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# Chapter 13: Instructional Materials

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High-quality instructional materials are an essential component of effective world languages education. They are tools designed to help teachers with classroom instruction and to ensure all students can access standards-aligned content both in the classroom and at home. Instructional materials should be selected with great care with the needs of all students in mind. They should also provide support for educators who teach world languages to California’s diverse student population and guide implementation of the *World Languages Standards for California Public Schools, Kindergarten Through Grade Twelve (WL Standards)*. Instructional materials are broadly defined to include textbooks, technology-based materials, other educational materials, and tests.

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

## State Adoption of Instructional Materials

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

Local educational agencies, which include school districts, charter schools, and county offices of education, are not required to implement state-adopted instructional materials. If an LEA chooses to use instructional materials that are not adopted by the SBE, it has the responsibility to adopt resources that are aligned to the *WL Standards*, meet the requirements for social content, best meet the needs of its students, and have demonstrated evidence of effectiveness.

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

The primary resource to be used when selecting instructional resources is the Criteria for Evaluating Instructional Resources for World Languages Education Instruction in Kindergarten Through Grade Eight (Criteria) found in the next section. The Criteria include comprehensive descriptions of elements required for effective instructional programs that are aligned to the *WL Standards* and will be the basis for the next state adoption of world languages education instructional resources.

To be considered suitable for adoption, instructional materials in world languages develop learner ability to

* interpret what is heard, read or viewed on a variety of topics, from authentic texts, using technology, when appropriate, to access information;
* negotiate meaning in a variety of real-world settings, for multiple purposes, in spoken, signed, or written conversations, using technology as appropriate, in order to collaborate, share information, reactions, feelings, and opinions;
* present information on a variety of topics, for multiple purposes, in culturally appropriate ways, adapting to various audiences of listeners, readers, or viewers, using the most suitable media and technologies to present and publish;
* use language in highly predictable common daily settings (Novice), transactional and some informal settings (Intermediate), most informal and formal settings (Advanced), informal, formal and professional settings, and unfamiliar and problem situations, (Superior), as appropriate, in target-language communities in the United States and in the globalized world;
* recognize (Novice), participate in (Intermediate), initiate (Advanced), or sustain (Superior), language use opportunities outside the classroom and set goals, reflect on progress, and use language for enjoyment, enrichment and advancement;
* use receptive and productive structures in service of communication: sounds, parameters, writing systems (Novice), basic word and sentence formation (Intermediate), structures for major time frames, text structures for paragraph-level discourse, (Advanced), all structures (Superior), text structures for extended discourse, as appropriate;
* use language text-types in service of communication; learned words, signs and fingerspelling, and phrases (Novice), sentences and strings of sentences (Intermediate), paragraphs and strings of paragraphs (Advanced), or coherent, cohesive multi-paragraph texts (Superior), as appropriate;
* use the target language to investigate, explain, and reflect on the nature of language through comparisons of similarities and differences in the target language and those they know in order to interact with communicative competence;
* interact with cultural competence and understanding;
* demonstrate understanding and use the target language to investigate, explain and reflect on the relationships among the products cultures produce, the practices cultures manifest, and the perspectives that underlie them in order to interact with cultural competence;
* use the target language to investigate, explain, and reflect on the nature of culture through comparisons of similarities and differences in the target cultures and those they know in order to interact with cultural competence;
* demonstrate understanding and use the target language to investigate how cultures influence each other over time in order to interact with intercultural competence;
* build, reinforce, and expand knowledge of other disciplines through the target language, develop critical thinking skills and solve problems in order to function in real-world situations, academic and career-related settings; and
* access and evaluate information and diverse perspectives that are readily or only available through the target language and its cultures in order to function in real-world situations, academic and career-related settings.

