject Matter Committee, Inglewood Unified School District

Deborah Keys, Chair, Curriculum Development and Supplemental Materials Commission (Curriculum Commission), Oakland Unified School District

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Members of the Curriculum Commission who provided leadership in conducting the 2006 Visual and Performing Arts Primary Adoption:

Mary-Alicia McRae, Vice Chair, Curriculum Commission, Salinas City Elementary School District

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Maria Dunlap, Ontario-Montclair Elementary School District

Dyanna Espinoza, Orange County Department of Education

Denise Faucher-Garcia, Sonora Elementary School District

Carol Hovey, Livermore Valley Joint Unified School District

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Susan Martimo, Administrator, Curriculum Frameworks Unit

Suzanne Rios, Administrator, Instructional Resources Unit

Kenneth McDonald, Lead Consultant

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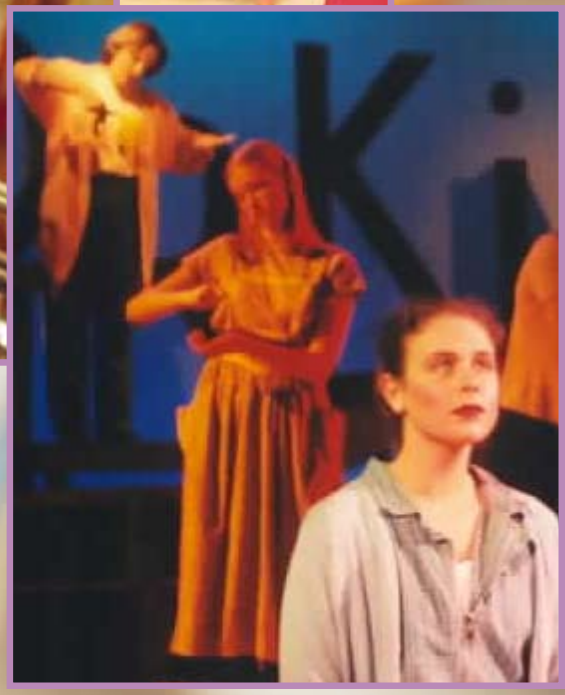


Introduction

In January 2001, the SBE adopted the *Visual and Performing Arts Content Standards for California Public Schools, Prekindergarten Through Grade Twelve*. The standards affirm the SBE's commitment to provide a world-class arts education for all California students and important guidance to schools in designing curricula for programs in the visual and performing arts. They provide a comprehensive, specific vision of what students know and are able to do at every grade level.

The SBE adopted a brand new, standards-aligned *Visual and Performing Arts Framework for California Public Schools, Kindergarten Through Grade Twelve* on January 7, 2004. This new framework includes the "Criteria for Evaluating Instructional Materials in Visual and Performing Arts, Kindergarten Through Grade Eight." The criteria provide a means of evaluating the alignment of instructional materials with the *Visual and Performing Arts Content Standards* and the *Visual and Performing Arts Framework*. The criteria were given to publishers at a briefing in June 2004 and are posted on the CDE Web site.

The criteria are organized into five categories:

1. **Visual and Performing Arts Content/Alignment with Standards:** The content specified in the *Visual and Performing Arts Content Standards for California Public Schools*

2. **Program Organization:** The sequence and organization of the visual and performing arts program

3. **Assessment:** The strategies presented in the instructional materials for measuring what students know and are able to do

4. **Universal Access:** The information and ideas that address the needs of every student, including those with diverse learning styles and abilities

5. **Instructional Planning and Support**: The information and materials, typically including a separate edition specially designed for use by teachers, to assist teachers in implementing visual and performing arts programs

The SBE adopted the timeline for the 2006 Visual and Performing Arts Primary Adoption on January 12, 2005. Minor revisions were approved by the Curriculum Commission to allow additional time for recruitment of qualified reviewers and for publishers to respond to deadlines. The timeline reflected the requirements of *Education Code* Section 60200(b)(1). They call for adoptions to occur "not less than two times every six years" for language arts, mathematics, science, and history–social science and "not less than two times every eight years" in other subjects such as visual and performing arts. Adoption of instructional materials after the SBE adoption of new evaluation criteria is termed a "primary adoption." The end product is a new adoption list. The last primary adoption for visual and performing arts took place in 1998. The 2006 Visual and Performing Arts Primary Adoption met the schedule for the adoption of K–8 instructional materials.

Standards maps were developed to help publishers identify where their instructional materials were aligned with the *Visual and Performing Arts Content Standards for California Public Schools*. Publishers completed the maps and submitted them with their programs. The CRP experts and IMAP members used the maps in evaluating a program's alignment with the standards.

Because only basic instructional materials programs for grades K–8 were reviewed and recommended for the 2006 Visual and Performing Arts Primary Adoption, supplementary materials (covering less than an entire course) were not considered for adoption. Programs recommended for this adoption were full basic programs that were evaluated for appropriate grade-level content, alignment with the content standards and the *Visual and Performing Arts Framework*, and compliance with the evaluation criteria.

Adoption Process

Publishers Invitation to Submit Meeting

A Publishers Invitation to Submit (ITS) meeting was held on January 9, 2006. At the ITS meeting publishers learned about the process and procedures for submitting K–8 instructional materials for the 2006 Visual and Performing Arts Primary Adoption. Each publisher received a copy of the *Publishers Invitation to Submit* document that contains the information necessary for a publisher to effectively participate in the adoption process.

Technical information was provided at the meeting, including an outline of the schedule of significant events, publishers' responsibilities for participating in the adoption, review of the adoption process, overview of the content standards, the *Visual and Performing Arts Framework,* the evaluation criteria, and the logistics of the submission process.

CRP/IMAP Appointment and Training

In January and March 2006, the SBE appointed a total of 11 CRP experts and 20 IMAP members, on the recommendation of the Curriculum Commission, to evaluate ten visual and performing arts programs. Experts and members served on four review panels. The IMAP members included classroom teachers, district coordinators, and administrators with experience in an arts field. The CRP experts included experts with doctoral degrees in an arts field.

The members of the Curriculum Frameworks and Instructional Resources (CFIR) Division staff assisted the Curriculum Commission in its training of reviewers on April 4–7, 2006, for the 2006 Visual and Performing Arts Primary Adoption. Training included sessions on the *Visual and Performing Arts Framework,* the visual and performing arts content standards, the evaluation criteria, the legal and social compliance standards, and the adoption process. Publishers made formal presentations on their programs at the training and answered questions from panel members.

