

California Department of Education

Executive Office

SBE-003 (REV. 11/2017)

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# California State Board of EducationJanuary Year AgendaItem #02

## Subject

## Distance Learning Curriculum and Instructional Guidance: Project UpdateType of Action

Information

## Summary of the Issue(s)

Section 121 of Senate Bill (SB) 98, Chapter 24, Statutes of 2020 directs the Sacramento County Superintendent of Schools/Sacramento County Office of Education (SCOE) to develop a draft distance learning curriculum and instructional guidance for mathematics, English language arts (ELA), and English language development (ELD) to be adopted by the State Board of Education (SBE) by May 31, 2021. Seven hundred fifty thousand dollars ($750,000) was appropriated from the General Fund to the California Department of Education (CDE) for this purpose.

SCOE will present on the Distance Learning Curriculum and Instructional Guidance Project (DLGP) to the SBE.

## Recommendation

None

## Brief History of Key Issues

The purpose of the DLGP is to develop draft distance learning curriculum and instructional guidance for mathematics, ELA, and ELD. This guidance includes, but is not limited to, a framework for addressing critical standards, guidance and resources for formative and diagnostic assessment, guidance on recommended aggregate time for instruction and independent work by grade span, and guidance on embedding social-emotional supports for pupils into distance learning curricula.

Beginning in July 2020, SCOE, CDE, and SBE staff established regular communication about the DLGP through bi-weekly meetings with additional meetings scheduled as needed.

As required by SB 98, throughout September 2020, SCOE conducted extensive outreach to stakeholders to inform the DLGP. These stakeholders include county offices of education, local education agencies (LEAs), and experts in the areas specified in subdivision (c) of SB 98 such as the California Subject Matter Projects, the International Society for Technology in Education (ISTE), and Computer-Using Educators (CUE).

ISTE has been secured as a lead partner on the DLGP project due to their expertise concerning educational technology. The ISTE writing team has prepared a literature review to inform the content of the DLGP, and they will author several sections of the project and design how it will be presented online. The SCOE team also secured several highly respected content-area experts to author the ELA, ELD, and Mathematics portions of the DLGP.

CUE was identified as a key liaison to LEAs to help identify teachers for recordings of interviews and illustrative examples which will be accessible online to support the content of the DLGP.

In October, following the initial stakeholder outreach efforts, SCOE formed an advisory committee which includes leadership from ISTE, CUE, CDE, and several SBE staff members, as well as representatives from other entities including:

* El Dorado County Office of Education
* Imperial County Office of Education
* Kern County Office of Education
* San Bernardino County Office of Education
* San Diego County Office of Education
* Madera Unified School District
* Modesto City Schools
* California Teachers Association
* California Federation of Teachers
* California Charter Schools Association
* California State Parent Teacher Association
* Policy Analysis for California Education
* The Education Trust-West
* Californians Together

The Advisory Committee has provided input on several drafts of a project outline that further defines the scope of the project and how the required guidance areas will be addressed in the DLGP. Sections of the project include the following:

* **Introduction:** This section will share the impact of COVID-19 on schools in 2020 and 2021 and the potential value of the guide in providing guidance on best practices for effectively and equitably leveraging technology-empowered pedagogy. Areas that will be noted include equity and access, teacher preparedness, educator and student well-being, and social and emotional learning.
* **Section 1: Research-Based Distance Learning Principles and Practice**This section will provide an overview of the literature review process for this Guide as well as highlights from the review itself. Key areas that will be shared focus on personalized instruction; student empowerment; student engagement and motivation; student choice, voice, and flexibility; relationship building and support structures; and digital literacy for learning online.
	+ **1A: Instructional Design and Effective Pedagogy through Technology**This subsection will cover research-based best practices in instructional design in online learning, including Universal Design for Learning, Meaningful Learning with Technology, and the National Standards for Quality Online Courses. Pedagogical recommendations are based on developmentally appropriate guidance. Based on SB 98, included is an emphasis on meeting the needs of our most vulnerable populations, including but not limited to students with disabilities, English learners, and socioeconomically disadvantaged youth.
	+ **1B: Assessing Student Achievement in Virtual Spaces**This subsection will cover how to meaningfully assess students in online learning environments. Included in this section will be formative and diagnostic assessments, use of data to personalize instruction for students as well as to determine pedagogical effectiveness and inform instruction. Also covered will be discussion-based assessments to emphasize the importance of relationship building and academic integrity.
	+ **1C: Fostering Healthy, Equitable, and Inclusive Digital Communities** This subsection will concentrate on the importance of ensuring the well-being of all stakeholders and instilling social and emotional learning (SEL) not only at the learning environment level but also at the school, district, family/caregiver, and community levels. Emphasis will be placed on the vital need for support structures for students to be successful in online learning environments.
* **Section 2: Addressing Critical Standards in Mathematics**
This section will provide a framework for the critical standards by grade level for Mathematics and will be infused with content-specific distance learning instruction, assessment, and SEL guidance. Additionally, vignettes, quotes, and promising practices from California educators will be shared.
* **Section 3: Addressing Critical Standards in ELA/ELD**
This section will provide a framework for the critical standards by grade-level for ELA/ELD and will be infused with content-specific distance learning instruction, assessment, and SEL guidance. Additionally, vignettes, quotes, and promising practices from California educators will be shared.
* **Conclusion**
This final section will share a vision for the future of teaching and learning in the state of California, address remaining barriers, and provide recommendations for state and local leaders.
* **References**

After the outline is finalized and work begins on the written draft, SCOE will continue to utilize the Advisory Committee for regular stakeholder feedback to fine-tune the draft. Additionally, SCOE will seek feedback outside of the formal Advisory Committee to ensure broader stakeholder input, including the input of teachers and families. SCOE will present the final draft of the DLGP for adoption at the May 2021 SBE meeting in time to meet the legislative deadline of May 31, 2020. A final publication version of the DLGP will be submitted to CDE for posting by September 30, 2021.

## Summary of Previous State Board of Education Discussion and Action

None

## Fiscal Analysis (as appropriate)

Per SB 98, for the 2020–2021 fiscal year, $750,000 was appropriated from the General Fund to the CDE for the DLGP. The CDE has granted the funds to SCOE to complete the project.

## Attachment(s)

None