## Criteria for Evaluating Instructional Materials for World Languages Education in Kindergarten Through Grade Eight

The state adoption of new world languages instructional materials will be guided by the Criteria described below. To be adopted, instructional materials must meet Category 1, Alignment with the *CA World Languages Education Content Standards*, in full. Instructional materials will be evaluated holistically for strengths in the other categories of Program Organization, Assessment, Access and Equity, and Instructional Planning and Support. This means that while a program may not meet every criterion listed in those categories, it must meet the intent stated in the introductory paragraph of each category to be eligible for state adoption. Programs that do not meet Category 1 in full and do not show strengths in each one of the other four categories will not be adopted. These criteria are designed to be a guide for publishers in developing their instructional resources and for local educational agencies when selecting instructional materials. To assist in the evaluation of instructional materials, publishers must use the SBE-approved standards maps and evaluation criteria map templates, developed and supplied by the California Department of Education (CDE), to provide evidence that the program provides students a path to meet the proficiencies specified in the *World Languages Framework*.

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

## Criteria for the Evaluation of Instructional Materials Aligned to the World Languages Standards for California Public Schools, Kindergarten Through Grade Twelve (WL Standards)

### Category 1: Alignment with the WL Standards

Instructional materials support teaching and learning of the skills and knowledge called for within the Novice, Intermediate, Advanced and Superior ranges of proficiency, as appropriate, as specified in the *WL Standards* and are appropriate for designated grade levels.

All programs must include the following features:

1. Instructional materials, as defined in *Education Code (EC)* Section 60010(h), must align to the *WL Standards*, adopted by the SBE in January 2019.
2. Instructional materials are consistent with the content of the *World Languages Education Framework for California Public Schools, Kindergarten Through Grade Twelve* (*WL Framework*).
3. Instructional materials include approaches and activities aligned to Appendix 2 of the *WL Standards.*
4. Instructional materials must be consistent with current state statutes and support statutorily mandated instruction.
5. Instructional materials shall be accurate and use proper grammar and spelling (*EC* Section 60045).
6. Instructional materials include opportunities for students to develop communicative and cultural proficiency, content area knowledge, oracy, and literacy in a world language other than English.
7. Instructional materials include activities for developing student proficiency in the Communications, Cultures, and Connections standards of the *WL Standards.*
8. Instructional materials examine humanity’s place in ecological systems and the necessity for the protection of the environment (*EC* Section 60041) and include instructional content based on the California Environmental Principles and Concepts developed by the California Environmental Protection Agency and adopted by the State Board of Education (*Public Resources Code* Section 71301) where appropriate and aligned to the *WL Standards.*

### Category 2: Program Organization

Instructional resources support instruction and learning of the *WL Standards* and include such features as the organization, coherence, and design of the program; chapter, unit, and lesson overviews; and glossaries. Sequential organization and a coherent instructional design of world languages programs provide structure for what students should learn each year. They should be organized to allow efficient and effective delivery of a standards-based course ensuring optimal articulation as students move between courses, and enter and leave instructional programs. Programs must be well organized and presented in a manner that provides all students with opportunities to achieve the essential knowledge and skills described in California’s *WL Standards*. Program design must support the standards-based approach grounded in the organizational scheme developed in California’s *WL Standards* and serve as the scaffolding for students with diverse learning needs. Instructional resources must have strengths in these areas to be considered for adoption:

1. An organization that provides a logical and coherent structure to facilitate efficient and effective teaching and learning within the lesson, unit, and grade level or grade span, consistent with the guidance in the *WL Framework*
2. 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
3. An overview of the content in each chapter or unit that describes how it supports instruction and learning of the *WL Standards*
4. An overview of the content in each chapter or unit that outlines the world languages concepts and skills to be developed
5. Graphics (pictures, maps, world languages) that are accurate, are well annotated or labeled, and enhance students’ focus and understanding of the content
6. Support materials that are an integral part of the instructional program and are clearly aligned with the *WL Standards*
7. A well-organized structure that provides students with opportunities to achieve proficiency and/or the grade-level or grade-span standards
8. A well-organized structure that provides opportunities for students to build on knowledge and proficiencies developed through previous language study and/or through immersion programs
9. Effective articulation between courses allowing for multiple entry points in a variety of course and program models beginning in Kindergarten and continuing through grade twelve
10. A list of the expectations for student proficiency in the standards in the teacher’s guide together with page number citations or other references that demonstrate alignment with the content standards
11. To the extent possible, the content, including grammar descriptions, are presented in the target language