Training was conducted in accordance with the Bagley-Keene Open Meeting Act. Various publisher representatives and interested members of the public attended the training. Every afternoon, at a preset time, the training would pause to provide an opportunity for public comment.

CRP/IMAP Review, Deliberations, and Report of Findings

In April 2006, the IMAP members, CRP experts, and Curriculum Commission members received complete sets of instructional materials that were assigned to each panel to review and evaluate according to the criteria. The IMAP members and CRP experts conducted their independent reviews of the science materials during the months of April, May, June, and July.

From July 31 to August 3, 2006, the IMAP members and CRP experts met in their assigned review panels in Sacramento for deliberations. The IMAP members and CRP experts shared with their fellow panel members their individual personal notes and citations that they each had developed based on an independent review. A member of the Curriculum Commission was assigned as a facilitator to each panel. CFIR Division staff provided support to the panels.

During deliberations, publishers were provided time to respond to three to five questions on their programs posed by the panel members.

The IMAP members and CRP experts worked collaboratively during the deliberations week to produce a *Report of Findings* for each program. Each *Report of Findings* contained the following sections: Program Components, Recommendation, Content/Alignment with Standards, Program Organization, Assessment, Universal Access, Instructional Planning and Support, and Edits and Corrections (if any). The reports included citations that were exemplary (not exhaustive) of the panels' findings and recommendations.

Many of the programs were recommended for adoption pending satisfactory completion of specified edits and corrections. Edits and corrections are defined as inexact language, imprecise definitions, mistaken notions, mislabeling, misspellings, and grammatical errors. Edits and corrections do not include complete revision or rewriting of chapters or programs or the addition of new content to a program. Such changes are not allowed during the adoption process.

Deliberations were conducted in accordance with the Bagley-Keene Open Meeting Act. Various publisher representatives and interested members of the public attended the panel deliberations. Every afternoon, at a preset time, both the training and deliberations would pause to provide an opportunity for public comment.

Legal and Social Compliance Review

The purpose of the legal and social compliance review is to ensure that K–8 instructional materials used in California schools contribute positive influences, healthy messages, and overall positive images of American society and its diversity. The State Legislature established laws and the SBE adopted policies and guidelines for instructional materials to reflect California's diversity and reduce the influence of brand names and corporate logos in instructional materials. The legal and social compliance review process was an important part of the 2006 Visual and Performing Arts Primary Adoption and was an opportunity for the public to review the social content in the materials.

The legal and social compliance review was conducted by two groups. The CRP and IMAP members received training in March and integrated their legal and social compliance review into their content review. In addition, the CDE contracted with several county offices of education to review materials for legal and social compliance.

The reviewers used the standards contained in *Education Code* sections 60040–60045, 60048, 60200, and SBE policy as outlined in the *Standards for Evaluating Instructional Materials for Social Content* (2000 edition). The standards address such areas as the accurate portrayal of cultural and racial diversity, equitable and positive roles for males and females, disabled people, ethnic and cultural groups, and the elderly. The standards include the provisions of Assembly Bill 116, Mazzoni (Chapter 276, Statutes of 1999), that prohibits (with certain exceptions) the inclusion of commercial brand names, specific commercial product references, or corporate or company logos in adopted instructional materials.

Reviewers completed a citation form with specific information on perceived violations of the legal and social compliance standards. On July 7, 2006, two Curriculum Commissioners met to review all the citations for concurrence. As a result of this review, 37 citations were forwarded to publishers. Two publishers appealed a total of eight citations on August 23, 2006: five appeals were approved, while three were denied. The other 29 citations were addressed by publishers' revisions of the materials.

Public Comment and Review

Instructional materials submitted for adoption were displayed for public review and comment, beginning April 20, 2006, at the Learning Resource Display Centers (LRDCs) throughout the state (see Appendix B). The general public was given a 30-day opportunity to provide written comments to the SBE on the Curriculum Commission's recommendations throughout October 2006.

In addition, the Curriculum Commission held two public hearings: one at the Visual and Performing Arts Subject Matter Committee (SMC) meeting on September 28, 2006, and one at the full Curriculum Commission meeting on September 29, 2006. After the two hearings, the Curriculum Commission made its recommendations to the SBE. Public comment was received by the Curriculum Commission, both in writing and in testimony at the public hearings. All public comments received by the Curriculum Commission were also forwarded to the SBE.

The SBE also held a public hearing on November 9, 2006, during a regular meeting prior to taking action on the Curriculum Commission's recommendations.

Curriculum Commission Review and Deliberations

On September 28–29, 2006, the members of the Curriculum Commission considered the recommendations from the IMAP members and CRP experts in conjunction with other information in determining whether each program satisfied the SBE-adopted evaluation criteria for this adoption. The criteria include a requirement that the instructional materials provide comprehensive teaching of all the visual and performing arts content standards in accord with guidance given in the *Visual and Performing Arts Framework*.

On September 28, 2006, the Visual and Performing Arts SMC reviewed the IMAP/CRP *Report of Findings* for each program. Each program was discussed in depth. The discussion included the IMAP members' and the CRP experts' recommendations of minor edits and corrections, as well as, the findings from each commissioner's own independent review. After discussion by the Visual and Performing Arts SMC, each program submission received a roll-call vote. The motion was stated in the affirmative. A majority vote from the Visual and Performing Arts SMC was required for any program to be recommended. The Visual and Performing Arts SMC forwarded its recommendations to the full Curriculum Commission.

On September 29, 2006, the full Curriculum Commission also discussed each program in depth. Discussion covered the IMAP members' and CRP experts' *Report of Findings* and individual

commissioner's findings on each program reviewed. After the discussion, the commission chair proceeded to ask for a motion and a second on each program submission. Again, the motion was stated in the affirmative; there was a final roll-call vote for each program. The recommendation for each program was to recommend the program for particular grade levels with edits and corrections. Recommendation of a program was made only if nine commissioners voted in the affirmative.

State Board Action

The Curriculum Commission's recommendations were presented to the SBE at a meeting on November 9, 2006. The SBE held a public meeting to take testimony on the Curriculum Commission recommendations and the programs submitted for adoption. After discussion, the SBE acted to adopt all of the Curriculum Commission's recommendations, including seven of the ten programs that were submitted by publishers. A complete list of the programs adopted by the SBE is provided on page 14 of this report.