### Category 3: Assessment

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

1. Strategies or instruments that teachers can use to determine students’ prior knowledge of culture and appropriate academic content and communicative, cultural and intercultural proficiencies
2. A broad array of diagnostic, formative, and summative assessment strategies that allow students to demonstrate what they know, understand, and are able to do
3. High quality standards-based placement and exit assessments to help determine appropriate instructional level for entry into and exit from a course or program
4. Multiple measures of students’ ability to independently apply the world languages proficiencies described in the *WL Standards,* such as observations with rubrics, task completions, collaborative conversations, samples of speech and writing, portfolio entries, measures of proficiency, content and cultural knowledge and skills, contextualized form checks, projects, performances, selected and constructed response items, among others
5. Guidance for teachers on how to adapt instruction on the basis of evidence from assessment and make adjustments that yield immediate benefits to student learning
6. Guiding questions to monitor student receptive and productive proficiencies in the world languages

### Category 4: Access and Equity

The goal of world languages education programs in California is to ensure universal and equitable access to high-quality curriculum and instruction for all students so they can meet or exceed the knowledge and skills as described in the *WL Standards*. Resources should incorporate recognized principles, concepts, and research-based strategies to meet the needs of all students and provide equal access to learning. Instructional resources should include suggestions for teachers on how to differentiate instruction to meet the needs of all students. In particular, instructional resources should provide guidance to support students who are English learners; heritage and native speakers, at-promise students (Per AB 413 of 2019 [Chapter 800], the term “at-risk” is replaced in the *California Education Code* with the term “at-promise.”); lesbian, gay, bisexual, transgender, queer, and questioning (LGBTQ+) students; advanced learners; and students with disabilities. Note that speaking and listening should be broadly interpreted and should include students who are deaf and hard of hearing using American Sign Language (ASL ) as their primary language. Students who do not use ASL as their primary language but use amplification, residual hearing, listening and spoken language, cued speech and sign-supported speech, access general education curriculum with varying modes of communication. Instructional resources must have strengths in these areas to be considered for adoption:

1. Appropriate for use with all students regardless of their disability, gender, gender identity, gender expression, nationality, race or ethnicity, culture, religion, sexual orientation, or living situation
2. Suggestions based on current and confirmed research for adapting the curriculum and the instruction to meet students’ assessed instructional needs
3. Comprehensive teacher guidance and differentiation strategies, based on current and confirmed research, to adapt the curriculum to meet students' identified special needs and to provide effective, efficient instruction for all students, including students who are English learners, at-promise students, LGBTQ+ students, and students with disabilities
4. Strategies for students who are English learners that are consistent with the *California English Language Development Standards: Kindergarten Through Grade 12* adopted under *EC* Section 60811
5. Strategies for English learners in both lessons and teacher’s editions, as appropriate, for specific proficiency ranges
6. Strategies to help students who are below grade level in reading, writing, speaking, and listening in academic English to understand and communicate in world languages
7. Suggestions for advanced learners that are tied to the *WL Framework* and that allow students to study content in greater depth
8. Strategies to help heritage and native language learners to maximize their learning of a heritage or native language, or to transfer these skills to the learning of an additional language
9. Images that are age-appropriate and depict students at the grade level or grade span of instruction, reflect the diversity of California’s students, and are affirmatively inclusive