Edits and Corrections Meetings

Edits and Corrections Meetings were held on November 29, 2006. These meetings with publishers covered the edits and corrections identified in the IMAP/CRP *Report of Findings* and approved by the Curriculum Commission at its September 28–29, 2006, meeting, and additional edits and corrections identified by the Curriculum Commission and included in its recommendation to the SBE. Two members of the Curriculum Commission, one former Curriculum Commissioner who worked on the *Visual and Performing Arts Framework*, and one former member of the CRP met with publisher representatives and reviewed 121 edits and corrections. Publishers had the opportunity to show where they made the edits and corrections required by the IMAP/CRP or provide evidence for why a particular edit and correction should either not be made or be made in a different way. The panel reviewed the publishers' materials carefully. Publishers whose materials were adopted were required to submit final print editions of their materials to verify all required edits and corrections and revisions for legal and social compliance by January 31, 2007. All materials were reviewed by the CFIR Division to verify that all required edits were made, prior to the materials being listed on the online price list and order form maintained by the CDE.

Responsibilities of Publishers

The provisions of *Education Code* sections 60061 and 60061.5 and *California Code of Regulations, Title 5, Education,* require publishers to comply with the "most favored nation" clause. The clause ensures publishers furnish instructional materials to every school district in California at the lowest or same price offered to other districts in this state or any other state in the nation. In addition, publishers are required to fill a textbook order within 60 days of the date of receipt of a submitted purchase order. Should the publisher or manufacturer fail to deliver instructional materials within 60 days of the receipt of a purchase order from a California school district, the school district may assess as damages an amount up to five hundred dollars ($500.00) for each working day the order is delayed beyond 60 calendar days with a limit of $20,000.

Summary of Visual and Performing Arts Adoption Recommendations

Adopted by the State Board of Education on November 9, 2006

These Programs Are Adopted		
Publisher	*Program Title*	*Grade Levels*
MUSIC		
Macmillan/McGraw-Hill	*Spotlight on Music*	K–6
Pearson Scott Foresman	*Silver Burdett Making Music, California Edition*	K–8
VISUAL ARTS		
Davis Publications	*Art and the Human Experience*	6–8
Glencoe/McGraw Hill	*Glencoe California Middle School Art Series*	6–8
Pearson Scott Foresman	*Scott Foresman Art, California Edition*	6–8
SRA/McGraw-Hill	*SRA Art Connections*	K–6
THEATRE		
SRA/McGraw-Hill	*Theatre Arts Connections*	K–6

These Programs Are Not Adopted		
Publisher	*Program Title*	*Grade Levels*
MUSIC		
ArtsCom, Inc.	*Music Learning System*	5–8
Visual Arts		
ArtsCom, Inc.	*Visual Arts Learning System*	5–8
Blarney Hill Press	*Exploring Art Media*	5–8

Special Issues

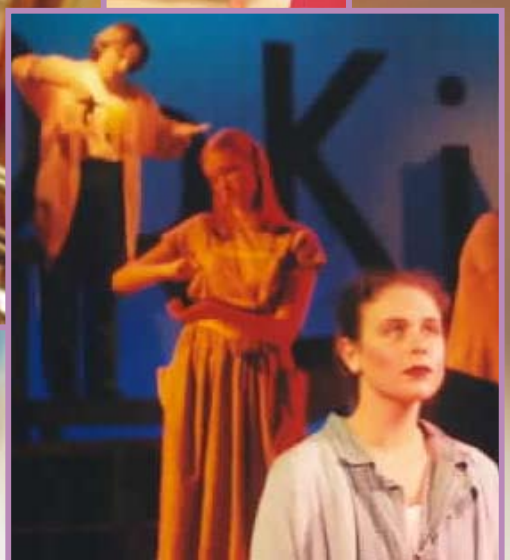
Fewer than five basic instructional materials programs in visual and performing arts were recommended to the SBE for grades K–4, because fewer than five programs were submitted for those grade levels. Furthermore, though seven programs were submitted for grades five, seven, and eight, only four programs were recommended for adoption for those grade levels. In this circumstance, *Education Code* Section 60200(e) provides that the SBE, "conduct a review of the degree to which the criteria and procedures used to evaluate the submitted materials for the adoption were consistent with the State Board's adopted curriculum framework."

On the SBE's behalf, the Curriculum Commission and CDE staff conducted the following review required by *Education Code* Section 60200(e). The review concluded:

1. The evaluation criteria were based on the academic content standards and the *Visual and Performing Arts Framework* as adopted by the SBE.
2. The criteria and procedures used to evaluate the submitted materials for adoption were entirely consistent with the standards and the *Visual and Performing Arts Framework*.
3. The very consistency of the evaluation criteria with the grade-level expectations and the *Visual and Performing Arts Framework* resulted in fewer than five basic instructional programs in visual and performing arts being recommended for adoption for grades five, seven, and eight.
4. Overall, the rejected programs failed to meet the evaluation criteria.
5. In the review process, the evaluation criteria were applied fairly and consistently.

The SBE included this finding in its action on November 9, 2006, to adopt seven programs in visual and performing arts.

These Programs Are Adopted



Publisher: Macmillan/McGraw-Hill
Title of Program: *Spotlight on Music*
Grade Level(s): K–6

COMPONENTS

Macmillan/McGraw-Hill's *Spotlight on Music* includes a Pupil Edition (PE), Teacher's Edition (TE), Teacher's Resource Masters (RM), Recorder (Rec), Transparencies (TR), Audio CDs (CD), CD-ROMs, and DVDs.

SUMMARY

The SBE adopted Macmillan/McGraw-Hill's *Spotlight on Music*, with minor edits and corrections, because it aligns with the content standards and meets the evaluation criteria.

Visual and Performing Arts Content/Alignment with Standards

The program is aligned to the Visual and Performing Arts Content Standards and meets all criteria statements in criteria category 1.

Program Organization

The program is organized to structure sequentially what students should learn each year and allows teachers to convey the content efficiently and effectively.

Assessment

The program presents strategies for measuring what students know and are able to do.

Universal Access

This program provides access to the standards-based curriculum to all students, including students with diverse learning styles and abilities.

Instructional Planning and Support

The program provides support for the teacher in implementing the instructional program.

Publisher: Pearson Scott Foresman

Title of Program: *Silver Burdett Making Music*

Grade Level(s): K–8

COMPONENTS

Pearson Scott Foresman's *Silver Burdett Making Music* includes a Student Edition (SE), Teacher's Edition (TE), Teacher's Resource Package (TR), Audio CDs (CD), CD-ROMs, and DVDs.

SUMMARY

The SBE adopted Pearson Scott Foresman's *Silver Burdett Making Music*, with minor edits and corrections, because it aligns with the content standards and meets the evaluation criteria.

Visual and Performing Arts Content/Alignment with Standards

The program is aligned to the Visual and Performing Arts Content Standards and meets all criteria statements in criteria category 1.

Program Organization

The program is organized to structure sequentially what students should learn each year and allows teachers to convey the content efficiently and effectively.

Assessment

The program presents strategies for measuring what students know and are able to do.

Universal Access

This program provides access to the standards-based curriculum to all students, including students with diverse learning styles and abilities.

Instructional Planning and Support

The program provides support for the teacher in implementing the instructional program.

Publisher: Davis Publications

Title of Program: *Art and the Human Experience*

Grade Level(s): 6–8

COMPONENTS

Davis Publications' *Art and the Human Experience* includes a Student Edition (SE), Teacher Edition (TE), Teacher Resource Binder (TR), Large Reproductions (LR), Overhead Transparencies (OT), Student Art Gallery CD-ROM (SA), Davis e-Gallery CD-ROM (DEG), Hispanic Fine Art Showcase prints (HS), Art Careers video (AC), Student Handbook (SH) in English and Spanish, and a STAR Preparation Support CD-ROM (STAR).

SUMMARY

The SBE adopted Davis Publications' *Art and the Human Experience*, with minor edits and corrections, because it aligns with the content standards and meets the evaluation criteria. The SBE also required that all reference to national standards be removed from the entire program as a condition for adoption.

Visual and Performing Arts Content/Alignment with Standards

The program is aligned to the Visual and Performing Arts Content Standards and meets all criteria statements in criteria category 1.

Program Organization

The program is organized to structure sequentially what students should learn each year and allows teachers to convey the content efficiently and effectively.

Assessment

The program presents strategies for measuring what students know and are able to do.

Universal Access

The program provides access to the standards-based curriculum for all students, including students with diverse learning styles and abilities.

Instructional Planning and Support

The program provides support for the teacher in implementing the instructional program.

Publisher: Glencoe/McGraw-Hill
Title of Program: *California Middle School Art Series*
Grade Level(s): 6–8

COMPONENTS

Glencoe/McGraw-Hill's *California Middle School Art Series* includes a Student Edition (SE), Teacher Wraparound Edition (TWE), Teacher Resource Binder (TRB), Fine Art Transparencies (TR), Fine Art Prints (P), Art Interactions DVD-ROM (DVD), Teacher Works CD (TW), and Portfolio Assessment and Techniques (PAT).

SUMMARY

The SBE adopted Glencoe/McGraw-Hill's *California Middle School Art Series*, with minor edits and corrections, because it aligns with the content standards and meets the evaluation criteria.

Visual and Performing Arts Content/Alignment with Standards

The program is aligned to the Visual and Performing Arts Content Standards and meets all criteria statements in criteria category 1.

Program Organization

The program organization structures sequentially what students should learn each year and allows teachers to convey the content efficiently and effectively.

Assessment

The program presents strategies for measuring what students know and are able to do.

Universal Access

The program provides access to the standards-based curriculum for all students, including students with diverse learning styles and abilities.

Instructional Planning and Support

The program provides support for the teacher in implementing the instructional program.

Publisher: Pearson Scott Foresman

Title of Program: *Scott Foresman Art*

Grade Level(s): 6–8

COMPONENTS

Pearson Scott Foresman's *Scott Foresman Art* includes a Student Edition (SE), Teacher's Edition (TE), Teacher's Resource Package (RP), Fine Art Prints (FAP), Unit-by-Unit Resources (UR), Audio CDs (CD), CD-ROMs, and DVDs, and Integrated Reading & Writing Workbook (IR&WW).

SUMMARY

The SBE adopted Pearson Scott Foresman's *Scott Foresman Art*, with minor edits and corrections, because it aligns with the content standards and meets the evaluation criteria.

Visual and Performing Arts Content/Alignment with Standards

The program is aligned to the Visual and Performing Arts Content Standards and meets all criteria statements in criteria category 1.

Program Organization

The program is organized to structure sequentially what students should learn each year and allows teachers to convey the content efficiently and effectively.

Assessment

The program presents strategies for measuring what students know and are able to do.

Universal Access

This program provides access to the standards-based curriculum to all students, including students with diverse learning styles and abilities.

Instructional Planning and Support

The program provides support for the teacher in implementing the instructional program.

Publisher: SRA/McGraw-Hill
Title of Program: *Art Connections*
Grade Level(s): K–6

COMPONENTS

SRA/McGraw-Hill's *Art Connections* includes a Student Edition (SE), Teacher Edition (TE), Overhead Transparency (OT), Artist Profiles (AP), Large Prints (LP), California Reading and Writing Practice (R&WP), Assessment (AS), Home and After School Connections (HASC), Teacher Resource Book (TRB), Literature and Art DVD (DVD), and ArtSource VHS & DVD Package (AS), Professional Development Guide (PDG), Art Connections (AC), E Presentation (E), and Flash Cards (FC).

SUMMARY

The SBE adopted SRA/McGraw-Hill's *Art Connections*, with minor edits and corrections, because it aligns with the content standards and meets the evaluation criteria.

Visual and Performing Arts Content/Alignment with Standards

The program is aligned to the Visual and Performing Arts Content Standards and meets all criteria statements in criteria category 1.

Program Organization

The program is organized to structure sequentially what students should learn each year and allows teachers to convey the content efficiently and effectively.

Assessment

The program presents strategies for measuring what students know and are able to do.

Universal Access

This program provides access to the standards-based curriculum to all students, including students with diverse learning styles and abilities.

Instructional Planning and Support

The program provides support for the teacher in implementing the instructional program.