### Category 5: Instructional Planning and Support

The information and resources should present explicit, coherent guidelines for teachers to follow when planning instruction and are designed to help teachers provide effective standards-based instruction. The resources should be designed to help teachers provide instruction that ensures opportunities for all students to learn world languages-enhancing skills and behaviors and essential knowledge and communicative, cultural and intercultural proficiencies specified in the *WL Standards.* The resources must have strengths in these areas of instructional planning and teacher support to be considered suitable for adoption:

1. Lesson plans, suggestions for organizing resources in the classroom, and ideas for pacing lessons
2. A pacing guide or scope and sequence for planning instruction
3. A variety of pedagogical strategies aligned to Appendix 2 of the *WL Standards*
4. Suggestions for connecting world languages education content with other areas of the curriculum and examples of interdisciplinary instruction within the appropriate grade level or grade span
5. Technical support and suggestions for appropriate use of electronic resources, audiovisual, multimedia, and information technology resources associated with a unit
6. User-friendly components and platform-neutral electronic materials
7. Homework assignments, if included in the program, extend and reinforce classroom instruction as well as provide opportunities for additional practice and extension of skills that have been taught
8. Homework assignments, if included in the program, that support parent, guardian, and caretaker engagement
9. Guidance for the use of language learning strategies with opportunities to use them in context throughout the course or program
10. Clearly written and accurate explanations of world languages education content
11. Guidelines for formal and informal presentations of student work

## Guidance for Local Education Agencies on the Adoption of Instructional Materials for Students in Grades Nine Through Twelve

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

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

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

## Guidance on Selecting Materials for Dual Immersion and Multiliteracy Programs

The criteria in this chapter are for publishers of world languages instructional materials. Many LEAs also have dual immersion or multi-literacy programs for elementary students. Those programs require subject area materials in English and another language, with the goal for students to learn both the academic content and become literate in the target language. These disciplines include, but are not limited to science, mathematics, and history–social science. While all communities of language learners share universal concepts of family, clothing, food and meals, housing, and transportation, they also possess culture-specific perspectives on these topics. One example is that different cultures have different perspectives about what food is, when meals occur, and what practices accompany the preparation and consumption of food.

To enhance the evaluation and selection of materials, schools and districts with dual immersion or multi-literacy programs for elementary students may wish to consider the *CA World Languages Standards,* as well as the guidance on world languages instruction in this framework when selecting materials where students learn target-culture perspectives on content. Careful evaluation of instructional materials for dual immersion or multi-literacy programs is necessary to ensure they present instructional content and provide support for teachers in utilizing goals in the *CA World Languages Standards* along with the subject area academic content standards.

## Social Content Review

To ensure that instructional materials reflect California’s multicultural society; avoid stereotyping; and contribute to a positive, safe, and inclusive learning environment, instructional materials used in California public schools must comply with the state laws and regulations that involve social content. As noted above, instructional materials must conform to *EC* sections 60040–60045 as well as the SBE’s *Standards for Evaluating Instructional Materials for Social Content* (available on the CDE Social Content Review web page). Instructional materials that are adopted by the SBE meet the social content requirements. The CDE conducts social content reviews of a range of instructional materials and maintains a searchable database of the materials that meet these social content requirements. To access the database, go the Approved Social Content Review Search on the CDE the Social Content Review web page.

If an LEA intends to purchase instructional materials that have not been adopted by the state or are not included on the list of instructional materials that meet the social content requirements maintained by the CDE, then the LEA must complete its own social content review. Information about the review process is posted on the CDE Social Content Review web page.

## Supplemental Instructional Materials

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

## Accessible Instructional Materials

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

## Student Privacy

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

## **References**

California Department of Education (CDE). 2013b. *Standards for Evaluating Instructional Resources for Social Content (2013 Edition)*. Sacramento: California Department of Education.

California Department of Education. 2015. *Guidelines for Piloting Textbooks and Instructional Materials*. Sacramento: California Department of Education. California Department of Education: March 2019

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