Publisher: SRA/McGraw-Hill
Title of Program: *Theatre Arts Connections*
Grade Level(s): K–6

COMPONENTS

SRA/McGraw-Hill's *Theatre Arts Connections* includes a Student Edition (SE), Teacher Edition (TE), and an ArtSource VHS and DVD Package (AS).

SUMMARY

The SBE adopted SRA/McGraw-Hill's *Theatre Arts Connections*, with minor edits and corrections, because it aligns with the content standards and meets the evaluation criteria.

Visual and Performing Arts Content/Alignment with Standards

The program is aligned to the Visual and Performing Arts Content Standards and meets all criteria statements in criteria category 1.

Program Organization

The program is organized to structure sequentially what students should learn each year and allows teachers to convey the content efficiently and effectively.

Assessment

The program presents strategies for measuring what students know and are able to do.

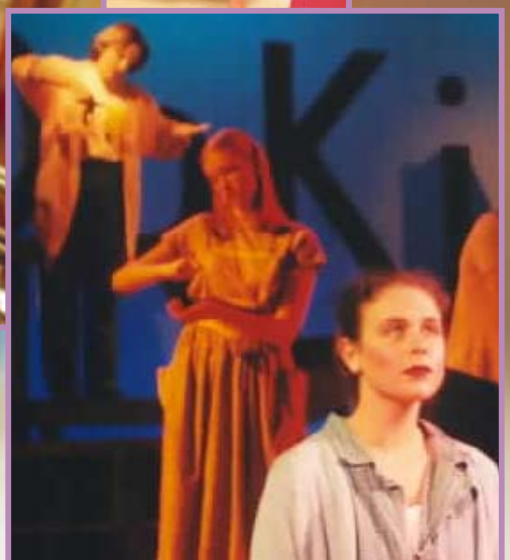
Universal Access

This program provides access to the curriculum to all students, including students with diverse learning styles and abilities.

Instructional Planning and Support

The program provides support for teachers in implementing the instructional program.

These Programs Are Not Adopted



Publisher: ArtsCom, Inc.
Title of Program: *Music Learning System*
Grade Level(s): 5–8

COMPONENTS

ArtsCom's *Music Learning System* is provided on a CD-ROM and contains Music Fundamentals (MF-computer), Study Guide (SG), Teacher's Guide (TG), Workbook (WkBk), Music Lessons (ML), Song Book (SB), Art & Music Connections (AMC), Music Theory & Aural Skills in seven levels (MT&AS L1 through MT&AS L7), Assessment Framework (AsFr), and Learning by Listening (LL) aural CD.

SUMMARY

The SBE did not adopt ArtsCom's *Music Learning System*, because it does not meet category 1 and categories 2 through 5 and is not fully aligned with the Visual and Performing Arts Content Standards.

Visual and Performing Arts Content/Alignment with Standards

The program is not designed to ensure that students master all the Visual and Performing Arts Content Standards.

Program Organization

The program is not organized to structure sequentially what students should learn each year nor does it allow teachers to convey the content efficiently and effectively.

Assessment

The program does not present strategies for measuring what students know and are able to do.

Universal Access

The instructional materials do not provide strategies to help students with diverse learning styles and abilities to understand the visual and performing arts content.

Instructional Planning and Support

The program does not provide support for the teacher in implementing the instructional program.

Publisher: ArtsCom, Inc.
Title of Program: *Visual Arts Learning System*
Grade Level(s): 5–8

PROGRAM COMPONENTS

ArtsCom's *Visual Arts Learning System* is provided on a CD-ROM and contains Visual Art Fundamentals (VAF-computer) Teacher's Guide (TG), Study Guide (SG), Workbook (WkBk), Art Lessons (AL), and Art and Music Connections (AMC).

SUMMARY

The SBE did not adopt ArtsCom's *Visual Arts Learning System*, because it does not meet the evaluation criteria and is not fully aligned with the Visual and Performing Arts Standards.

Visual and Performing Arts Content/Alignment with Standards

The program is not designed to ensure that students master all the Visual and Performing Arts Standards.

Program Organization

The program is not organized to structure sequentially what students should learn each year nor does it allow teachers to convey the content efficiently and effectively.

Assessment

The program does not support strategies for measuring what students know or enable teachers to evaluate grade-level student mastery of the standards.

Universal Access

The program does not support access to the standards-based curriculum for all students including students with diverse learning styles and abilities.

Instructional Planning and Support

The program does not provide support for the teacher in implementing the instructional program.

Publisher: Blarney Hill Press
Title of Program: *Exploring Art Media*
Grade Level(s): 5–8

PROGRAM COMPONENTS

Blarney Hill Press's *Exploring Art Media* includes a Pupil Edition (PE), Teacher's Guide (TG), Teacher's Edition Lesson Notes (TLN), Teacher's Edition Self-Evaluation (TSE), and a Teacher's Edition Project Evaluation (TPE).

SUMMARY

The SBE did not adopt Blarney Hill Press's *Exploring Art Media*, because it does not meet criteria category 1 and categories 2, 3, and 5. It is not fully aligned with the Visual and Performing Arts Content Standards.

Visual and Performing Arts Content/Alignment with Standards

The program is not designed to ensure that students master all the Visual and Performing Arts Content Standards.

Program Organization

The program is not organized to structure sequentially what students should learn each year nor does it allow teachers to convey the content efficiently and effectively.

Assessment

The program does not present strategies for measuring prior knowledge, students' present knowledge, and what they are progressively able to do.

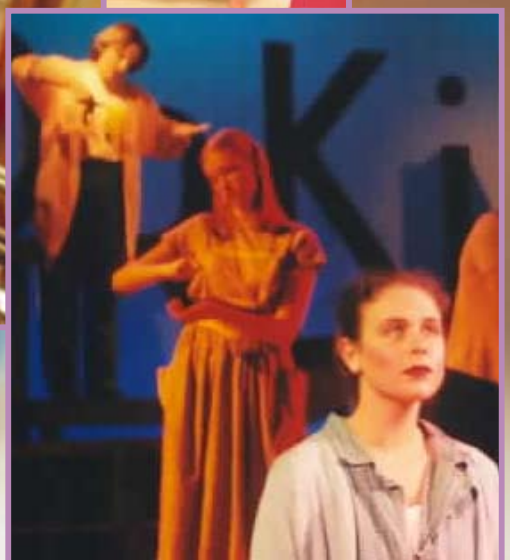
Universal Access

This program provides access to the curriculum to all students, including students with diverse learning styles and abilities.

Instructional Planning and Support

The program does not provide support for teachers in implementing the instructional program. This program uses unsafe materials.

Appendixes



Appendix A

Criteria for Evaluating Instructional Materials: Kindergarten Through Grade Eight

This chapter provides criteria for evaluating the alignment of instructional materials with the *Visual and Performing Arts Content Standards for California Public Schools.*[1] The content standards, which were adopted by the California State Board of Education in January 2001, describe what students should know and be able to do at each grade level. This updated *Visual and Performing Arts Framework* was adopted by the State Board of Education in January 2004. It incorporates the standards and instructional guidelines that together define the essential skills and knowledge in visual and performing arts that will enable all California students to enjoy a world-class education.

The instructional materials must provide guidance for the teacher to present the content standards and curriculum and teach the skills required at each grade level. These skills are to be learned through, and applied to, the content standards. Special attention should also be paid to the appendixes in the framework, which address important arts issues.

The following criteria will guide the development and govern the adoption cycle of instructional materials for kindergarten through grade eight beginning in 2006. They do not, however, require or recommend a particular pedagogical approach.

The five categories of the criteria are listed as follows:

1. **Visual and Performing Arts Content/Alignment with Standards:** The content specified in the *Visual and Performing Arts Content Standards for California Public Schools* (see Chapter 3)

2. **Program Organization:** The sequence and organization of the visual and performing arts program

3. **Assessment:** The strategies presented in the instructional materials for measuring what students know and are able to do

4. **Universal Access:** The information and ideas that address the needs of every student, including those with diverse learning styles and abilities

5. **Instructional Planning and Support:** The information and materials, typically including a separate edition specifically designed for use by teachers, to assist teachers in implementing visual and performing arts programs

[1] *Visual and Performing Arts Content Standards for California Public Schools: Prekindergarten Through Grade Twelve.* Sacramento: California Department of Education, 2001.

Because instructional materials in the visual and performing arts must support teaching aligned with the content standards, those failing to meet the criteria in category 1 will be considered unsatisfactory for adoption. Categories 2 through 5 must be considered as a whole, each set of materials being judged as a group. And the materials must also satisfy the requirements of categories 2 through 5 to be considered suitable for adoption.

Instructional materials should center on developing fully the content described in the standards. For efficient presentation extraneous content must be insignificant and not contrary to the standards. It must also not detract from the ability of teachers to teach readily and students to learn thoroughly the content specified in the standards.

CATEGORY 1: Visual and Performing Arts Content/Alignment with Standards

Instructional materials must support the teaching and learning of the content and skills required by a discipline at a grade level described in the standards. The numerical order of the criteria within each category does not imply the relative importance of the criteria.

To be considered suitable for adoption, instructional materials in the visual and performing arts must provide:

1. A full program that includes all the standards in one or more disciplines at one or more grade levels (There should be no reference to national standards or benchmarks or to any standards other than those contained in the *Visual and Performing Arts Content Standards for California Public Schools*.)

2. A list of evidence, with page numbers or other appropriate references, that demonstrates alignment with the standards (as detailed, discussed, and prioritized in Chapter 3 of the framework)

3. Topics or concepts, lessons, activities, examples, or illustrations, as appropriate, to support the content standards explicitly stated for the grade level(s) in the designated discipline(s) submitted

4. Accurate content, with examples based on current and confirmed research to support the teaching of the visual and performing arts

5. Opportunities for students to increase their knowledge of the visual and performing arts through their study of the historical development of artistic concepts and the lives, contributions, and innovations of certain artists, with all activities centered on the students understanding the standards

6. Opportunities for students to study the connections between the visual and performing arts disciplines to support an understanding of the designated content standards for dance, music, theatre, and the visual arts at various grade levels

7. Content presented in interesting and engaging ways to students

8. Terms and academic vocabulary appropriately used and accurately defined

9. Clear procedures and explanations of underlying concepts, principles, and theories integral to and supportive of the teaching and learning of art forms so that performance skills are learned in the context of specific content standards

10. Guidelines for formal and informal presentations of student work and other artwork focused on demonstrating the artistic elements and principles in the content area, thereby aiding meaningful learning

11. Examples for student work using readily available materials

12. Recommendations for reading and writing about the arts that are aligned with the appropriate grade-level English–language arts standards

13. Graphics (pictures, maps, charts) that are accurate, are well annotated or labeled, and enhance students' focus and understanding of the content

In addition, providers of instructional materials in the visual and performing arts are encouraged to:

- Reinforce, when appropriate, the grade-level-designated content standards for mathematics, science, history–social science, or English–language arts to explain relationships and solve problems
- Identify the key standards for each arts discipline when addressed
- Examine the contributions of the arts to the larger culture and their effects on society
- Discuss the contributions of contemporary media artwork, processes, and concepts and their effects on the arts disciplines
- Make use of electronic resources that add richness and depth of understanding to the standards being taught

CATEGORY 2: Program Organization

The organization of the visual and performing arts program structures sequentially what students should learn each year and allows teachers to convey the content efficiently and effectively, thereby providing students with opportunities to achieve the knowledge and skills described in the standards. The content also reflects the variety of instructional models, staffing, and facilities at a given school site.

To be considered suitable for adoption, instructional materials in the visual and performing arts must provide:

1. Introduction of new concepts at a reasonable pace and with depth of coverage, with the explicit aim of preparing students to master content at each grade level so that they can advance to the next level

2. A variety of experiences, problems, applications, and independent practices that organize the appropriate grade-level content in a logical, systematic way so that prerequisite skills and knowledge can be developed before the introduction of the more complex concepts, principles, and theories that depend on them

3. A well-organized structure providing students with opportunities to understand artistic concepts, principles, and theories and building on a foundation of facts, skills, and inquiry

4. A logical, coherent, and sequential organizational structure that facilitates efficient and effective teaching and learning in a lesson, unit, and year aligned with the standards

5. Clearly stated student outcomes and goals that are measurable and are based on the content standards

6. An overview of the content in each chapter or unit that outlines the visual and performing arts concepts and skills to be developed

7. Guidelines for a safe environment or facility appropriate to the level of physical performance and training difficulty called for in the arts curriculum

8. Tables of contents, indexes, glossaries, electronic-based resources, support materials, content summaries, and assessment guides designed to help teachers, parents or guardians, and students navigate the program

In addition, providers of instructional materials in the visual and performing arts are encouraged to include:

- Guidelines for the implementation of the instructional content within disciplines that reflect general or specialized facilities, various staff expertise, or a range of school resources

- A standards-based curriculum that includes contemporary media technologies or uniquely organized resources that support universal access to information and enhance teaching and learning in the arts

- Delivery of instructional program or units through alternative formats or methods, including but not limited to videos, interactive media, CD-ROMs, DVDs, and online resources, to facilitate ease of duplication and distribution or provide support for universal access

CATEGORY 3: Assessment

Instructional materials should contain multiple measures to assess what students know and can do in the visual and performing arts. The measures should reveal students' knowledge of the concepts, principles, theories, and skills related to those arts and students' ability to apply that knowledge to understanding advanced versions of those concepts, principles, and theories. Assessment tools that are part of the instructional material should provide evidence of students' progress in meeting the content standards and useful information for planning and modifying instruction to help all students meet or exceed those standards.

To be considered suitable for adoption, instructional materials in the visual and performing arts must provide:

1. Strategies and tools reflecting the assessment guidelines presented in Chapter 5 (entry-level assessment, progress monitoring, summative evaluation)
2. Multiple measures of individual student progress at regular intervals to evaluate grade-level mastery of the standards
3. Guiding questions to monitor student understanding of the arts

In addition, providers of instructional materials in the visual and performing arts are encouraged to include:

- Suggestions for methods by which a student's work can be compared over time (e.g., portfolios, presentations, performances, journals, CDs)
- Electronic tools providing data for diagnostic purposes and user-friendly features, such as help windows, navigation bars, and font and color conformity across platforms, that are easy to install

CATEGORY 4: Universal Access

Instructional materials should provide access to the standards-based curriculum for all students, including those with diverse learning styles and abilities. In addition, programs must conform to the policies of the State Board of Education and other applicable state and federal guidelines pertaining to diverse populations and special education.

To be considered suitable for adoption, instructional materials in the visual and performing arts must provide:

1. Suggestions for adapting curriculum and instruction to meet students' diverse learning styles and abilities according to current and confirmed research
2. Strategies to help students who are below grade level in the visual and performing arts standards

3. Strategies to help students reading below grade level understand the visual and performing arts content

4. Suggestions that allow advanced learners to study standards-based content in greater depth

In addition, providers of instructional materials in the visual and performing arts are encouraged to include:

- Lesson materials optimizing clear presentation and focus on students
- Electronic tools aligned with industry standards for universal access (including text and audio enhancement) and multiple levels of difficulty that can be adjusted by the teacher or student

CATEGORY 5: Instructional Planning and Support

Teacher-support materials built into the instructional materials should specify suggestions and illustrative examples of how teachers can implement a standards-based visual and performing arts program. That assistance should be designed to help the teacher implement the program to ensure that all students have opportunities to learn the essential knowledge and skills called for by the standards. Because the criteria do not recommend or require a particular pedagogical approach, the materials should contain recommendations to teachers regarding those approaches that best fit instructional goals. Accordingly, the materials should offer a variety of instructional approaches that might include but are not limited to direct instruction, reading, writing, demonstrations, creation of artwork, and Internet use and inquiry.

To be considered suitable for adoption, instructional materials in the visual and performing arts must provide:

1. Explicit, systematic, and accurate procedures and prompts; explanations of background, concepts, and principles; and theories understandable to specialists, credentialed arts teachers, and general classroom teachers

2. Strategies to identify and correct common student misconceptions of the visual and performing arts concepts

3. A variety of effective teaching strategies for flexible implementation

4. Lesson plans that reflect properly sequenced instruction with appropriate procedures understandable to specialists, credentialed arts teachers, and general classroom teachers

5. A number of possible strategies for pacing lessons

6. Suggestions for applying student assessment data to instructional planning within the program

7. Resources reflecting strategies found successful in engaging all students in full participation, varied thinking, and meaning-centered tasks

8. A list of suggested equipment, supplies, and facilities supporting implementation of a standards-based program

9. Guidelines to ensure classroom safety and effective use and care of required equipment, materials, and supplies called for by the program during instruction and demonstrations

10. Suggestions for organizing and storing resources in the classroom

11. Economical equipment and supplies together with recommendations for their use (included with the materials) or recommendations for using readily available alternative materials and equipment

12. The program packaged for sale containing all components, including reproducible masters, needed for helping students meet the state requirements

13. A plan for professional development and continuing technical support for users of the materials in implementing the program

14. Technical support and suggestions for the appropriate use of instruments, tools, and equipment as well as audiovisual, multimedia, and information technology resources associated with the program

In addition, providers of instructional materials in the visual and performing arts are encouraged to include:

- Suggestions for using community resources to support the program
- References and resources providing teachers with further information on the visual and performing arts content
- Suggestions to students for exploring the content in the standards at great depth
- Support materials that reinforce, model, and demonstrate effective teaching strategies for teacher use (e.g., video of demonstration lessons, simulations, online resources)
- Homework assignments and periodic letters to the home encouraging student learning and presented so that parents or guardians can easily support their child's academic success.
- Suggestions for informing parents or guardians and the community about the visual and performing arts program
- Electronic tools, including lesson-plan builders, teacher presentations, and technical and implementation support

- Electronic resources promoting interaction of teachers and students and critical thinking, such as presentations with designated points for discussion, interactive simulations, role playing, and multiuse systems

Alternative Delivery Systems

New media and electronic technology are shaping artistic expression by introducing new systems, materials, and processes. More than simply replicating text-based materials in an electronic format, use of the new media involves expressing ideas and creating artwork in unique ways that are not possible without the use of technology. For example, it allows for the replication and changing of images, and the use of those images becomes a new medium of expression. This new and evolving area within the arts serves as a vehicle for creating and communicating aesthetic ideas, enhancing access to artistic media and information, and extending opportunities for instruction, critiques, reflections, and assessments. New media and electronic technology are changing arts education by encouraging teachers and students to employ these new modes of expression and materials in creating artwork.

To be considered suitable for adoption, instructional materials incorporating new media and electronic technology must provide:

1. A standards-based curriculum that includes contemporary media technologies or uniquely organized resources supporting universal access to information and enhancing teaching and learning in the arts

2. Delivery of an instructional program or units through alternative formats or methods, including but not limited to videos, interactive media, CD-ROMs, DVDs, and online resources

3. Technical support and suggestions for the appropriate use of the instruments, tools, and equipment as well as the audiovisual, multimedia, and information technology resources associated with the program

4. Electronic resources promoting interaction of teachers and students and critical thinking, such as presentations featuring role playing or multiuse systems

5. Electronic resources that are cross-platform (e.g., using both Windows and Macintosh operating systems) and use available media systems

Appendix B

Learning Resources Display Centers

Learning Resource Display Centers (LRDCs) throughout California display both submitted and adopted instructional materials and resources for kindergarten through grade eight.

LRDC #1

Humboldt County Office of Education
Humboldt Educational Resource Center

901 Myrtle Avenue
Eureka, CA 95501

Contact: Peg Gardner
(707) 445-7077

LRDC #2

Butte County Office of Education
Instructional Resource Center

5 County Center Drive
Oroville, CA 95965

Contact: Bob Benoit
(530) 532-5815

LRDC #3

Sonoma County Office of Education
Instructional Resources Center

5340 Skylane Boulevard
Santa Rosa, CA 95403

Contact: Jennifer Duckhorn
(707) 524-2837

LRDC #4

Sacramento County Office of Education
Instructional Technology and Learning Resources

10474 Mather Boulevard
Mather, CA 95655

Contact: Ben Anderson,
(916) 228-2351

LRDC #5

Contra Costa County Office of Education
Curriculum and Instruction Department

77 Santa Barbara Road
Pleasant Hill, CA 94523

Contact: Rovina Salinas
(925) 942-5332

LRDC #6

Alameda County Office of Education
Educational Services

313 West Winton Avenue
Hayward, CA 94544

Contact: Hector Garcia
(510) 670-4235

LRDC #7

College of Education
San Francisco State University
Cahill Learning Resources & Media Lab

1600 Holloway Avenue, Burk Hall 319
San Francisco, CA 94132

Contact: Rita Yee
(415) 338-3423

LRDC #8

Stanislaus County Office of Education
Technology Learning Resources

1100 H Street
Modesto, CA 95354

Contact: Joan Binczek
(209) 567-4524

LRDC #9

Santa Clara County Office of Education
Library Service #232

1290 Ridder Park Drive
San Jose, CA 95131-2304

Contact: Diane Perry and Peter Doering
(408) 453-6800

LRDC #10

Merced County Office of Education
Instructional Services

632 West 13th Street
Merced, CA 95340

Contact: John Magneson
(209) 381-6632

LRDC #11

Fresno County Office of Education
School Library and Media Services

1111 Van Ness
Fresno, CA 93721

Contact: Janie Rocheford
(559) 265-3094

LRDC #12

Tulare County Office of Education
Educational Resource Services

7000 Doe Avenue, Suite A
Visalia, CA 93291

Contact: Elainea Scott and Steven Woods
(559) 651-3077

LRDC #13

Kern County Superintendent of Schools
The Learning Center

2020 K Street
Bakersfield, CA 93301

Contact: Anne Santer
(661) 636-4640

Note: **LRDC #14 is now LRDC #A4 (see page 36).**

LRDC #15

University of California
Davidson Library, Curriculum Lab

Santa Barbara, CA 93106-9010

Contact: Lorna Lueck
(805) 893-3060

LRDC #16

Ventura County Superintendent of Schools
Educational Services Center

570 Airport Way
Camarillo, CA 93010

Contact: Patti Johnson
(805) 388-4407

LRDC #17

San Bernardino County Superintendent of Schools
Curriculum and Instruction

4595 Hallmark Parkway
San Bernardino, CA 92407-1834

Contact: Cindy Munz
(909) 386-2666

LRDC #18

Los Angeles County Office of Education
Library Services

12757 Bellflower Boulevard
Downey, CA 90242

Contact: Sharon McNeil
(562) 922-6359

LRDC #19

Los Angeles Unified School District
Textbook Services

1545 Wilshire Boulevard, Suite 200
Los Angeles, CA 90017

Contact: Esther Sinofsky
(213) 207-2280

LRDC #20

Orange County Department of Education
1715 E. Wilshire, Suite 713
Santa Ana, CA 92705

Contact: Sandra Lapham
(714) 541-1052

LRDC #21

University of California, Riverside
Rivera Library

P.O. Box 5900
Riverside, CA 92517-5900

Contact: Ann Frenkel
(951) 827-3715 or (951) 827-4394

LRDC #22

San Diego County Office of Education
Learning Resources Display Center

6401 Linda Vista Road, Room 201
San Diego, CA 92111

Contact: Barbara Takashima
(858) 292-3557

The following LRDCs display only adopted instructional materials and resources for grades K-8; they do not display submitted materials and resources.

LRDC #A1

San Mateo County Office of Education

101 Twin Dolphin Drive
Redwood City, CA 94065-1064

Contact: Karol Thomas
(650) 802-5651

LRDC #A2

San Jose State University
King Library

One Washington Square
San Jose, CA 95192-0028

Contact: Susan Kendall
(408) 808-2039

LRDC #A3

California State University, Sacramento
Library—Reference Department

2000 State University Drive East
Sacramento, CA 95819-6039

Contact: Rosalind Van Auker
(916) 278-5673

LRDC #A4

California Polytechnic State University
Kennedy Library
Information and Instructional Services

One Grand Avenue
San Luis Obispo, CA 93407

Contact: Jose Montelongo
(805) 756-7492

LRDC #A5

California State University, Fullerton
Pollak Library, Curriculum Materials Center

800 North State College Boulevard
Fullerton, CA 92834

Contact: Ron Rodriguez
(714) 278-7544
Reference Desk (714) 278-3743

LRDC #A6

Instructional Resources and Technology Department
Monterey County Office of Education

901 Blanco Circle/P.O. Box 80851
Salinas, CA 93912-0851

Contact: Harry Powell
(831) 755-0384

LRDC #A7

Yolo County Office of Education
Learning Resources Display Center

1280 Santa Anita Court, Suite 100
Woodland, CA 95776

Contact: John Roina
(530) 668-3717

California Department of Education
Sacramento, 2007